

Preliminary Draft: Subject to Change

**Identity & Discrimination at Work and in the U.S. Labor Market (38:578:551)
Spring 2020**

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Wednesdays: 2:15 p.m. – 5:15 p.m. (LEC, Room 115)

Office Hours (LEC, Room 170): Tuesdays and Wednesdays, by appointment

COURSE OVERVIEW AND INTRODUCTION

This course examines traditional social constructs such as race, gender and ethnicity, and their relationship with the workplace, society and its formal and informal governing institutions. Although there will be specific multi-disciplinary focus on the experiences of African-American, Latin@, Asian-American and women workers, the discussion will be expanded to cover broader issues of inequality, gender identity, and the politics of identity in the workplace, including discussion of traditionally unprotected categories of marginalized workers, such as those in the LGBTQ+ community. In addition, I encourage you to take advantage of the assignments in class to explore other categories of legally protected or unprotected groups of workers (e.g. veterans, disabled, religious minorities).

Although I reserve the right to the occasional lecture, it is my hope that the class format will naturally lend itself to a more relaxed- though vigorous and informed- exchange of ideas around important concepts. We will take advantage of the small group seminar setting to fit the syllabus and its contents to the personal, professional and academic interests of the class participants. To meet this goal, it is imperative that we create and maintain a culture of engagement that celebrates diversity and inclusion, and is enhanced by honest and provocative questions, opinions and beliefs. In other words, we will recognize and give voice to the difficulties in achieving a meaningful discussion about sensitive topics, and we will strive to confront and conquer those obstacles in a professional and scholarly way, which is not to say without passion.

INSTRUCTIONAL MATERIALS

There is no textbook for this course. Unless otherwise provided, all in-person and on-line course materials will be made available via the course Canvas portal but are also accessible electronically via the university library system.

*Please note that there are likely to be frequent changes to the reading list. I will update Canvas to the best of my ability. However, given the structure of the class (as will be clearer from the discussion in the Assignments section of this syllabus), please contact me or your classmates for confirmation of the week's reading assignments.

CLASS ATTENDANCE AND PREPARATION

The sensitive nature of our subject matter necessitates a class environment and culture that establishes and guarantees trust and confidence. Further, as a general rule of American life, professionalism requires timely attendance. That is certainly the case in my classroom. Therefore, consistent and prompt in-class attendance by all participants is **absolutely essential and required**. You must be in class and prepared promptly at 2:15 p.m. Repeated absences and tardiness will not go unnoticed and might affect your overall attendance grade.

With regard to preparation, as masters-level graduate students, you should be motivated by your love for knowledge and your respect for your classmates to keep up with the reading and fully contribute to the class discussion. However, having been a graduate student, I understand that this is not always true, and that sometimes life rearranges our priorities. (Un)fortunately for you, my job is to make sure you walk away from this class a little more knowledgeable than when you came in. For this reason, attendance and participation combined account for **45% of your grade**.

Participation is measured by how frequently you engage your classmates in discussion, not whether you agree with the prevailing view in the class. In fact, I encourage everyone to advance the minority view, even if it is not your own. It will make the discussion, and thus your learning, more robust. If you feel inhibited from engaging in classroom discussion for *any* reason, my door is open and you should enter.

ACCESSIBILITY AND DISABILITY SERVICES

Rutgers University welcomes students with disabilities into all of the University's 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's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

ASSIGNMENTS

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In addition to the completion of your weekly reading assignments designed to stimulate class discussion, there are two (2) major assignments in the course.

1. Resident Expert: Each student will pick one of the major themes of the course for which they are passionate or have some interest or curiosity. Students signing up for the same theme will comprise a group.

The group is required to research and select up to 2 pieces of scholarly research (i.e. chapters of peer-reviewed books, journal articles) to assign to the class for reading/preparation. The articles should represent all sides of the debate over any controversial issue.

The group will lead/facilitate the discussion covering the assigned readings, including those selected by the professor. A formal presentation is not required but is acceptable as long as you create space for group participation and discussion of the issue(s). I encourage creativity and the use of multi-media, such as social media and other popular forms of communication in your lives (e.g. video clips, podcasts, etc.).

2. Policy Paper: This is a research project that allows you to investigate a specific policy issue concerning identity politics in the labor market. Each of you will assume the role of a specific stakeholder of your choosing (e.g. H.R. manager, community organizer, union leader, congressional staffer, etc.) dealing with a specific issue concerning a protected or unprotected class of workers either in the workplace or in society at large. For example, in the role of human resources manager, you might be concerned with creating a diverse and inclusive organizational culture, and therefore you might draft a report on best practices for LGBTQ+ inclusion. Or, as an opponent of affirmative action, you might research and draft a policy brief on behalf of a think tank or political party arguing against such programs as unconstitutional or unwarranted. You have complete freedom over the issue, the stakeholder you wish to represent, as well as the stakeholder to whom you are writing. However, I would like you to get “approval” from me on your topic by informing me of your issue and stakeholders by no later than **March 25, 2020.**

The goal of this project is to (1) propose, research, and analyze a policy matter related to employment and marginalized workers, (2) determine and cite to relevant and reliable data sources, and (3) develop a set of recommendations for addressing the problem/opportunity based on your research. The paper requirements are:

- ✓ Max 15 pp., including an executive summary and any supporting materials and documentation.
- ✓ Any citation style is acceptable, as long as it exists and is consistently employed throughout your paper.

GRADING

Your final grade in the course will be distributed as follows:

Attendance	25%
Participation	20%
Resident Expert	25%
Policy Paper	30%

CLASS SCHEDULE

(*Subject to change. Although I will try to keep Canvas updated with content changes, please check with me or your colleagues if you miss a class and are unsure of the reading assignments.)

Week 1: January 22 (Introduction and Course Description)

- Introductions
- Course information and overview
 - Key Themes and Concepts
 - Rules for Class Engagement: Diversity and Inclusion
 - Assignments
- Overview: The U.S. Political Economy
- Research Literacy/Library Services (Julie Peters, Library Director)

Week 2: January 29 (Basic Constructs: Race, Gender and Class Identities in the U.S.)

- Andrews, Tom. (2012). "What is Social Constructionism?" Grounded Theory Review. Accessible at:
<http://groundedtheoryreview.com/2012/06/01/what-is-social-constructionism/>
- Lopez, I. F. H. (Winter 1994). The Social Construction of Race: Some Observations on Illusion, Fabrication, and Choice. 29 Harvard Civil Rights Law Review. Pp.1-10; 27-37
- Smedley, Audrey. 1998. "Race and the Construction of Human Identity." American Anthropologist. Vol. 100, no. 3, pp. 690-702.

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- Diamond, Jared. 1994. "Race without Color." *Discover Magazine*. Vol. 15, no. 11, pp. 82-89.

Week 3: February 5 (Political Economics of Labor Market Discrimination)

➤ Film: The Eugenics Crusade

- Massey, Douglas. 1990. "American Apartheid: Segregation and the Making of the Underclass." *American Journal of Sociology*. Vol. 96, p. 329-357
- Schulman, Steven. 1996. "The Political Economy of Labor Market Discrimination: A Classroom-friendly Presentation of the Theory." *Review of Black Political Economy*. Vol. 24, no. 4, pp. 61-64.
- ASA. 2005. "Race, Ethnicity, and the American Labor Market: What's at Work?" Available at:
http://www2.asanet.org/centennial/race_ethnicity_labormarket.pdf
- Recommended/Optional Reading:
 - Feagin, Joe. Review of "Stories Employers Tell: Race, Skill, and Hiring in America." *Work and Occupations: An International Sociological Journal*. Vol. 28, no. 4, pp. 506-508.
 - Smolensky, Eugene. "Stories Employers Tell: Race, Skill and Hiring in America." *Journal of Economic Literature*. Vol. 40, no. 1, pp. 194-196

Week 4: February 12 (Race and the U.S. Political Economy: African-American Workers)

- Moss, Philip and Chris Tilly. 1996. "'Soft' Skills and Race: An Investigation of Black Men's Employment Problems." *Work & Occupation*. Vol. 23, no. 3, pp. 252-276.
- Sites, William and Virginia Parks. 2011. "What Do We Really Know About Racial Inequality? Labor Markets, Politics, and the Historical Basis of Black Economic Fortunes." *Politics & Society*. Vol. 39, no. 1, pp. 40-73.
- Dickerson, Niki. 2007. "Black Employment, Segregation, and the Social Organization of Metropolitan Labor Markets." *Economic Geography*, vol. 83, No. 3, pp. 283-307.

➤ Recommended/Optional Reading:

- Remedios, Jessica, Alison L. Chasteen and Elvina Oey. 2012. "Unskilled' Workers: Social Skills Stereotypes Affect Evaluations of Biracial Job Applicants." *Basic and Applied Social Psychology*. Vol. 34, pp. 204-211.
- Hall, J, Everett, J. and Johnnie Hamilton-Mason. 2012. "Black Women Talk About Workplace Stress and How They Cope." *Journal of Black Studies*, Vol. 43, no. 2, pp. 207-226.
- McGee, Ebony and Lasana Kazembe. 2015. "Entertainers or education researchers? The challenges associated with presenting while black." *Race Ethnicity and Education*, 2015.

➤ Film: Goin' to Chicago

Week 5: February 19 (Race and the U.S. Political Economy: Latin@ Workers)

- Etzioni, Amitai. 2002. "Inventing Hispanics: A Diverse Minority Resists Being Labeled." *The Brookings Review*. Vol. 20, no. 1, pp. 10-13.
- Ramos-Zayas, Ana. 2001. "All This is Turning White Now: Latino Constructions of 'White Culture' and Whiteness in Chicago." *Centro Journal*. Vol 13, no. 3, pp. 73-95
- Catanzarite, Lisa and Michael Bernabe Aguilera. 2002. "Working with Co-Ethnics: Earnings Penalties for Latino Immigrants at Latino Jobsites." *Social Problems*. Vol. 49, no. 1, pp. 101-128.
- Recommended/Optional Reading:

- Dale, L., Albin, R., Kopolka-Ullom, S., Lange, A., McCan, M., Quaderer, K. and Nikki Shaffer. 2005. "The Meaning of Work in the US for Two Latino Immigrants from Colombia and Mexico." *Work*. Vol. 25, pp. 187-196.
- Oshner, M., Marshall, E., Kimmel, L., Martino, C., Cunningham, R. and Ken Hoffner. 2008. "Immigrant Latino Day Laborers in New Jersey: Baseline Data from a Participatory Research Project." *New Solutions*. Vo. 18, no. 1, pp. 57-76.

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- EEOC. November 28, 2005. "Notice of Submission for OMB Review; Final Comment Request." Federal Register. Vol. 70, no. 227, pp. 71294-71303.

➤ Film: Farmingville

Week 6: Feb 26 (Race and the U.S. Political Economy: Asian-American Workers)

- Hsu, Hua. 2017. "When Immigrants Are No Longer Considered Americans." The New Yorker. Available at: http://www.newyorker.com/culture/cultural-comment/aliens-and-americans?mbid=social_facebook
- Cho, Sumi K. 1997. "Converging Stereotypes in Racialized Sexual Harassment: Where the Model Minority Meets Suzie Wong." Journal of Gender, Race and Justice. Vol. 1, no. 1, pp. 177-212.
- Shin, Eui Hang and Kyung-Sup Chang. 1988. "Peripherization of Immigrant Professionals: Korean Physicians in the United States." International Migration Review. Vol. 22, no. 4, pp. 609-626.
- Recommended/Optional Reading:
 - Toji, Dean S. and James H. Johnson. 1992. "Asian and Pacific Islander American Poverty: The Working Poor and the Jobless Poor." Amerasia Journal. Vol. 18, no. 1, pp. 83-91.
 - Holland, K. "A history of Chinese immigration in the United States and Canada." *American Review of Canadian Studies*

➤ Film: The Chinese Exclusion Act

Week 7: March 4 (The Gendered Workplace: Gender Identity)

- Lorber, Judith. 1994. "Night to His Day: The Social Construction of Gender." Available at: http://130.58.92.210/Students/phys29_2013/ElectronicReadings/Week%2012/Lorber.pdf
- Sawyer, K., Thoroughgood, C. and J. Webster. 2016. "Queering the Gender Binary: Understanding Transgender Workplace Experiences." In *Organizations: Global Perspectives on LGBT Workforce Diversity*.

- Whitehead, J., Thomas, J., Forkner B. and Dana LaMonica. 2012. "Reluctant gatekeepers: 'Trans-positive' practitioners and the social construction of sex and gender." *Journal of Gender Studies*, Vol. 12. No. 4, pp. 387-400.
- Padawer, Ruth. "When Women Become Men at Wellesley." *New York Times Magazine*. October 15, 2014. Accessible at: http://www.nytimes.com/2014/10/19/magazine/when-women-become-men-at-wellesley-college.html?WT.mc_id=2015-Q1-KEYWEE-AUD_DEV-0101-0331&WT.mc_ev=click&bicmp=AD&biclukp=WT.mc_id&bicmst=1420088400&bicmet=1451624400&ad-keywords=KEYWEEAD&kwp_0=7348&kwp_1=119311&kwp_4=54435&r=0
- The Guardian. September 25, 2014. "Federal Agency Brings First US Lawsuits Over Firings of Transgender Workers." Available at: <http://www.theguardian.com/world/2014/sep/25/us-employment-agency-lawsuit-transgender-firings>

Week 8: March 11 (The Gendered Workplace: Women Workers)

- Williams, Christine L. 1992. "The Glass Escalator: Hidden Advantages for Men in the 'Female' Professions." *Social Problems*. Vol. 39, no. 3, pp. 253-267.
- Williams, Christine L., Kristine Kilanski and Chandra Muller. 2015. "Corporate Diversity Programs and Gender Inequality in the Oil and Gas Industry." *Work and Occupations*. Vol. 41, no. 4, pp. 440-476.
- Recommended/Optional Reading:
 - Cotter, David, Joan M. Hermsen, and Reeve Vanneman. 2011. "The End of the Gender Revolution? Gender Role Attitudes from 1977 to 2008." *American Journal of Sociology*. Vol. 117, no. 1, pp. 259-289.
 - Wingfield, Adia Harvey. 2009. "Racializing the Glass Escalator: Reconsidering Men's Experiences with Women's Work." *Gender and Society*. Vol. 23, no. 1, pp. 5-26.
 - AAUW. 2017. "The Simple Truth about the Gender Pay Gap"

- The Upshot. March 6, 2015. "A Racy Silicon Valley Lawsuit, and More Subtle Questions About Sex Discrimination." The New York Times. Accessible at:
http://www.nytimes.com/2015/03/07/upshot/a-racy-silicon-valley-lawsuit-and-more-subtle-questions-about-sex-discrimination.html?smid=fb-nytimes&smtyp=cur&bicmp=AD&bicmlukp=WT.mc_id&bicmst=1409232722000&bicmet=1419773522000&r=0&abt=0002&abg=1

➤ Film: Miss Representation

Week 9: March 18 (Spring Break: No Class)

Week 10: March 25 (Intersection of Race, Gender and Class in the U.S. Political Economy: Inequality)

- Darity, William A. 2005. "Stratification economics: The role of intergroup inequality." *Journal of Economics and Finance* Vol. 29, no. 2, pp. 144-53.
- Browne, Irene and Joya Misra. 2003. "The Intersection of Gender and Race in the Labor Market." *Ann. Rev. Sociol.* Vol. 29, pp. 487-513.
- Pittman, C. 2010. "Race and Gender Oppression in the Classroom: The Experiences of Women Faculty of Color with White Male Students." *Teaching Sociology*, vol. 30, no. 3, pp. 183-196.
- DiTomaso, Nancy, Corinne Post and Rochel Parks-Yancy. 2007. "Workforce Diversity and Inequality: Power, Status, and Numbers." *Annual Review of Sociology*. Vol. 33, pp. 473-501.
- Recommended/Optional Reading:
 - Ramos, Henry A. J. 2014. "The Fleeting Dream of Homeownership." <http://www.huffingtonpost.com/henry-a-j-ramos/the-fleeting-dream-of-home b 5785384.html>

➤ EndTimesPepTalk Podcast: The Women's March: A Conversation with Brenna O'Brien and Tamara Lee

Week 11: April 1 (Intersection of Race, Gender and Class in the U.S. Political Economy: Identity, Diversity and Social Justice)

- Acker, J. 2006. "Inequality Regimes: Gender, Class, and Race in Organizations." *Gender & Society*, vol. 20, no. 4, pp. 441-464.
- Fraser, Nancy. 1996. "Social Justice in the Age of Identity Politics: Redistribution, Recognition, and Participation." The Tanner Lectures on Human Values. Available at:
<http://tannerlectures.utah.edu/documents/a-to-z/f/Fraser98.pdf>
- Coates, Ta-Nehisi. June 2014. "The Case for Reparations." The Atlantic. Accessible at:
<http://www.theatlantic.com/features/archive/2014/05/the-case-for-reparations/361631/>
- Recommended/Optional Reading:
 - Bobo, Lawrence. 2009. "What Do You Call a Black Man with a Ph.D.?" The Root. Available at:
<http://www.theroot.com/what-do-you-call-a-black-man-with-a-ph-d-1790869824>
 - Bettie, Julie. 2000. "Women without class: Chicas, cholas, trash and the presence/absence of class identity." *Signs*. Vol. 26, no. 1, pp. 1-35.
- **Deadline for Approval of Policy Paper Topic by Professor Lee**

Week 12: April 8 (Intersection of Race, Gender and Class in the U.S. Political Economy: Immigrant Incorporation)

- Wells, Miriam J. 2000. "Unionization and Immigrant Incorporation in San Francisco Hotels." *Social Problems*. Vol. 47, no. 2, pp. 241-265.
- Stuesse, A. 2010. "What's 'Justice and Dignity' Got to Do With It? Migrant Vulnerability, Corporate Complicity, and the State." *Human Organization*, vol. 69, no. 1, pp. 19-30.
- Griffith and Lee. 2012. "Immigration Advocacy as Labor Advocacy." *Berkeley Journal of Employment and Labor Law*, vol. 33, no. 1, pp. 73-117
- **Film: Dolores**

Week 13: April 15 (LGBTQ Workers in the U.S.)

- Hubbard, Ruth. 1994. "The Social Construction of Sexuality." Available at:
http://130.58.92.210/Students/phys29_2013/ElectronicReadings/Week%2012/Lorber.pdf (follows the Lorber article)
- Allan, Tebbe, Duffy and Autin. 2015. "Living a Calling, Life Satisfaction, and Workplace Climate Among a Lesbian, Gay, and Bisexual Population." *The Career Development Quarterly*, vol 63, pp 306-319.
- Gates. 2011-2012. "Why Employment Discrimination Matters: Well-Being and the Queer Employee." *Journal of Workplace Rights*, Vol. 16, no. 1 pp. 107-128.
- Bilimoria and Stewart. 2009. "'Don't Ask, Don't Tell:' The Academic Climate for Lesbian, Gay, Bisexual and Transgender Faculty in Science and Engineering." *NWSA Journal*, vol. 21, no. 2, pp. 85-103.
- Recommended/Optional Reading:
 - Binder and Ward. 2016. "Can Heterosexist Music Cause Hiring Discrimination Against Sexual Minority Men? Testing the Effects of Prejudicial Media Messages." *Journal of Sex Research*, vol. 53, no. 6, pp. 666-677.
- **Film: Stonewall Uprising**

Week 14: April 22: (Role of Organizations in Diversity and Inclusion)

- Kalev, Alexandra, Frank Dobbin and Erin Kelley. 2006. "Best Practices or Best Guesses? Assessing the Efficacy of Corporate Affirmative Action and Diversity Policies." *American Sociological Review*. Vol. 71, pp. 589-617. Available at:
http://scholar.harvard.edu/files/dobbin/files/2006_asr_kalev.pdf
- Nadler, Joel T. and Katie M. Kufahl. 2014. "Marital Status, Gender, and Sexual Orientation: Implications for Employment Hiring Decisions." *Psychology of Sexual Orientation and Gender Diversity*. Vol. 1, no. 3, pp. 270-278. Available at:
<http://www.apa.org/pubs/journals/features/sgd-0000050.pdf>

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- Fernandez, Roberto M. and Isabel Fernandez-Mateo. 2006. "Networks, Race, and Hiring." *American Sociological Review*. Vol. 71, no. 1, pp. 42-71
- Soni, V. 2000. "A Twenty-First-Century Reception for Diversity in the Public Sector." *Public Administration Review*. Vol. 60, no. 5, pp. 395-408.
- Crumpacker and Crumpacker. 2007. "Succession Planning and Generational Stereotypes: Should HR Consider Age-Based Values and Attitudes a Relevant Factor or a Passing Fad?" *Public Personnel Management*. Vol 36, no. 4, pp. 349-369.

Week 15: April 29 (Wrap Up)

Final Exam Week: **Wednesday**, May 13

- Policy Papers and any Extra Credit Submissions, due on, or before(!), 12:00pm. (NOON) via upload to Sakai.