This is a wonderful time to be studying the connections between race, gender, and the world of work. On the one hand, we will witness the swearing in of America’s first African-American president, while joblessness is becoming increasingly common among people of color. On the other hand, women now comprise a solid majority of recent college graduates, yet are still paid less than comparable men. As these facts suggest, race and gender are important but complex issues. I hope the course gives you an understanding of both the importance and complexity.

This course uses a living syllabus approach, so you should check the world-wide web version of this syllabus regularly for any changes in the scheduling of readings or assignments and for any revisions to the discussion questions. If you or I discover better or more up-to-date readings during the semester, readings can be switched, but the class will always have at least two weeks notice of any changes (and the assigned book will not be changed).

About one-fifth of the class periods will involve watching short films, mainly from Youtube, on special topics. When watching each film, ask yourself what message the producer is trying to get across, what you found most memorable, how music was used (if relevant), the faces and clothes of actors and their demeanor, and finally what you believe and do not believe from the film.

Readings:
Most of the readings are available by clicking on this syllabus from the world-wide web (http://lser.la.psu.edu/workfam/lerwmnst136.htm). The book you need to purchase can be found at the Student Bookstore, www.amazon.com or www.barnesandnoble.com:


Course Requirements:
Project: A group project, involving 3 students per group, will examine some issue relating race and gender to each other. The group will prepare and present a 5-minute powerpoint presentation in class (email presentations to drago@psu.edu). At least two academic references (journal articles or books) should be included. Groups will be assigned, and will have three class periods to work on the project. Topics should be cleared with me, but could include issues as varied as: race and gender in the newspaper or advertising or TV, in the engineering or management or
accounting profession, in a professional sport or intercollegiate athletics, in State College, in Philadelphia, in Japan, in India, in contraception or fertility, etc. [15% of final grade].

**Term paper:** This paper represents an extended book review (there is a list at the end of this syllabus, but you can always find something else, just check with me before reviewing it). The paper should have 1) an introduction (e.g., why you picked this book), 2) a fairly detailed description of the major arguments found in the book (perhaps organized by chapters, but not necessarily), 3) claims made in the book that fit with the neoclassical view, 4) claims made that with the political economy view, and 5) a discussion of whether the neoclassical or political economy view provides a better understanding of the book. Drafts are due on April 8 [5% of final grade] and the final paper is due on May 6 [20% of final grade]. Please put just your name and the class name on the first page, and make sure your name does not appear thereafter (this allows for blind grading), and single space the remainder (7-8 pages). Email drafts and the final paper to drago@psu.edu

**Attendance:** Starting on January 21, we will take attendance at the beginning of class. There are no excused or unexcused absences, so please do not bring a doctor's note to class. Instead, you can miss up to 4 class periods without penalty [20% of the final grade].

**Quizzes:** Beginning on January 23, we will have brief quizzes at the beginning of each Friday class. Quizzes will cover material from that week, including any outside assignments for that day. There will be 12 quizzes in total, and you may miss two without penalty [40% of final grade].

**Course grade:** Final grades will be scored out of 100 possible points using the scale A 93-100, A- 90-92, B+ 87-89, B 83-86, B- 80-82, C+ 77-79, C 70-76, D 60-69, F 59 or below.

**Academic dishonesty:** Students are expected to uphold the highest standards of academic integrity. University Faculty Senate Policy 49-20 concerning Academic Dishonesty states: “Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.” *Any instance of academic dishonesty will result in penalties, which may include failure of the course and possible dismissal from the university.*

If any student has a special need for accommodation, please let me know on the first day of class.

**CLASS SCHEDULE**

**Introduction of the class 1/12**

**Sen. Obama Philadelphia speech on race 1/14** in-class [youtube](#)

**Gender in the presidential campaign 1/16** in-class [youtube](#) and [Dee Dee Myers response](#)
MLK day 1/19 no class

Special event: "At the River I Stand" (a movie about Dr. King), 1/20, 6p, Willard 160 (makes up for a missed class)

**Intro to two economic views of discrimination 1/21** Unlevel Playing Fields, Ch. 1, [Definitions]

**Inequality by the numbers 1/23** Unlevel Playing Fields, first half of Ch 2 (on wages, up to Unemployment)

**Inequality by the numbers 1/26** Unlevel Playing Fields, 2nd half of Ch 2

**Neoclassical theory 1/28** Unlevel Playing Fields, 1st half of Ch 3 (up to end of Equilibrium section)

**Free markets 1/30** [Shiff v Krugman]

**Neoclassical theory 2/2** Unlevel Playing Fields, 2nd half of Ch 3

Special event: "Inside the International Garment Industry", 7p, 2/2, 112 Chambers (makes up for missed class)

**Neoclassical labor markets 2/4** Unlevel Playing Fields, 1st half of Ch 4 (up to end of Inheritance section)

**Neoclassical labor markets 2/6** Unlevel Playing Fields, 2nd half of Ch 4

**Neoclassical discrimination theory 2/9** Unlevel Playing Fields, 1st half of Ch 5 (up to end of Comparing Predjudice and Statistical Discrimination)

**Neoclassical discrimination theory 2/11** Unlevel Playing Fields, 2nd half of Ch 5

**Neoclassical discrimination theory 2/13**, to be announced

**Political economy 2/16** Unlevel Playing Fields, 1st half of Ch 6 (up to end of Connecting Relations and Oppression)

**Political economy 2/18** Unlevel Playing Fields, 2nd half of Ch 6

**Political economy and environmental racism 2/20**, [ER defined] and [Campden] in class

**Political economy and labor markets 2/23**, 1st half of Ch 7 (up to end of Income Supports and the Social Wage)

**Political economy and labor markets 2/25**, 2nd half of Ch 7
Where is unemployment going? 2/27, to be announced

Political economy and discrimination 3/2, 1st half of Ch 8 (up to end of Organizational Adaption)

Political economy and discrimination 3/4, 2nd half of Ch 8

Abortion rights 3/6 [Roe v Wade](https://en.wikipedia.org/wiki/Roe_v._Wade) in class

Spring Break 3/9-3/13

1st Group meeting 3/16

Family diversity 3/18 [Encyclopedia entry](https://en.wikipedia.org/wiki/Family)

Fatherhood on diversity network 3/20 [Youtube](https://www.youtube.com) in class

Discrimination against employees who are also family caregivers 3/23 [Encyclopedia entry](https://en.wikipedia.org/wiki/Discrimination)

Family and medical leave act 3/25 [Encyclopedia entry](https://en.wikipedia.org/wiki/Family_and_Medical_Leave_Act)

2nd group meeting 3/27


Heterosexism in the workplace 4/1 [Encyclopedia entry](https://en.wikipedia.org/wiki/Heterosexism_in_the_workplace)

LSER Alumni/Student Forum 4/2 7:30p room to be announced (can make up for missed class)

Workplace bullying 4/3 [Gary Namie](https://garynamie.com) in class

Work-family across cultures 4/6 [Encyclopedia entry](https://en.wikipedia.org/wiki/Work%E2%80%93family_across_cultures)

Asian women and work-family 4/8 [Encyclopedia entry](https://en.wikipedia.org/wiki/Asian_women_and_work-family)

DRAFT of term paper due 4/8

Latinas and Work-Family 4/10 [Encyclopedia entry](https://en.wikipedia.org/wiki/Latinas_and_work-family)

Work-family issues with special needs children 4/13 [Encyclopedia entry](https://en.wikipedia.org/wiki/Work-family_issues_with_special_needs_children)


Penn State on diversity 4/17 [PSU Strategic Plan](https://www.psu.edu/sites/default/files/PSU%20Strategic%20Plan%202016%20PDF.pdf) (particularly Goal 3), [PSU Status of Women Report](https://www.psu.edu/sites/default/files/PSU%20Status%20of%20Women%20Report%202016%20PDF.pdf) (note, you need to enlarge the pdf)

3rd Group meeting 4/22

Student Presentations 4/24, 4/27, 4/29, 5/1

Final papers due on May 6 at classtime. Please send as an attachment by email to drago@psu.edu

POTENTIAL BOOKS FOR REVIEW:
Randy Albelda and Chris Tilly, Glass Ceilings and Bottomless Pits
Teresa Amott and Julie Matthaei, Race, Gender and Work
Kevin Bales, Disposable People: New Slavery in the Global Economy
Harry Benshof, America on Film: Representing Race, Class, Gender and Sexuality at the Movies
Angela Davis, Women, Race and Class
Barbara Ehrenreich and Arlie Hochschild, Global Woman: Nannies, Maids and Sex Workers in the New Economy
Elrena Evans and Caroline Grant, Mama Ph.D.
Anita Ilta Garey, Weaving Work and Motherhood
Jody Heymann, Forgotten Families
bell hooks, Ain’t I a Woman: Black Women and Feminism
bell hooks, Yearning: Race, Gender, and Cultural Politics
bell hooks, Where We Stand: Class Matters
David Richards, The Case for Gay Rights
Jackie Krasas Rogers, Temps: The Many Faces of the Changing Workplace
Jake Ryan and Charles Sackrey, Strangers in Paradise: Academics from the Working Class
Julia Sudbury, Global Lockdown: Race, Gender, and the Prison-Industrial Complex
William Julius Wilson, More Than Just Race: Being Poor and Black in the Inner City
William Julius Wilson, The Declining Significance of Race