

Sociology 190
Sociology of Discrimination
Fall 2022 – Wednesdays, 10am-12noon – 402 Social Science Building

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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 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**, **Google Scholar**, **UCLibrary**, or a **URL** 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:

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

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

Blank, Rebecca, Marilyn Dabady, and Constance F. Citro. 2004. "Defining Discrimination," pp. 39-54 in *Measuring Racial Discrimination*, edited by Rebecca Blank, Marilyn Dabady, and Constance F. Citro. Washington, DC: National Academies Press. **UCLibrary**

MacKinnon, Catherine. 2001. "Concurring in judgment," pp. 143-157 in *What "Brown v. Board of Education" Should Have Said*, edited by Jack M. Balkin. New York, NY: New York University Press. **Project Muse**

- **Sep 7** – Key Economic Theories of Discrimination

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

Tilcsik, András. 2021. "Statistical Discrimination and the Rationalization of Stereotypes." *American Sociological Review* 86: 93-122. **Google Scholar**

- **Sep 14** – 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, UCLibrary**

CAUSES OF DISCRIMINATION

- **Sep 21** – Psychological Theories of the Causes of Discrimination

Glick, Peter, and Susan T. Fiske. 2001. "An ambivalent alliance: Hostile and benevolent sexism as complementary justifications for gender inequality." *American psychologist* 56, 2: 109-118. **Google Scholar**

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**

Merritt, Deborah J. 2008. "Bias, the Brain, and Student Evaluations of Teaching." *St. John's Law Review* 82: 235-287. **Google Scholar**

✻– **Sep 28** – Demographic Theories of the Causes of Discrimination – **Definitions of Discrimination Mini-Essay Due**

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**

King, Ryan D., and Darren Wheelock. 2007. "Group threat and social control: Race, perceptions of minorities and the desire to punish." *Social Forces* 85: 1255-1280. **Google Scholar**

– **Oct 5** – Marxist Theories of the Cause of Discrimination

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**

EFFECTS OF DISCRIMINATION

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

Gaddis, S. Michael. 2015. "Discrimination in the Credential Society: An Audit Study of Race and College Selectivity in the Labor Market." *Social Forces* 93: 1451-1479. **Google Scholar**

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

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

Szymanski, Albert. 1976. "Racial discrimination and white gain." *American Sociological Review* 41: 403-414. **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. **Project Muse**

RESPONSES TO DISCRIMINATION

– **Oct 19** – Policy Response: Enforce Anti-Discrimination Law?

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**

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

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 2** – 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**

Pincus, Laura, and Bill Shaw. 1998. "Comparable Worth: An Economic and Ethical Analysis." *Journal of Business Ethics* 17: 455-470. **Google Scholar**

– **Nov 9** – Policy Response: Eliminate Information?

Agan, Amanda, and Sonja Starr. 2018. "Ban the box, criminal records, and racial discrimination: A field experiment." *Quarterly Journal of Economics* 133: 191-235. **Google Scholar**

Standardized Testing Task Force. 2020. "Cover Letter," through "How How UC Uses Standardized Tests in Admissions," p. 1 of pdf through p. 16 of the report, *Report of the Academic Council's Standardized Testing Task Force*.
<https://senate.universityofcalifornia.edu/committees/sttf/reports.html>

✳– **Nov 16** – Policy Response: Provide Reparations? – **Paper Outline Due**

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**

Horowitz, David. 2001. "Ten Reasons Why Reparations for Slavery is a Bad Idea for Blacks—and Racist Too", *The Black Scholar*, 31:2, 48.
<https://doi.org/10.1080/00064246.2001.11431145>

– **Nov 30** – Community Response: Build Separate Forms or Institutions

Brown, Robert A., and Todd C. Shaw. 2002. "Separate nations: Two attitudinal dimensions of Black Nationalism." *Journal of Politics* 64: 22-44. **Google Scholar**

Bauman, H-Dirksen. 2009. "Postscript: Gallaudet protests of 2006 and the myths of in/exclusion." *Sign Language Studies* 10: 90-104. **JSTOR**

Brown, Betsy. 1995. "The Art of the Impossible: Some Thoughts on Lesbian Separatist Strategy." *Off Our Backs* 25, 11: 8-10.

– **Dec 7** – Wrap-up Discussion

✻ – **Monday, Dec 12** – Paper due

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