Introduction
We will examine the social scientific literature on discrimination. We will investigate causes of discrimination, definitions of discrimination, effects of discrimination, and possible 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 précis and 2) a final paper.

Weekly Précis
Participants must email a short précis to the reading for the week to socpost@gmail.com by 11:59pm on the Sunday preceding class. Please do not include attachments in your e-mail; just place your précis in the body of the e-mail message and place “Soc 190” in the subject line of your e-mail. If you do not put “Soc 190” in the subject line your e-mail will probably be lost.

In your précis please state the key point of each reading and note some of the key logic or evidence they provide in support of it. While you should reference specific pages, please use your own words, not quotes.

Weekly précis will count 25% of the seminar grade. They will be evaluated on their accuracy and promptness—late work will receive no credit. Also, please note: Do not submit a “weekly précis” for any week marked with a ✶ in the syllabus (see the next section).

Final Paper
This course requires a final paper, due Dec 15, in which you delve more deeply into a particular categorical dimension of discrimination. You will submit material on your paper four times during the term (Oct 6, Oct 20, Nov 3, and Nov 24—due dates are marked with a ✶ in the syllabus). These four “in-term” assignments are graded P/NP. The point of the P/NP assignments is to chop the work of the paper into manageable chunks, to give you feedback on each stage of your work so that you can correct/improve it as you go, and to help us both avoid an unpleasant surprise later. To that end, please note that all P/NP assignments must receive a grade of P in order for you to be sure your paper will satisfy at least the minimal requirements of the course.
The final paper makes up 50% of the seminar grade.

Class Meetings
Attendance and helpful verbal participation (i.e., speaking in class) is required each class period. Seminars depend crucially on each student speaking each class. Class discussion centers on the readings and lecture materials—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 assigned reading as it probes the implications, claims, and logic of it. Thus, only those who do the reading will be able to participate helpfully. Talk that does not reference specific aspects of the reading will therefore not count as helpful participation.

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 having read the material and having thought about it before class. The professor in such a class lectures minimally if at all; instead, the professor brings forward questions to help the discussion move along. Thus, the professor’s job is to keep us probing, searching, questioning. And, it is each student’s job to do the same—in the best seminar students ask questions of each other, gently and supportively pushing each of us to clarify our thoughts and deepen our understanding. The only way this can work, of course, is if every student is prepared to engage each week. Thus, please be prepared to talk about the reading. (And, have your reading materials accessible during class).

Reading Materials Logistics
The reading is located in a few different places. Some articles are in a reader that you may either rent or buy at Copy Central, 2411 Telegraph Ave (https://copycentral.com/2411-telegraph-ave/) through their deal with RedShelf (https://copycentral.redshelf.com/). If you buy the Reader you may pick it up at the store or ask them to mail it to you. If you rent the Reader you will have access to the material for 180 days; afterward you will lose access to any mark-ups you may have made to your electronic copy.

Some readings are housed 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 or book, and then find the paper or chapter. If it says Google Scholar, you’ll need to search for the paper using Google Scholar.

The one book assigned for this class is available in paperback at amazon.com and perhaps elsewhere:

**Course-Plan**

- **Sep 1** – Introduction to the Course, Inequality vs. Discrimination, and Illustrative Kinds of Possible Discrimination

**Definitions of Discrimination**

- **Sep 8** – Discrimination as Defined in US Law


- **Sep 15** – Key Economic Theories of Discrimination


- **Sep 22** – Discrimination as a (Damaged) Social Relation


**Causes of Discrimination**

- **Sep 29** – Psychological Theories of the Causes of Discrimination


– Oct 13 – Marxist Theories of the Cause of Discrimination


Effects of Discrimination

– Oct 20 – Effects of Discrimination? – Categorical Dimension Selection Due


RESPONSES TO DISCRIMINATION


🌟 – Nov 3 – Policy Response: Revise/Restore Affirmative Action? – Annotated list of high quality analyses of harm(s) for your paper Due


– Nov 10 – Policy Response: Re-Evaluate Jobs and Reward Structures?


🌟 – Nov 17 – Policy Response: Eliminate Information?


– Dec 1 – Community Response: Build Separate Forms or Institutions


– Dec 8 – Wrap-up Discussion

– Dec 15 – Paper due

Final Papers in pdf format due via email at 12noon.