This is a sociological assessment of intersections between race and ethnic relations, the politics of gender and employment opportunity in the 21st century American workplace. We will explore the origins and the consequences of race, gender, and workplace hierarchies that shape the employment experiences of social groups in the US. Through a combination of readings and discussions, this course is designed to help students situate the cultural and structural explanations for race and gender workplace inequality in the US workplace.

This course is divided into the following topical segments:

1) Origins Of Race And Gender Inequality In The Workplace
2) Influences of Post-Industrial Shifts in Workplace Relations
3) Race And Gender Inequality In The Post-Industrial Workplace

Readings:
The books below can be purchased at the school’s book store or Amazon.com.


READINGS (®) CAN BE FOUND ON-LINE ON OUR CANVAS PAGE.

Course Requirements

The final grade is weighted as follows:

Attendance, preparation and participation……..20%
Research/concept paper...........................................50%
Midterm...............................................................30%

Class Participation: In preparation for class discussions, students will be expected to have familiarized themselves with the required readings for the day and to be ready to engage in exchanges based on those readings. Each week, 1 student will be required to send reading responses and discussion questions. The schedule for this task will be determined Week 1. Reading responses must be sent via email to the instructor no less than 48 hours prior to the day the discussion will take place.
Reading responses are summaries of the readings (no more than 600 typed words in length) that contain the following:

1. Description of the central theme. Make sure that you summarize the central message of the article or book in 1 to 2 paragraphs.

2. Description of the data and methods. Describe the research methods and evidence used to support the author’s position. Do you find the evidence compelling or unconvincing?

3. State your position on the material. Do you agree with the author’s stance? Why or why not?

4. Discussion questions—Come up with at least 5 discussion questions that can help guide our conversation about the assigned readings.

Papers: Students are required to write a research paper that uses course materials and other pertinent resources to address opportunity chances within a specific occupation. The final paper should not exceed 12-15 pages (double spaced, not including references). Handouts will be made available with further directions regarding this assignment.

The concept paper (1-2 pages max, double spaced) is an opportunity for you to present the research idea and its relationship to the research surveyed in this class. The concept paper is due Week 3.

Paper requirements: All assignments must be typed, have standard margins and font size, and must be stapled. No assignments sent via email will be accepted (without prior approval). Late papers will only be accepted with pre-approval by the instructor. When late papers are accepted, grades will be reduced by 1 grade for each day the assignment is past due.

Grading Scale

All exams and final course grades are calculated according to the following scale:

A=94-100, A-=89-93, B+=87-88, B=84-86, B-=79-83, C+=77-78, C=74-76, C-=69-73, D+=67-68

Accommodations for Students with Documented Special Needs

Efforts will be made to make reasonable accommodations for students with disabilities. Students needing accommodations should discuss their needs with the instructor. Documentation of your disability at the beginning of the semester is recommended.

Exam Make-Up Policy

Make-up exams will be given only under the most unexpected and dire circumstances. You will need to supply (1) documentation and (2) 24-hour advance notice (if possible; if this is not possible, students should be prepared to document this emergency).

University Attendance Policy:

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Academic Honor Policy:

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights
and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at http://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy)

Free Tutoring From FSU:

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options - see http://ace.fsu.edu/tutoring or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

Syllabus Change Policy:

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

**ORIGINS OF RACE AND GENDER INEQUALITY IN THE WORKPLACE**

**Week 1: Theories of workplace stratification (1/9)**


**Week 2: Race and gender inequality in the 19th and 20th century labor market (1/16)**


Recommened:


**Week 3: History of racial/ethnic groups and women in labor unions (1/23)**

CONCEPT PAPER DUE: January 23.

Nelson, Bruce. 2001. *Divided we Stand*. Chapter 1. Pages 3-45. (®)


**Week 4:** Reading Week: See Canvas (1/30)

**Week 5:** The opportunity chances of women of color in the 20th and 21st Century workplace (2/6)


Recommended:


**INFLUENCES OF 21ST CENTURY SHIFTS IN WORKPLACE RELATIONS**

**Week 6:** Industrial restructuring literature (2/13)


**Week 7:** Theories of Postindustrial Workplace Relations (2/20)


**Week 8:** (2/27) Midterm

**Week 9:** Shifts in Sexual Politics within the Labor Movement (3/6)


Crain, Marion. 2007. “Sex Discrimination as Collective Harm.” Pages 99-116 in *The Sex of Class*, edited by
Week 10: Spring Break (3/12-3/16)

Week 11: Shifts in Racial Politics within the Workplace (3/19)


Week 12: Work and Family (Im)balances I (3/26)


Hays, Sharon. Flat Broke with Children, Chapters 1-2.

Week 13: Work and Family (Im)balances II (4/3)


Week 14: Challenges for 21st Century Labor Organizing, Part 1 (4/10)


Week 15: Challenges for 21st Century Labor Organizing, Part 2 (4/17)

Boris, Eileen and Jennifer Klein. 2007 “We Were the Invisible Workforce”: Unionizing Home Care. Pages 177-193 in The Sex of Class, edited by Dorothy Sue Cobble.


Week 16: Wrap up: (4/24)

Film: “Night Shift”


Gimenez, Martha. 2001. “Marxism and Class, Gender and Race: Rethinking the Trilogy,” Race, Gender & Class; Vol. 8, No. 2: pp. 22–33.