Seminar in Minorities and Work
Professor Sarah Reid
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Mondays from 4:30-7:10pm @ the Labor Education Center room 130/131
Office Hours: by Appointment (office location room 136, Labor Education Center)

COURSE DESCRIPTION
In this class we will explore race, gender, and class and how they intersect to shape and constrain people’s experiences and access to resources—like education, employment, earnings, and status—that determine one’s location in the social structure. In this way, we will assess how race, class, and gender operate not only as ways of categorizing people, but as categories of social stratification. We will focus on the major frameworks and methodological approaches that link race, class, and gender and wrestle with the ways in which these social statuses overlap and where they may be distinct with regard to understanding these workers’ experiences in the labor market. We will also discuss the role of equal opportunity legislation and affirmative action policies and practices in these processes. After taking this course, students should be able to discuss and write about the major theories, methodological frameworks and empirical evidence surrounding the associations between race, class, and gender and workplace dynamics and outcomes.

This course is based on a high degree of student interaction and group-based work. There is a considerable amount of reading and analysis in this course. You must bring required readings for each week with you to class (either electronically or in paper form) as we will be analyzing them during the lecture period.

REQUIRED READINGS
Readings are based on chapters from Understanding Race, Class, Gender, and Sexuality: A Conceptual Framework (2nd edition) by Lynn Weber, available at the Rutgers Bookstore and for purchase online. All other readings are posted for each week on sakai under ‘resources’

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

COURSE REQUIREMENTS
You will be evaluated on your written work (both critical responses and a research proposal) and in-class participation (both facilitation and engagement). There is no formal exam for this course. Details on each course requirement are outlined below.

Written Assignments
Your ability to express yourself clearly in writing will come in the form of critical response, which are individual written assignments and a research proposal—which will be carried out in groups. All written assignments are to be 1” margins, double-spaced, 12-point font. All written assignments must be handed in to me in class in paper form.
Critical Responses (individual written work)
Submit three critical responses (2-3 pages each) on the course readings throughout the semester (you decide which weeks you want to write critical response on).

Guidelines for Critical Responses
• The purpose of the critical response is to help you to more fully engage with the readings for each session. Critical response provide you an opportunity to develop and present your critical reflections on the readings. No credit will be given for late critical responses. Critical responses may cover one reading in depth or a group of readings based on a theme.

• Questions you may wish to consider when writing your critical response (note—you cannot consider all of these elements due to page restrictions so be sure to focus your critical response to a few):
  o What is the major contribution of the reading? What do you find innovative, if anything, about the work?
  o What kind of theoretical framework does the author(s) employ?
  o What kinds of assumptions or biases does the author(s) make or have? How do these influence the piece?
  o Is the research design effective for the questions the author(s) is posing? How valid is the empirical analysis?
  o What are the main conclusions of the research and do you agree with them? Are the conclusions supported by the data and analysis?
  o How does the work either build on previous readings or take us further than previous work?
  o Does the work contradict other work we have read? If so, how and why? And which do you find most convincing?
  o What is most surprising or puzzling to you about the reading?
  o What puzzles or questions are left unanswered by the reading?
  o What avenues for future research do you see as promising or important?

• What to avoid in your critical responses
  o Avoid summarizing the readings. You can assume that I am familiar with them. You may refer to specific points in the readings or include brief quotations or paraphrases but no broad or extensive summaries.
  o Avoid personal reflection and the use of anecdotal evidence.

The following website includes some helpful guidelines for developing critical analysis in your critical response: http://leeclarke.com/docs/writingcritically.html

Research Proposal (group-based)
Two parts: first is a draft of your research proposal worth 10% of your final grade, and the final paper, worth 25%. You will not be conducting any original research but rather crating a proposal for research that could be carried out. This will include a review of the literature, research questions that have not been adequately addressed in that literature, and hypotheses about causal relationships. Full details available will be discussed in class and made available on Sakai.
Class Participation & Facilitating Class Discussions
Participation marks will be based on the quantity and quality of contributions to our class discussions, including the session that you facilitate.

❖ Class Participation
Students are expected to do the reading thoroughly before each class meeting and to come to class prepared to actively discuss the readings. To help prepare for class discussion, you should be able to answer the following questions about each reading:

1. What is the main contribution of the paper? What did you learn from it?
2. What is the research question(s) the author is trying to answer?
3. What theoretical framework does the author employ?
4. What is the research design and the data or empirical evidence?
5. How convincingly does the evidence support the conclusions of the author?
6. Are there any ideas or assertions in the reading that you disagree with?

➢ Facilitating Class Discussion
On the first day of class you will choose a topic that you would like to facilitate a class discussion on. You will be paired with another classmate. The goal is not for you to lecture but to facilitate a class discussion in which all class members can participate and which deepen our understanding of the theoretical and/or methodological contributions and weaknesses of the readings for that particular week. You may choose to focus on one reading in depth, or group readings with a theme/themes.

In preparation of this discussion, you must post discussion questions to class on sakai the Sunday (by 3pm) before lecture.

Tips for a successful class facilitation
• Connecting your readings to the class: Discuss how these readings fit in with what we have discussed in class so far and what potentially new conceptual questions or empirical findings they bring to light
• Briefly summarize the reading(s): Assess the main arguments being made by the author(s), and how they fit or do not fit together
• Critical analysis: Provide a critical analysis of these arguments and/or findings—what do they assume or leave out? What other questions must we consider?

Final Grades will be determined based on the following distribution:
1. Critical Responses: 15% each (45% of final grade)
2. Research Proposal: proposal first draft 10%, final written product 25% (35% of final grade)
3. Facilitating Class Discussion: 10%
4. Participation and Professional conduct: 10% timely attendance to each class, citizenship, collegial interaction with other students and instructor, engagement during class (including evidence of reading prep)
Coursework will be based on the following grade scale:
A = evidence of critical reasoning, relevant application of course materials, and concise
B to B+ = some evidence of critical reasoning but misses important points and/or provides content not directly relevant to the topic at hand
C to C+ = frequent issues with analysis, comprehension, and clarity
F = failure to complete coursework

COURSE POLICIES

Professional Engagement: In a course like this, attendance and class participation are absolutely essential. The attendance policy is as follows: each student is allowed one ‘excused’ (meaning that you have contacted me about your absence). For every absence after that, one point will be deducted from your final grade. Please be on time to class. Occasionally, lateness is inevitable but it is always disruptive. If you miss a class, please do not ask me what happened in it or whether you missed anything important. Find someone in the class from whom you can get the notes and learn about other important information.

You must read the material and be prepared to discuss it in class, and lead some discussions (more details below). Read and think about all of the assigned readings before each class. Please participate actively, thoughtfully, and respectfully—listen and engage appropriately. 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.

Assignments: Assignments are due in person on the days listed below; late assignments will be docked one letter grade each day beyond the due date. I do not accept papers over email. You must complete all assignments to receive credit for the course. There are no make-up assignments.

Course Information & Communication: 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, assignment 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: Correspondence through email must be sent from an official Rutgers address through the SAKAI system. You can expect me to respond to your email within 2 business days, not counting the weekends or reading breaks. 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.

All students are responsible for checking their official Rutgers email addresses regularly and SAKAI, especially prior to lecture time.
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

Contesting Grades: I have a 24 hour ‘cooling off’ period after assignments are handed back. After that period, students who are dissatisfied with their test or assignment grade have one week to address their concerns, in writing, to me. Should you wish to contest a grade you need to either scan and email me the graded document and rubric (if applicable) or hand it in to me during office hours/class. You must also outline in a written document why the grade you received was inappropriate. It is not enough to say “I feel I deserve better/I followed guidelines/etc.” — you must specifically address the comments and respond in turn as to why you disagree, using examples from your work and how your work fulfills the assignment components. Upon reconsideration the grade may be raised or lowered.

Course Schedule

January 27  Why Study Minorities in the Workplace?
- Course expectations and requirements
- Form groups, choose week to present
- Get a head start on your readings

February 3  Race in the Contemporary US

February 10  *Research Proposal Topic Approval by Professor Reid
Gender in the Contemporary U.S.
**February 17**  Intersections of Gender and Race

**February 24**  Intersections of Class and Race

**March 3**  Race, Class, and Gender—Key Concepts and Historical Indicators of Inequality
- Weber text Chapter 1 and Chapter 2
- Weber Chapter 3: A Case Study: The Story of Margaret Welch

**March 10**  **Draft of Research Proposal Due**

**Race, Class, and Gender—Socially Constructed Power Relations**
- Weber text Chapter 4 and Chapter 5
- Weber text Case Study (choose one) Steinem and Walker: Clinton and Obama, Gloria Steinem and Alice Walker OR It's Like We Never Been Born, Lynn Weber and Sharon Hanshaw

**March 17**  Spring Break
- Catch up on reading

**March 24**  Race, Class, and Gender: Identities
- Weber text Chapter 8

**March 31**  Life Chances: The Significance of Social and Cultural Capital
- Weber text Case Study: Theo Wilson and Lynn Johnson and Chapter 7
April 7  Human Capital and Labor Markets: Race, Gender, and Class Considerations
- MacLeod, Jay. 1987 chapter from “Ain’t No Makin’ It: Leveled Aspirations in a Low-Income Neighborhood.”

April 14  Race and Paid Work

April 21  Gender and Race at Work

April 28  *Final Research Proposals Due
The Role of Organizations in Diversity and Inclusion

May 5  Race, Class, Gender: Globalization and Employment
- Wells, Miriam J. 2000 "Unionization and immigrant incorporation in San Francisco hotels." Social Problems 241-265. [read pages 241-249 and 259-261; skim the rest]