

Black Workers in American Society – 37:575:303:95/96

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SPRING 2026 - REVISION 1 – 1/14/26

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 the labor market face common challenges in navigating the labor market.

LEARNING OBJECTIVES. The student will be able to:

Core Curriculum: 21C and SCL

- CCD-1: Analyze the degree to which forms of human differences and stratifications among social groups shape individual and group experiences of, and perspectives on, contemporary issues. Such differences and stratifications may include race, language, religion, ethnicity, country of origin, gender identity, sexual orientation, economic status, abilities or other social distinctions and their intersections.
- 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:

- 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
- Course videos, and/or listening to audio files.

COURSE MATERIALS

Groundwork: Local Black Freedom Movements in America by Theoharis and Woodard ©2005 NYU Pres. (available on Amazon).

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.

Our weeks will run beginning on Tuesdays and ending on Mondays at 11:59 pm.

Discussion Forums – Student Forums - A forum is an interactive threaded discussion used to discuss course topics. 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. Discussions are to replace in-person discussions within an in-person course. They lead concepts forward.

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 via the indicated venue. Unless prior approval has been received by the instructor, points will be deducted for assignments submitted late. Any assignment submitted more than three (3) days after the due date will need to be evaluated, i.e., the reason it is late, and then possibly accepted. If the reason is not adequate, it will result in a grade of zero (0).

Article Reviews - Students will be asked to analyze and critique articles in specific weeks.

POLICIES AND PROCEDURES

Class Sessions and Assignment Due Date Information:

The course begins Tuesday, January 20, 2026.

Tuesdays are the beginning of each course week. All assignments are due by END OF WEEK Monday 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.

Writing assignments submitted **after the 24-hour late period will be accepted based on the discretion of the instructor.**

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

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.

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 twice a week. Within the course on the home page, students will see the most current messages sent on the top of the page. 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. Further, students will also be expected to engage in forum discussions several times during the week in which they are open in the course.

ASSIGNMENTS BREAKDOWN

Assignment	Points
Discussion #1 - Introduction	10 points
Discussion #2	50 points
Essay #1	50 points
Discussion #3	50 points
Essay #2	50 points
Midterm Paper	80 points
Discussion #4	50 points
Final Paper	80 points
TOTAL	420 points

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 440. Points accumulate to determine final percentage grade. 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

DISCUSSION FORUM GRADING RUBRIC

43-50:

1. You have posted at least 1 original first post on the forum by Friday. Your initial **post provides** a minimum of (3) examples, topics, or Issues from the readings that adds to and provides thoughtful and detailed analysis of the question(s) raised.
2. Your essay response ties in both (YOUR) views and (OTHERS) views and supports the sources and data from the course content.
3. The Discussion response is structured and organized well. There is a strong fluid writing style, and **there is an originality** in style and presentation. CHECK YOUR GRAMMAR AND SPELLING - PROOFREAD or have someone else proofread your work! WATCH OUT FOR USE OF TOO MUCH AI.
4. There is a clear connection and relationship among the examples.
5. YOU ARE REQUIRED TO REPLY TO at least FOUR (4) **different student's posts**.
6. **Each REPLY post is a minimum of 100 words. Stay on topic.**
7. You comment on other student's views. You offer evidence in the form of an explanation from the text, an article, or a quote/ example from your own first response.
8. **Bold Your Quotes!**
9. **IMPORTANT MESSAGE: No Long Quotes.** *I feel long quotes are just copy and paste and do not help you understand the material from your own interpretation of the material. You won't get the benefit of processing the information and repeating it back to me, the class, and yourself, in your own words. This helps you to more easily remember and understand the material.*
10. **POINTS WILL BE DEDUCTED (5 points) If You Do Not Include a Works Cited, Bibliography, or References page**, whatever is your preference, and keep it separate at the end of your document. Include all of your references.

36-42:

1. You have posted at least 1 first original post by Friday.
2. Your initial **post provides** a minimum of three (3) examples, topics, or Issues from the readings that adds to and provides thoughtful and detailed analysis of the question(s) raised.
3. The Discussion response is structured and organized well, there is a strong fluid writing style, and there is an originality in style and presentation. CHECK YOUR GRAMMAR AND SPELLING - PROOFREAD.
4. There is a clear connection and relationship among the examples.
5. Your other posts should reply to at least (3) **different classmates**.
6. **Each REPLY post is a minimum of 100 words. Stay on topic.**
7. You comment on other student's views. You offer evidence in the form of an explanation from the text, an article, or a quote/ example from your own first response.
8. **BOLD YOUR QUOTES**
9. **NO LONG QUOTES.** *I feel long quotes are just copy and paste and do not help you understand the material from your own interpretation of the material. You won't get the benefit of processing the information and repeating it back to me, the class, and yourself, in your own words. This helps you to more easily remember and understand the material.*
10. **CREATE a WORKS CITED, Bibliography, or References page**, whatever is your preference, and keep it separate at the end of your document. Include all of your references.

31-35:

1. You have posted at least 1 first original post by Saturday (a day late).
2. Your initial **post provides** a minimum of three (3) examples, topics, or Issues from the readings that adds to and provides thoughtful and detailed analysis of the question(s) raised.
3. The Discussion response is structured and organized minimally. There are issues with writing style, originality, and presentation. CHECK YOUR GRAMMAR AND SPELLING - PROOFREAD.
4. There is a clear connection and relationship among the examples.
5. Your other posts should reply to at least two **(2) different classmates**.
6. **Each REPLY post is a minimum of 100 words. Stay on topic.**
7. You comment on other student's views. You offer evidence in the form of an explanation from the text, an article, or a quote/ example from your own first response.
8. **BOLD YOUR QUOTES**
9. **NO LONG QUOTES.** I feel long quotes are just copy and paste and do not help you understand the material from your own interpretation of the material. You won't get the benefit of processing the information and repeating it back to me, the class, and yourself, in your own words. This helps you to more easily remember and understand the material.
10. **CREATE** a **WORKS CITED**, Bibliography, or References page, whatever is your preference, and keep it separate at the end of your document. Include all of your references. Lose 5 points for no works cited.

26-30:

1. You have posted at least 1 first original post by Saturday.
2. Your initial **post provides** a minimum of **(2-3)** examples but is weak on the analysis. It ties in very little of your views and provides minimal support from the sources and the data.
3. Some structural and organizational issues are present.
4. The assignment **meets the minimum** requirements of the assignment.
5. It is somewhat clear that a relationship exists between the examples and the topics
6. Your other posts should reply to at least **(2)** students.
7. **Each reply post is a minimum of 100 words.**
8. **Posts appear rushed. Very little, if any, evidence is presented.**
9. You comment on other student's views. You offer evidence in the form of an explanation from the text, an article, or a quote/ example from your own first response.
10. **BOLD YOUR QUOTES**
11. **NO LONG QUOTES.** I feel long quotes are just copy and paste and do not help you understand the material from your own interpretation of the material. You won't get the benefit of processing the information and repeating it back to me, the class, and yourself, in your own words. This helps you to more easily remember and understand the material.
12. Create a Works Cited, Bibliography, or References page, whatever is your preference, and keep it separate at the end of your document. Include all of your references. (5) points lost for no works cited

1-20:

1. You have or have not posted 1 original post by Sunday.
2. Your initial **post provides** minimal examples and is weak on analysis.
3. It ties in very little of your views and provides minimal support from the sources and the data.
4. Essay posts have no structure or organization.
5. The assignment meets the bare minimum requirements of the assignment.
6. It is unclear if a relationship exists between the examples and the topics. You only replied to two or less students. Posts appear rushed. No evidence is offered. Work is unacceptable and not on par with college level work.
7. **BOLD YOUR QUOTES**

8. **NO LONG QUOTES.** I feel long quotes are just copy and paste and do not help you understand the material from your own interpretation of the material. You won't get the benefit of processing the information and repeating it back to me, the class, and yourself, in your own words. This helps you to more easily remember and understand the material.
9. **CREATE A WORKS CITED,** Works Cited, Bibliography or References page, whatever is your preference, and keep it separate at the end of your document. Include all of your references. APA 7th edition format. (5) points deducted for no works cited page.

0: You did not post at all.

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>

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 Spring 2025, your assignments will be reviewed upon submission by Turnitin and students will get a copy of the report.

IMPORTANT NOTE ON GRADING

Avoid plagiarism or other violations of academic integrity! Your submissions will be run through software to detect both plagiarism AND the use of AI (artificial intelligence). Points will be deducted and depending upon how much AI is detected, the work may not be accepted.

Long quotes will result in a lower grade

PLAGIARISM

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.

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 Contd.	Tuesday through Monday
WEEK 1	Jan 20 to 26		SPRING BREAK	Mar 16 to 23
WEEK 2	Jan 27 to Feb 2		WEEK 9	Mar 24 to 30
WEEK 3	Feb 3 to 9		WEEK 10	Mar 31 to Apr 6
WEEK 4	Feb 10 to 16		WEEK 11	Apr 7 to 13
WEEK 5	Feb 17 to 23		WEEK 12	Apr 14 to 20
WEEK 6	Feb 24 to Mar 2		WEEK 13	Apr 21 to 27
WEEK 7	Mar 3 to 9		WEEK 14	Apr 28 to May 4
WEEK 8	Mar 10 to 16		WRAP UP FINAL PROJECT	Reading Days May 5 & 6 FINAL PAPER PROJECT DUE MAY 8TH

DATE	Title	Type of Assignment	POINTS DUE
WEEK 1 Jan 20 to 26	<p>Introductions. Familiarizing yourself with Canvas.</p> <p><u>Read/View:</u></p> <ul style="list-style-type: none"> - Foreword by Charles Payne and Introduction - Week 1 Readings, Videos, and Assignments on Canvas Shell <p>TO DO:- Complete Introduction Discussion #1</p>	<ul style="list-style-type: none"> - Go over Canvas and the syllabus. Email me any questions. - Add your information to the Introductory Discussion prompt to introduce yourself to the class. 	10 POINTS
WEEK 2 Jan 27 to Feb 2	<p><u>Read/View:</u></p> <ul style="list-style-type: none"> - Chapter 1: They Told Us Our Kids Were Stupid. - Week 2 Readings, Videos, and Assignments on Canvas Shell (4). <p>TO DO:- Complete Discussion #2</p>	Formal Discussion #2 Rubric attached to assignment.	50 POINTS
WEEK 3 Feb 3 to 9	<p><u>Read/View:</u></p> <p>Week 3 Readings, Videos, and Assignments on Canvas Shell</p> <p>TO DO: -Complete Writing Assignment #1</p>	Essay #1 Writing Assignment Rubric	40 POINTS
WEEK 4 Feb 10 to 16	<p><u>Read/View:</u></p> <p>Week 4 Readings, Videos, and Assignments on Canvas Shell (The Origins of Race video)</p> <p>TO DO: - No assignment this week. Catch up on reading.</p> <p>EXTRA CREDIT Assignment 1A Available.</p>	No Weekly Assignment EXTRA CREDIT Assignment 1A <u>20 POINTS EXTRA CREDIT</u>	0 POINTS
WEEK 5 Feb 17 to 23	<p><u>Read/View:</u></p> <p>Chapter 10: We Cannot Wait for Understanding to Come to Us</p> <p>Week 5 Readings, Videos, and Assignments on Canvas Shell</p> <p>TO DO: - Complete Discussion #3</p>	Formal Discussion #3 Discussion Rubric	50 POINTS
WEEK 6 Feb 24 to Mar 2	<p><u>Read/View:</u></p> <p>Chapter 4: Gloria Richardson and the Civil Rights Movement in Cambridge, Maryland.</p> <p>Week 6 Readings, Videos, and Assignments on Canvas Shell</p> <p>TO DO: - Writing Assignment Essay #2</p>	Essay #2 Writing Assignment Essay #2 Rubric	40 POINTS

DATE	Title	Type of Assignment	POINTS DUE
WEEK 7 Mar 3 to 9	Anti-discrimination and Equal Opportunity Programs <u>Read:/View:</u> - Chapter 6: Organizing for More Than the Vote - Week 7 Readings, Videos, and Assignments on Canvas Shell. TO DO: - Begin to Review the Midterm Paper Assignment.	Midterm Paper Directions Assigned	0 POINTS
WEEK 8 Mar 10 to 16	Understanding Institutional Discrimination and Mobility <u>Read/View:</u> Chapter 9: The Stirrings of the Modern Civil Rights Movement in Cincinnati - Week 8 Readings, Videos, and Assignments on Canvas Shell TO DO: No Assignment – work on MidTerm	MidTerm Paper Work on No Assignment.	0 POINTS
SPRING BREAK Mar 16 to 23			
WEEK 9 Mar 24 to Mar 30	Black Women in the Labor Market <u>Read:/View:</u> - Groundwork: Chapter 8, Local Women and the Civil Rights Movement in Mississippi: Re-visioning Womenpower Unlimited. T. Morris. - Week 9 Readings, Videos, and Assignments on Canvas Shell TO DO: Hand In MidTerm Assignment	Midterm Paper Due APRIL 6TH	80 POINTS
WEEK 10 Mar 31 to Apr 6	Black Men in the Labor Market <u>Read/View:</u> - Groundwork: Chapter 3, Message from the Grassroots: The Black Power Experiment in Newark, NJ - Week 10 Readings, Videos, and Assignments on Canvas Shell TO DO: Complete Discussion #4	Discussion #4 Discussion Rubric	50 POINTS
WEEK 11 Apr 7 to 13	Black Workers, Labor Unions, and Civil Rights Movements. - <u>Read/View:</u> Week 11 Readings, Videos, and Assignments on Canvas Shell TO DO: - Review FINAL PAPER PROJECT assigned DUE May 8 th .	Final Paper Assigned	0 POINTS

DATE	Title	Type of Assignment	POINTS DUE
WEEK 12 Apr 14 to 20	Black Young Workers – Millennials Read: Week 12 Readings, Videos, and Assignments on Canvas Shell TO DO: - Work on Final Paper Project	Work on Final Paper Project	0 POINTS
WEEK 13 Apr 21 to 27	Middle Class & Professional Black Workers Read: Groundwork: Chapter 12: The Black Panther Party Read: Week 13 Readings, Videos, and TO DO - <u>OPTIONAL EXTRA CREDIT Worth 10 pts.</u> Work on Final Paper Project	Work on Final Paper Project	0 POINTS
WEEK 14 Apr 28 to May 4 May 5 & 6	Work on Final Paper Project Finalize READING DAYS		
FINAL PROJECT WRAP UP May 8 Final Due	TO DO: FINAL PAPER PROJECT DUE MAY 8TH.	FINAL PAPER DUE MAY 8	80 POINTS