

Sociology 190 – Sociology of Discrimination – Fall 2023  
Mondays, 10am-12noon – 420 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.

### **Overall Expectations**

The expectations for students in this class are pretty simple—attend all classes, speak multiple times in every class, speak productively in class, and complete the written assignments on time and at a level sufficient to display mastery of the course material.

Please note that in the first 3 weeks of classes students can be dropped from the class for insufficient engagement. Examples of insufficient engagement include but are not limited to non-attendance, speaking productively an insufficient number of times in one or more classes, and more.

### **Grades**

Grades are calculated as follows: 40% from oral participation, and 60% on the written work (20% for an in-class mid-term, 40% for a seminar paper).

### **Mid-Term**

A mid-term on definitions of discrimination counts for 20% of the course grade.

### **Final Paper**

This course requires a final paper, due Dec 11, in which you delve more deeply into a particular categorical dimension of possible discrimination. You will submit material on your paper three times during the term (Oct 16, Oct 30, and Nov 13—due dates are marked with a \* in the syllabus). These three 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 counts for 40% of the course grade.

### **Participation**

Attendance and helpful verbal participation (i.e., speaking in class) is required each class period. In other words, all students are required to speak *productively* during every class session, and to do so *multiple times* each class session. Seminars are opportunities to discuss the course

material—what do the authors say, how do we interpret what they say, what do the words in the reading imply concerning other viewpoints we have read and discussed, and more. *Sometimes* it may be helpful to mention personal experience. But mentions of personal experience, without tying it to the reading in a way that pushes our understanding forward, will not count as speaking productively, because the focus of the seminar discussion is the reading. Using personal experience to interrogate the reading can be helpful in small doses, but only in deepening our understanding of the reading.

Seminars are not lecture classes, and thus seminars run on student verbal engagement in class. When a seminar is running well it does so because the students arrive having read and thought about the material before class. In a seminar the professor lectures minimally if at all; instead, the professor brings forward questions to help the discussion move along as we, together, probe the claims, logic, and implications of the readings. 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, contest their peers' perspectives, 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 engages productively each class. Thus, each is expected to complete the reading before class and to have hard copies of the reading materials accessible during class.

### **Reading Materials Logistics**

The reading is located in a few places. Almost all readings are available electronically, marked by a bolded **JSTOR**, **Google Scholar**, **UCLibrary**, or a **URL** after the citation to indicate a way to get the work. One article is in a coursepack you will be able to buy or rent at Copy Central, 2411 Telegraph Ave (<https://copycentral.com/2411-telegraph-ave/>). If you rent the coursepack you will have access to the material for a certain amount of time, after which 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 at the Cal Student store (hardcopy and digitally), through amazon.com and other online retailers, and 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](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)**

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

Note that the UC Library copy may have a page restriction.

I have tried to make as much as possible available electronically. Unfortunately, I have found that when students or faculty have laptops or other electronic devices in front of them in meetings or class, dialogue degrades, slows, or completely stops. It is too bad that has happened, but it has. Thus, laptops and other electronic devices will have to stay closed during our class. Therefore, with the exception of the assigned book, I strongly encourage you to print out all of the electronically-available reading and bring hard copies to class.

## COURSE-PLAN

- **Aug 28** – Introduction to the Course, Introduction of the Participants

## DEFINITIONS OF DISCRIMINATION

- **Sep 11** – Discrimination as Defined in US Law & History

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**

Lucas, Samuel Roundfield. 2008. Pages 1-85 of *Theorizing Discrimination in an Era of Contested Prejudice: Discrimination in the United States, Volume 1*. Philadelphia, PA: Temple University Press. **BOOK, UCLibrary**

- **Sep 18** – Key Economic Theories of Discrimination & Critical Race Theory/Feminist Theory Critiques of Dominant Legal Reasoning

England, Paula, and Peter Lewin. 1989. "Economic and Sociological Views of Discrimination in Labor Markets: Persistence or Demise?" *Sociological Spectrum* 9: 239-257. **Google Scholar**

Lucas, Samuel Roundfield. 2008. Pages 86-102 of *Theorizing Discrimination in an Era of Contested Prejudice: Discrimination in the United States, Volume 1*. Philadelphia, PA: Temple University Press. **BOOK, UCLibrary**

- **Sep 25** – Discrimination as a (Damaged) Social Relation

Lucas, Samuel Roundfield. 2008. Pages 103-250 of *Theorizing Discrimination in an Era of Contested Prejudice: Discrimination in the United States, Volume 1*. Philadelphia, PA: Temple University Press. **BOOK, UCLibrary**

## ✻– **Oct 2** – **Mid-Term**

## CAUSES OF DISCRIMINATION

- **Oct 9** – 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**

✻ – **Oct 16** – Demographic and Marxist Theories of the Cause of Discrimination – **Categorical Dimension/Location Selection 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**

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**

### **EFFECTS OF DISCRIMINATION**

– **Oct 23** – Effects of Discrimination?

Mize, Trenton D. 2016. "Sexual Orientation in the Labor Market." *American Sociological Review* 81: 1132-1160. **JSTOR**

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

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**

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 30** – Policy Response: Enforce Anti-Discrimination Law? – **Annotated List of Works Due**

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 6** – Policy Response: Revise/Restore Affirmative Action?

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 13** – Policy Response: Re-Evaluate Jobs and Reward Structures? – **Paper Outline Due**

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

– **Nov 20** – 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 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 27** – Policy Response: Pay Reparations? Build Separate Forms/Institutions?

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. **COURSEPACK**

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>**

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

✻– **Monday, Dec 11** – **Paper due**

Final Papers in pdf format due at 12noon