

Sociology 190  
Sociology of Discrimination  
Fall 2017 – Thursdays, 10am-12noon – 106 Wheeler Hall

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### **Introduction**

We will examine the social scientific literature on discrimination. We will investigate causes of discrimination, definitions of discrimination, effects of discrimination, and possible policy responses to discrimination.

### **Grades**

Grades are calculated as follows: 25% from effective participation, and 75% on the written work.

### **Written Assignments**

There are two types of writing assignments: 1) weekly responses and 2) a final paper.

#### Weekly Responses

Participants must prepare a short response to the reading for the week and e-mail it to **socpost@gmail.com** by 5pm on the Tuesday preceding the class. Please do *not* include attachments in your e-mail; just place your response in the body of the e-mail message and place "Soc 190" in the subject line of your e-mail message. If you do not put "Soc 190" in the subject line your e-mail will probably be lost.

These short responses should reference specific pages of the reading. In your response you should provide an assessment of the readings (whether you believe each is accurate or not and, if so, why or why not?).

Weekly responses will count 25% of the seminar grade. They will be evaluated on their thoughtfulness and promptness—late responses will not receive credit.

#### Final Paper

This course requires a final paper in which you delve more deeply into a particular dimension of discrimination with respect to a particular community or target of discrimination. However, to improve the quality of the final paper you will deliver material about the paper three times during the term (Oct 5, Oct 26, and Nov 16) before the final paper is due. You will receive feedback on each stage to aid your work, culminating in the final version of the paper.

The final paper makes up 50% of the seminar grade.

### **Class Meetings**

Attendance and verbal participation (i.e., speaking in class) is required each class period. Seminars depend crucially on each student speaking in class. But, speaking in class does not mean simply conveying one's own experience. The discussion of the class is to center on the readings—what do they say, how do we interpret what they say, what do the words in the reading imply concerning other viewpoints we have read and discussed. Thus, useful discussion will reference the reading assigned for the class as well as readings we have already completed, probing the logic and implications of that reading and the previous ones. Hence, only those who do the reading and reflect on it ahead of class time will be able to participate helpfully.

As you can see, therefore, seminars run on the dialogue we have together. Seminars are not lecture classes. When a seminar is running well it does so because the students arrive prepared to discuss the readings; they have read the material and they have thought about it before class. The professor in such a class does not lecture, ideally; instead, the professor brings forward questions to help the discussion move along. Thus, the professor's job is to keep us probing, searching, questioning. The only way this can work, of course, is if every student is prepared to engage each week. Because I want to establish that kind of “supportive for learning” environment, in which each is ready to participate throughout every class, I will call on persons to respond to questions and aspects of the reading regardless of whether or not they have volunteered to do so. I will describe the grading of participation at our third class meeting.

### **Reading Materials**

Everyone is expected to read the material before class and come to class prepared to discuss the reading. The reading is located in a few different places. Some of the articles are in a reader that you may purchase at Copy Central at 2560 Bancroft. Some readings are available via electronic depositories that can be reached from the UC-Berkeley network. One that sociologists frequently use is JSTOR; articles that can be accessed on JSTOR are noted in the syllabus with a bold **JSTOR** after the citation. At least one other reading is available in a non-JSTOR electronic archive; any such article will have **OskiCat** or **Google Scholar** after the citation. If it says OskiCat then you should use OskiCat to find the electronic version of the journal, and then find the paper. If it says Google Scholar, you'll need to search for the paper using Google Scholar.

Because students are adept at finding books cheaper than bookstores can offer them, bookstores often have to pay the cost of returning books to publishers. To avoid this dynamic, a dynamic that further drives bookstores toward bankruptcy, I have not ordered the book assigned for this class. However, it is available in paperback at amazon.com and perhaps at other locations as well.

I am the author of the only book on the syllabus (listed below). If you present to me a receipt from University Press Books for a new copy of the book, I will refund to you the author's royalty of 20 percent of the list price. This is my way of supporting local businesses and education.

Lucas, Samuel R. 2008. *Theorizing Discrimination in an Era of Contested Prejudice: Discrimination in the United States*. Philadelphia, PA: Temple University Press.

## Course-plan

– **Aug 24** – Introduction to the Course, Inequality vs. Discrimination, and Illustrative Kinds of Possible Discrimination

– **Aug 31** – Selected Possible Psychological Causes of Discrimination

Fiske, Susan T. 2002. “What We Know About Bias and Intergroup Conflict, the Problem of the Century.” *Current Directions in Psychological Science* 11: 123-128. **Google Scholar**

Banaji, Mazharin R., and Curtis B. Hardin. 1996. "Automatic Stereotyping." *Psychological Science* 7: 136-141. **JSTOR**

– **Sep 7** – Taste Theory of Discrimination and Statistical Discrimination

Becker, Gary. (1957) 1971. *The Economics of Discrimination, second edition*. Chicago: The University of Chicago Press. (pp. 9-18). **READER**

England, Paula. 1992. *Comparable Worth: Theories and Evidence*. New York: Aldine de Gruyter. (pp. 45-60). **READER**

– **Sep 14** – Discrimination as Defined in US Law

Nelson, Robert L., Ellen C. Berrey, and Laura Beth Nielsen. 2008. “Divergent Paths: Conflicting Conceptions of Employment Discrimination in Law and the Social Sciences.” *Annual Review of Law and Social Science* 4: 103-122. **GoogleScholar**

– **Sep 21 (Reading Session)** –

– **Sep 28** – Discrimination as a (Damaged) Social Relation

Lucas, Samuel Roundfield. 2008. *Theorizing Discrimination in an Era of Contested Prejudice: Discrimination in the United States, Volume 1*. Philadelphia, PA: Temple University Press. **BOOK**

– **Oct 5** – Marxist Theories of Discrimination – **Draft Paper topic due**

Bonacich, Edna. 1976. “Advanced Capitalism and Black/White Race Relations in the United States: A Split Labor Market Interpretation.” *American Sociological Review* 41: 34-51. **JSTOR**

Roemer, John E. 1979. “Divide and Conquer: Microfoundations of a Marxian Theory of Wage Discrimination.” *The Bell Journal of Economics* 10: 695-705. **JSTOR**

– **Oct 12** – Simple Demographic Causes of Discrimination & Additional Possible Complexity

Kanter, Rosabeth Moss. 1977. "Some Effects of Proportions on Group Life: Skewed Sex Ratios and Responses to Token Women." *American Journal of Sociology* 82: 965-990. **JSTOR**

Killingsworth, Mark R. 1985. "The Economics of Comparable Worth: Analytical, Empirical, and Policy Questions," pp. 86-115 in *Comparable Worth: New Directions for Research*, edited by Heidi I. Hartmann. Washington, D.C.: National Academy Press. **READER**

– **Oct 19** – Effects of Discrimination?

Badgett, M.V. Lee. 1995. "The Wage Effects of Sexual Orientation Discrimination." *Industrial and Labor Relations Review* 48: 726-739. **JSTOR**

Tomaskovic-Devey, Donald, and Sheryl Skaggs. 1999. "An Establishment-Level Test of the Statistical Discrimination Hypothesis." *Work and Occupations* 26: 422-445. **Google Scholar**

Lucas, Samuel Roundfield. 2013. "Mortality and Discrimination," pp. 263-294 in *Just Who Loses? Discrimination in the United States, Volume 2*. Philadelphia, PA: Temple University Press. **READER**

– **Oct 26** – Policy Response: Enforce Anti-Discrimination Law? – **Annotated Literature List Due**

Goldin, Claudia, and Cecilia Rouse. 2000. "Orchestrating Impartiality: The Impact of 'Blind' Auditions on Female Musicians." *American Economic Review* 90: 715-741. **JSTOR**

Hudson, Mildred J., and Barbara J. Holmes. 1994. "Missing Teachers, Impaired Communities: The Unanticipated Consequences of Brown v. Board of Education on the African American Teaching Force at the Precollegiate Level." *Journal of Negro Education* 63: 388-393. **JSTOR**

Bell, Derrick A., Jr. 1980. "Brown v. Board of Education and the Interest-Convergence Dilemma." *Harvard Law Review* 93: 518-533. **JSTOR**

– **Nov 2** – Policy Response: Revise/Restore Affirmative Action?

Holzer, Harry J., and David Neumark. 2000. "What Does Affirmative Action Do?" *Industrial and Labor Relations Review* 53: 240-271. **JSTOR**

Loury, Glenn C. 1992. "Incentive Effects of Affirmative Action." *Annals of the American Academy of Political and Social Science* 523: 19-29. **JSTOR**

Collins, Sharon M. 1997. "Black Mobility in White Corporations: Up the Corporate Ladder but out on a Limb." *Social Problems* 44: 55-67. **JSTOR**

– **Nov 9** – Policy Response: Re-Evaluate Jobs and Reward Structures?

Steinberg, Ronnie J. 1990. "Social Construction of Skill: Gender, Power, and Comparable Worth." *Work and Occupations* 17: 449-482. **Google Scholar**

Baron, James N., and Andrew E. Newman. 1990. "For What It's Worth: Organizations, Occupations, and the Value of Work Done by Women and Nonwhites." *American Sociological Review* 55: 155-175. **JSTOR**

– **Nov 16** – Policy Response: Use Indirect Methods? – **Paper Outline Due**

Wilson, William Julius. 2000. "Rising Inequality and the Case for Coalition Politics." *Annals of the American Academy of Political and Social Science* 568: 78-99. **JSTOR**

Gilens, Martin. 1996. "'Race Coding' and White Opposition to Welfare." *American Political Science Review* 90: 593-604. **JSTOR**

Kane, Thomas J. 1998. "Racial and Ethnic Preferences in College Admissions," pp. 431-456 in *The Black-White Test Score Gap*, edited by Christopher Jencks and Meredith Phillips. Washington, DC: Brookings Institution Press. **READER**

– **Nov 23** – **Thanksgiving**

– **Nov 30** – **Provide Reparations?**

Van Dyke, Jon M. 2003. "Reparations for the Descendants of American Slaves Under International Law," pp. 57-78 in *Should America Pay? Slavery and the Raging Debate on Reparations*, edited by Raymond A. Winbush. New York, NY: Amistad Publications, an imprint of HarperCollins. **READER**

McWhorter, John. 2003. "Against Reparations," pp. 180-196 in *Should America Pay? Slavery and the Raging Debate on Reparations*, edited by Raymond A. Winbush. New York, NY: Amistad Publications, an imprint of HarperCollins. **READER**

– **Dec 7** – Wrap-up Discussion

– **Tuesday, Dec 12** – Final Papers (in hardcopy) due at my office at 12noon.