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. Please submit all work through bCourses, either by typing your work into the site or by submitting a pdf file.

Weekly Précis
Participants must submit to bCourses a short précis to the reading for the week to by 12:01pm on the Tuesday preceding class. 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 12, 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 (Sep 28, Oct 12, Oct 26, and Nov 16—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 divide 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 places. Almost all readings are available electronically. After the citation you will find [JSTOR](https://www.jstor.org), [Google Scholar](https://scholar.google.com), [UCLibrary](https://search.library.berkeley.edu), or a [URL](https://www.url.com) afterwards that indicates a way to get the citation. A very small number of articles are in a reader you may 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.

The one book assigned for this class is available in paperback at amazon.com and other online retailers:


as well as online at the UCLibrary at:

https://search.library.berkeley.edu/discovery/fulldisplay?docid=alma991085879596006532
context=L&vid=01UCS_BER:UCB&lang=en&search_scope=DN_and_CI&adaptor=Local%20Search%20Engine&tab=Default_UCLibrarySearch&query=any,contains,Theorizing%20Discrimination&offset=0
COURSE-PLAN

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

DEFINITIONS OF DISCRIMINATION

– Aug 31 – Discrimination as Defined in US Law


– Sep 7 – Key Economic Theories of Discrimination


– Sep 14 – Discrimination as a (Damaged) Social Relation


CAUSES OF DISCRIMINATION

– Sep 21 – Psychological Theories of the Causes of Discrimination


– Oct 5 – Marxist Theories of the Cause of Discrimination


**Effects of Discrimination**

– Oct 12 – Effects of Discrimination? – Categorical Dimension Selection Due


**Responses to Discrimination**


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


– Oct 26 – Policy Response: Revise/Restore Affirmative Action? – **Annotated list of high quality analyses of harm(s) for your paper Due**


– Nov 2 – Policy Response: Re-Evaluate Jobs and Reward Structures?


– Nov 9 – Policy Response: Eliminate Information?


https://senate.universityofcalifornia.edu_committees/sttf/reports.html


https://doi.org/10.1080/00064246.2001.11431145
– **Nov 30** – Community Response: Build Separate Forms or Institutions


– **Dec 7** – Wrap-up Discussion

🌟– **Monday, Dec 12** – Paper due

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