

Black Workers in American Society - 37:575:303:94/95

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COURSE DESCRIPTION

This online course will examine the evolving position of Black workers in the U.S. economy and how it has changed at key points throughout history. This course will also examine present day trends and how access to opportunities in the labor market are 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 is able to:

Core Curriculum: 21C and SCL

- CCD-2. Analyze contemporary social justice issues and unbalanced social power systems.
- 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 particular 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, posting at least 3 times a week.
- Course videos, and/or listening to audio files.

COURSE MATERIALS

There is no textbook for this course. 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.

Discussion Forums - A forum is an interactive threaded discussion used to discuss course topics. Threaded discussions are also a means for the instructor to identify if a student comprehends required readings and/or video assignments. Forums include instructor-generated questions and suggested topic areas for discussion, and student-to-student interaction. These are supposed to mimic a class discussion person to person.

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 through CANVAS. Unless prior approval has been received by the instructor, points will be deducted for assignments submitted late. Any assignment submitted late, a 5% penalty per day will be deducted. If assignments are turned in more than three (3) days after the due date, it will not be accepted and will result in a grade of zero (0).

Interviews – Students will conduct case analyses related to course concepts evaluating and writing summaries. Students are also encouraged to present criticisms of the approach (using tools provided in the course). This allows the faculty member to evaluate the selection and application of tools and approaches and present feedback to the groups. Students will also evaluate individual participation and provide peer-feedback.

POLICIES AND PROCEDURES

Class Sessions and Assignment Due Date Information:

The course begins Tuesday, September 6, 2021.

Tuesdays at 12:00 am are the beginning of each course week. All assignments are due by Mondays at 11:59 pm. During weeks containing Forums, the first response will be required by Saturdays at 11:59 pm and response comments by the week's end on Mondays 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.

Things happen. When you don't have to attend a class session in person, it is easy to let a situation in your personal or professional life get in the way of online course work. In addition, remember the first rule in computer use – the computer or Internet connection will act up at the most critical time. Because "things happen" it is a best practice not to wait until the last minute to take the exam, submit a comment in a forum, or upload a writing assignment.

Plan if you will be unable to complete an assignment on time. You may need to submit the assignment earlier than the posted due date.

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.

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

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 3 times 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

Everyone will have the opportunity to do well in this course. A final grade is based on the points system below. Number of points for each course assessment is detailed in the following chart.

1 - Canvas Bio Update	1@10 points	10	Week 1
3 - Discussion Forums	1@20 points 2@50 points	20 100	Week 1 Weeks 5, 6
11 – Assignments	11@40 points	440	Weeks 2, 3, 4, 7, 9, 10, 11, 12, 13, 14
1 - Civil Rights Movement Paper	1@100 points	100	Week 8
TOTAL		670	

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 670. Points accumulate to determine final percentage grade (percent of 640 points.) 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

Outstanding	Very Good	Good	
90 – 100% = A 603 - 670	87 – 89% = B+ 583 - 602	80 – 86% = B 536 - 582	
Satisfactory	Satisfactory	Poor	Poor
77 - 79 = C+ 516 - 535	70 – 76% = C 469 - 515	60 – 69% = D 402 - 468	0 – 59% = F 0 - 401

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>

****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!**

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.

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 Fall 2021, your assignments will be reviewed upon submission by Turnitin and students will get a copy of the report.

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	09/06-09/12		
WEEK 2	09/13-09/19	WEEK 9	11/01-11/07
WEEK 3	09/20-09/26	WEEK 10	11/08-11/14
WEEK 4	09/27-10/03	WEEK 11	11/15-11/21
WEEK 5	10/04-10/10	THANKSGIVING BREAK	11/22-11/28
WEEK 6	10/11-10/17	WEEK 12	11/29-12/05
WEEK 7	10/18-10/24	WEEK 13	12/06-12/12
WEEK 8	10/25-10/31	WEEK 14	12/13-12/19

Begin	Title	Type of Assignment	Points
WEEK 1	- INTRODUCTION Ice Breaker Discussion Forum 1 - CANVAS BIO	-Discussion Forum 1 -Other	20 points 10 points
WEEK 2	The Working Poor	Assignment 1	40 points
WEEK 3	Historical Roots of Race and Work in the US: Post Emancipation	Assignment 2	40 points
WEEK 4	Understanding Racial Economic Stratification in the US	Assignment 3	40 points
WEEK 5	Access to Work	-Discussion Forum 2	50 points
WEEK 6	Civil Rights Movement	Discussion Forum 3	50 points
WEEK 7	Anti-Discrimination and Equal Opportunity Programs	Assignment 5	40 points
WEEK 8	Understanding Institutional Discrimination and Mobility	Assignment 6 Civil Rights Movement Paper Due	20 points 100 points
WEEK 9	Black Women Workers	Assignment 7	40 points
WEEK 10	Black Men Workers	Assignment 8	40 points
WEEK 11	Black Workers and Labor Unions	Assignment 9	40 points
HOLIDAY	THANKSGIVING BREAK		
WEEK 12	Middle Class and the Professional Blacks	Assignment 10	40 points

Begin	Title	Type of Assignment	Points
WEEK 13	Black Young Workers	Assignment 11	40 points
WEEK 14	Black Workers in Present Day America	Assignment 12	20 points