

Black Workers in American Society - 37:575:303:92/93
***Labor Studies and Employment Relations***

Instructor: Debbie L. Hines

(Message me within Canvas)

**Course Overview**

In this course we will examine the evolving position of black workers in the US economy and explore the changes in access points and employment opportunities historically to present day.

The course will focus on varying degrees of structural, institutional and racial stratification in a larger society. We will examine social constructs of race and work. Discuss systemic patterns of exclusion and challenge common notions of how individuals succeed in the labor market.

**Labor Studies and Employment Relations Department:**

* + Demonstrate an understanding of the perspectives, theories and concepts in the field of labor and employment relations.
	+ Apply those concepts, and substantive institutional knowledge, to understanding contemporary developments related to work.
	+ Analyze the degree to which forms of human difference shape a person’s experience of and perspectives on contemporary issues.

**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 examinations.

Course Materials:

There is no textbook for this course. All required resource materials (readings, videos and assignments) are located on Canvas. The instructor reserves the right to supplement substitute, and/or modify the listed reading elections.

**Assessment of Weekly Written Questions and Online Forums**

**Weekly Written Questions** are designed to ensure that you understand the reading or video presented. You will be asked to answer questions from the assignment on most weeks. Each question can be answered in 8 to 10 sentences.

**Forums** are interactive threaded discussions where 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 or not 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 or not you have achieved an accurate understanding of the various readings and whether or not 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 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)

* 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)

* 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.

## Class Sessions and Assignment Information:

Wednesdays are the beginning of each course week. The course begins on **Wednesday, September 2, 2020**.

**Technical Assistance:**

Rutgers Center for Online and Hybrid Learning and Instructional Technologies (COHLIT)

**Support Website:** [rutgersonline.desk.com](file:///E%3A%5CRU%5CClasses%5CBlack%20Workers%5CSyllabus%5Crutgersonline.desk.com)
**Email:**[help@canvas.rutgers.edu](file:///E%3A%5CRU%5CClasses%5CBlack%20Workers%5CSyllabus%5Chelp%40canvas.rutgers.edu)
**Call 24/7:** 877-361-1134

###### 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>. (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.  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. (See full policy on Canvas)

**Plagiarism**

Rutgers uses **“Turnitin”** to detect plagiarism. 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 service is subject to the Usage Policy posted on the Turnitin.com site. (See full policy on Canvas)

**Grading Rubric**

|  |  |
| --- | --- |
| Course Component | Raw Points Possible |
| Meeting Your Community | 10 |
| Icebreaker | 40 |
| Forum Participation 4 x 40 | 160 |
| Summary of Interview or Paper | 90 |
| Weekly Written Assignments  | 400 |
| Affirmative Action Paper | 100 |
| Exams  | 200 |
| **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** |

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.

# Weekly Schedule

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

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| --- | --- |
| **WEEK DUE** | **READINGS/ASSIGNMENTS** |
| Week 1: Aug 30 – Sept 5 | *Racial and Social Bias*  |
| Week 2: Sept 6 – Sept 12 | *Understanding Racial and Economic Stratification in the U.S.*  |
| Week 3: Sept 13–Sept 19 | *The Historical Formation of Race and Work in the U.S. Economy: Post-Emancipation*  |
| Week 4: Sept 20 - Sept 26 | *Black Workers: Labor and Civil Rights* |
| Week 5: Sept 27 – Oct 3 | *The Industrial Era* |
| Week 6: Oct 4 – Oct 12 | *Access to Work* |
| Week 7: Oct 11 – Oct 17 | *Midterm Exam* |
| Week 8: Oct 18 – Oct 24 | *Youth Employment* |
| Week 9: Oct 25 – Oct 31 | *Women and Work* |
| Week 10: Nov 1 – Nov 7 | *Education and the Middle Class* |
| Week 11: Nov 8 – Nov 14 | *Structural and Institutional Discrimination* |
| Week 12: Nov 15– Nov 21 | *Black Workers in STEM*  |
| Week 13: Nov 22 – Nov 28 | *Equal Employment Opportunity*  |
| Week 14: Nov 29 - Dec 5  | *Affirmative Action* |
| Week15: Dec 6 - Dec 12 | *Final Exam* |