Black Workers in American Society - 37:575:303:93
Labor Studies and Employment Relations
Instructor: Debbie L. Hines
Email: dlhines@smlr.rutgers.edu
Virtual Office Hours via ZOOM by Appointment

Course Description

This online course will examine the evolving position of Black workers in the U.S. economy: how it has changed at key points throughout history to the present day, and how access to opportunities in the labor market is 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 employment face common challenges in navigating the labor market.

Core Curriculum Learning Objectives

- 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 questions or situations, using appropriate assumptions, methods, evidence, and arguments.

Labor Studies and Employment Relations Department Objectives:

- Demonstrate an understanding of the perspectives, theories and concepts in the field of labor and employment relations. (Goal I)
- Apply those concepts, and substantive institutional knowledge to understanding contemporary development related to work. (Goal II)
- Analyze the degree to which forms human difference shape a person's experience in the world. (Goal VI)

Course Learning Objectives

Analyze the degree which forms human difference and shape a person's experience of and perspectives in 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 dimensions that race is not a scientifically "real" concept; it is "real" in its consequences.

Explain and be able to assess the relationship among assumptions, methods, evidence, arguments, and theory in social and historical analysis. Through analysis of readings and forum discussions, students will breakdown the author's thesis, arguments and supporting evidence to critically evaluate the claims presented and compare them across other readings, draw connections and distinctions using different approaches and strategies to build a supporting argument.

Analyze issues of social justice across local and global contexts. Students will develop an understanding of concepts such as hierarchy, and power in developing a working knowledge of social change – specifically, one that uses a complex, nuance analysis of a social problem to devise effective policies to end socioeconomic inequality. We can view the position of African American's position in the U.S. economy as part of a racial structure fortified by mechanisms such as exclusion, access, and institutional discrimination. We will explore

this idea through course readings, statistical reports, videos/film and research chosen to explore hypothetical situations designed to encourage student engagement, communicating various perspectives and lived experiences in group discussions.

Understand different theories about social identity, economic entities, human culture, 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.

Apply concepts about human and social behaviors to better understand situations and approach issues such as labor market consequences of affirmative action, residential and occupational segregation, persistent wage inequity amidst a gap in education, using concepts such as hegemony, social construct, social closure and bias.

Course Delivery
- Course written lectures.
- Research based articles and papers.
- Answer questions regarding.
- Online threaded forum discussions and posts.
- Course videos, and/or listening to audio files.

Course Materials
There is not a textbook for this course. All required readings, videos and assignments are located on the course website within Canvas.

Class Session and Assignment Due Date Information
Wednesdays are the beginning of each course week. This course will begin on Wednesday, September 04, 2024. All assignments are due on Tuesday of each week by 11:59 pm. An announcement will be sent at the beginning of the week providing instruction for new assignments as well as grading feedback under the comment section of the assignment.

Weekly written questions are a series of questions students will be asked to answer. The questions are designed to ensure that students understand the most important aspects of the readings and/or videos. The answers for each question should be no longer than needed to fully answer each question. In most cases 1 to 2 paragraphs using single space sentences.

Forum discussions are interactive threaded discussions used to discuss course topics. Within these forums students can communicate their insights and thoughts pertaining to a particular course topic, as well as learn from one another in the process.

Threaded discussions are also a means for the instructor to identify whether a student comprehends required reading and/or video assignments. Forums include instructor-generated questions and suggested topic areas for discussion, and student-to-student interaction.

Overall Criteria for Grading - Scores on the weekly assignments as well as the online forums reflect whether you have achieved an accurate understanding of the various readings and whether you reflect those ideas well in written English. There are three sets of criteria on which students are graded. Earning the highest number of points within each assignment requires following these best practices:

Content (50% of points)
Content is well developed:
- ✓ Content that relates to required/recommended course material is accurate and well developed.
- ✓ Questions are thoroughly answered, and content is appropriate for the topic of inquiry.
- ✓ Content that indicates knowledge gained and potential for knowledge/skills to influence future thoughts/behavior is adequately linked to course materials (including any material brought into the course by a student). When required, citations are provided.

Reflection (40% of points)
Outstanding reflective skills:
- ✓ Answers indicate a high level of reflection and insight on topic.
- ✓ Critical thinking is evident.
- ✓ A strong desire to reflect on topics is evident.

Organization & Mechanics (10% of points)
Organization of content and expression of ideas/thoughts are outstanding:
- ✓ Writing is fluent and lively.
- ✓ All answers are presented in a professional manor: using appropriate grammar, sentence structure, and spelling.
- ✓ All ideas/thoughts are well communicated. Answers to all questions are concise/to the point.
- ✓ Engages in a high-quality Internet search (when applicable). Instructions for completing assignment are followed.

Policies and Procedures:

Written assignments (weekly questions and/or forum discussion posts) will be accepted up to 72 hours (12:01 am – 11:59 pm) after the due date with a 40% late penalty. Consideration for late assignments after this date require documentation from a medical professional or university.

To avoid late penalties, keep in mind when using technology, things happen. It is good practice when taking an asynchronous class to be proactive when completing assignments. Do not wait until the last minute to upload assignments (forum posts, written assignments or exams).

You may submit assignments earlier than the due date. If you are unable to complete assignments by the due date because of illness or COVID-19 related quarantine requirements, please notify your instructor immediately. Failure to notify your instructor of potential missed assignments at least 72 hours prior to the due date will result in grade penalties as per the course policy.

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.

Scholarships and fellowships are offered by generous donors in support of our students and their endeavors through the School of Management and Labor Relations (SMLR). More information can be found at https://smlr.rutgers.edu/acadmic-programs/scholarships.

Technical Assistance

Rutgers Center for Online and Hybrid Learning and Instructional Technologies (OIT)
Support Website: https://it.rutgers.edu/help-support
Email: help@oit.rutgers.edu
Call 24/7**:** 833-OIT-HELP or (833) 648-4357

Disability Services

Rutgers University welcomes students with disabilities into all University educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus disability service office will provide you with a Letter of Accommodation. (**See full policy on Canvas**)

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. The recording may not be reproduced or uploaded to publicly accessible web environments without written permission. (**See full policy on Canvas**)

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.
- Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources 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 paper or other materials to satisfy a course requirement.

Turnitin Plagiarism Detection:

In coordination with the Office of General Counsel, Rutgers Teaching and Learning with Technology advises instructors who use Turnitin for plagiarism detection to include the following statement in their course syllabus:

> Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (directly or via learning management system, i.e., Sakai, Blackboard, Canvas, Moodle) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com ser is subject to the Usage Policy posted on the Turnitin.com site. (**See full policy on Canvas**)

Instructor's Message 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 respond to your message within 24 hours.

Student's Message Checking Policy:

It is the responsibility of the student to check incoming course related messages and comments on Canvas at least three (3) times a week. Forgetting or being unable to check your messages is not an excuse.

Assignment Breakdown:

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

Grading:

Each assignment is worth a certain number of points as identified in the assignments section of the syllabus. Highest umber of points a student can ear is 1000, Points accumulate to determine final percentage grade. Information concerning use of one' gradebook and assignment rubrics for each assignment is available in the course shell.

Course Component	Raw Points Possible
IAT Study	10
Forum Discussions (7) 40 pts each	280
Interview	50
Written Assignments (10) 41 pts each	410
Affirmative Action Paper	100
Final Exam	150
Total	**1000**

Total Raw Points	RU Letter Grade
1000-900	A
899-860	B+
859-800	B
799-760	C+
759-700	C
699-600	D
599 and below	F
Total	**1000**

Weekly Schedule: Refer to weekly topic pages in course shell for full description.

WEEK DUE	READINGS/ASSIGNMENTS
Week 1: Sept. 04 – Sept 10	*Introduction: Familiarizing yourself with Canvas and Rutgers policies* Assignments: *Icebreaker Forum Discussion Activity* *Implicit Association Test*
Week 2: Sept 11 – Sept 17	*Racial Bias and Social Consciousness* Assignment: Frontline: *"A Class Divided"* CNN: *"Inside the AC369 Doll Study"*
Week 3: Sept 18 – Sept 24	*Understanding Racial and Economic Stratification* Readings: Kate Bahn & Carmen Sanchez Cumming, *"U.S. occupational segregation by race, ethnicity and gender"* BLS 2023, *"Labor Force Characteristics"*
Week 4: Sept 25 – Oct 01	*History of Black Workers: Post Emancipation* Readings: *"Race, Ethnicity and the American Labor Market: What' at Work"* Video: Origin of Race
Week 5: Oct 02 – Oct 08	*Industrialization* Readings: Bruce Nelson, *"Divided We Stand"* EPI Fact Sheet: *"Unions Promote Racial Equality"*
Week 6: Oct 09 – Oct 15	*Black Workers: Labor Unions and the Civil Rights Movement* Assignment: Interview Movie: *"At the River I Stand"*

Week 7: Oct 16 – Oct 22	*Access to Work* Readings: National Bureau of Economic Research, *"A Field Experiment on Discrimination in the Labor Market"* Amanda Agan, *"The Effect of a Criminal Record on Access to Employment"*
Week 8: Oct 23 – Oct 29	*Gender and Pay Equity* Readings: Pew Research *"Gender Pay Gap in the US hasn't changed much in two decades."* EPI *"The State of Unemployment by Race and Ethnicity"*
Week 9: Oct 30 – Nov 05	*Structural and Institutional Discrimination* Readings: Farrell Evans, *History "Housing Covenants"* Julia B. Isaacs, *"International Comparisons of Economic Mobility"*
Week 10: Nov 06 –Nov 12	*Young Black Workers* NBC News, *"NEETS" and new unemployables: Why some young adults aren't working"* Pew Research, *"How the American middle class has changed in the past five years"*
Week 11: Nov 13 –Nov 19	*Affirmative Action* Assignment: Paper & Informal Forum Debate
Week 12: Nov 20 –Nov 26	*Black Workers in Technology* Cary Funk & Kim Parker *"Black Men and Women in Stem at Odds Over Workplace Equity"* USA Today *"Howard University and Google"*
Week 13: Nov 27 – Dec 03	*Thanksgiving Break – No assignments due this week (? Intersectionality)*
Week 14: Dec 04 – Dec 10	*Final Exam*