

WAGNER COLLEGE

DEPARTMENT OF ECONOMICS

ECONOMICS 414: THE ECONOMICS OF DISCRIMINATION

Spring 2008

Instructor: Dr. Jayne Dean
Office: Parker Hall, Room 109
Office Hours: Monday and Wednesday 4:10-4:40 p.m.
Tuesday 1-4:00 p.m.
Other times by appointment
Telephone: 390-3474
E-mail: jdean@wagner.edu or jayne@hvi.net

Course Materials

Texts: Schiller, Bradley R. *The Economics of Poverty and Discrimination*. Upper Saddle River, NJ: Prentice Hall, 10th Edition 2007.

Chua, Amy. *World on Fire: How Exporting Free Market Democracy Breeds Ethnic Hatred and Global Instability*. New York: Doubleday, 2003.

Other Required or Recommended Reading:

Katz, Michael B. *The Undeserving Poor*. New York: Pantheon Books, 1989, pp. 9-35.

Krueger, Alan 2002 "The apple falls close to the tree, even in the land of opportunity," *The New York Times*, November 14.

Blau, Francine D., Marianne A. Ferber and Anne Winkler. *The Economics of Women, Men and Work*, Upper Saddle River, NJ: Prentice Hall 2006, 5th Edition, Chapters 2 and 5.

Dean, Jayne. "Sex Segregated Employment, Wage Inequality and Labor-Intensive Production." *Review of Radical Political Economics*, Vol.23, Nos. 3 & 4, 1991, pp. 244-268.

Metcalf, Stephen. 2007. "Dissecting the IQ Debate". *Slate*. December 3,
<http://www.slate.com/id/2179073/>

Gould, Stephen J. *The Mismeasure of Man*. New York: W.W. Norton, Revised Edition, pp.367-390, 1998, (selections).

Herrnstein, Richard J. and Charles Murray. *The Bell Curve: Intelligence and Class Structure in American Life*. New York: The Free Press, 1994. (selections).

Holzer, Harry and David Neumark. "Assessing Affirmative Action." *The Journal of Economic Literature*. Volume XXXVIII, No. 3, September 2000, pp. 483-567.

Katznelson, Ira. 2005. *When Affirmative Action was White: An Untold History of Inequality in Twentieth Century America*. New York: W.W. Norton, (selections).

Sedmack, Nancy J., and Michael D. Levin-Epstein. 1991. *Primer on Equal Employment Opportunity*. Washington, D.C.: Bureau of National Affairs, Fifth Edition.

- Shipler, David K. 2004. *The Working Poor*. New York: Vintage Books.
- Moss, Philip and Chris Tilly. 2001. *Stories Employers Tell*. New York: Russell Sage.
- U.S. Department of Labor. "Counting Minorities," *American Workforce 2001*. Washington, D.C.: Government Printing Office, 2001, Chapter 1. <http://www.bls.gov/opub/rtaw/chapter1.htm>
- DeParle, Jason. 2004. *American Dream*. New York: Penguin Books.
- Newman, Katherine. 1999. *No Shame in My Game: The Working Poor in the Inner City*. New York: Alfred Knopf and Russell Sage Foundation.
- Kaziz, Richard and Marc Miller. Eds. 2001. *Low Wage Workers in the New Economy*. Washington, D.C. The Urban Institute Press.
- Westervelt, Sandra and John Humphrey 2001 *Wrongly Convicted*. New Brunswick, N.J. Rutgers University Press.
- Oshinsky, David. 1996. *"Worse than Slavery:" Parchman Farm and the Ordeal of Jim Crow Justice*. New York: Free Press.
- National Research Council. 2004. *Measuring Racial Discrimination*. National Academy Press. www.nap.edu/catalog/10887.html

Students are also responsible for articles and readings handed out in class. Useful websites and recommended topics and a reading list for your papers will be distributed to the class.

Objectives of the Course

It has long been an assumption of both conservative and radical social analysts that the market forces of capitalism would reduce or eliminate economic inequality based on gender, race and ethnicity. Yet, there is considerable evidence that the market reproduces and sometimes reinforces economic differences experienced by historically disadvantaged groups. This course explores this proposition by examining the dimensions of economic and social inequality and how that inequality is structured by race, ethnicity and gender in the United States, both currently and historically. We will also examine racial and ethnic inequalities in developing countries as they respond to increasing exposure to market forces.

Although discrimination has its roots in the past, inequality in a number of important and different dimensions persists to this day in the U.S. Currently, the United States is characterized by large differences in earnings and wealth, by employment and housing segregation, by different experiences with the criminal justice system, health care services, insurance, finance and in other areas, as well as with government programs. This course will explore these differences by gender, race, and ethnicity, and will critically review the different explanations for them in order to develop an understanding of issues of inequality and discrimination, their causes, remedies and controversies surrounding them.

Course Requirements and Allocation of Grades

Students will be required to submit the following work:

- (1) Weekly quizzes and assignments.....30%
- (2) Book Review.....10%
- (3) Chua Summaries and Updates.....10%
- (4) Paper on Causes of Inequality/Discrimination.....25%
- (5) Paper on the Remedies for Inequality/Discrimination..25%.

Students may select to do an internship at Project Hospitality or another recommended organization, with a report and presentation in lieu of the two papers.

Course Regulations

Considerations of fairness and manageability dictate certain course regulations. Persistent lateness and more than **TWO** unexcused absences will adversely affect grades. Late papers, assignments and failures to do homework will also be penalized.

Students should expect to spend a minimum of 3-4 hours a week of study on the course outside of classroom time. Study groups are highly recommended as a very effective studying and learning method.

Disruptive behavior in class, such as talking at the same time as the instructor, interferes with learning and will not be tolerated. Persistently disruptive students will be asked to leave the class and will be reported to the Vice-President for Academic Affairs. A similar fate will befall students who cheat, who will also receive a failing grade.

However, students are strongly encouraged to ask questions about the material, to actively participate in class discussions and to collaborate with other students in group projects, assignments and study groups.

SEQUENCE OF TOPICS AND REQUIRED READINGS

<u>WEEK</u>	<u>MAJOR TOPIC</u>	<u>REQUIRED READINGS</u>
Jan. 22	Introduction to the Course	Schiller, Chapters 1 & 2 Katz <i>The Undeserving Poor</i> Kreuger: <i>The Apple...</i> Piketty & Saez: <i>Income Inequality</i> Chua, Introduction
Jan. 28	Counting the Poor	Schiller, Chapter 3 Bowles, Gintis & Groves: <i>Unequal Chances</i> U.S. Department of Labor: <i>Counting Minorities</i>
Feb. 4	Global Poverty	Schiller, Chapter 4 Chua, Chapters 1-2
Feb. 11	Labor Force Participation	Schiller, Chapter 5 Chua, Chapters 3-4
Feb. 18	The Working Poor	Schiller, Chapter 6 Chua, Chapters 5-7 Video: <i>La Cuidad</i>
Feb 25	Age and Health	Schiller, Chapter 7 Video: <i>Sicko</i>
March 3	Family Size and Structure	Schiller, Chapter 8 Blau et al, <i>The Economics...</i> Chapter 2 Katz, <i>The Undeserving Poor</i>

March 10	First Paper Due Culture, Education, Ability	Schiller, Chapters 9 & 10 Herrstein & Murray, <i>The Bell Curve</i> Gould, <i>The Mismeasure of Man</i> Metcalf, <i>Dissecting the IQ Debate</i>
March 17	SPRING BREAK	
March 24	Easter Monday: Monday classes on Tuesday Discrimination in Education	Schiller, Chapter 11 Videos: <i>Eyes on the Prize</i> and <i>Savage Inequalities</i>
March 31	Labor Market Discrimination	Schiller, Chapter 12 Blau et al, <i>The Economics...</i> Chapter 5 Dean, <i>Sex Segregated Employment</i> Moss & Tilly, <i>Stories Employers Tell</i>
April 7	Welfare and Social Insurance	Schiller, Chapters 13-14 DeParle, <i>American Dream</i>
April 14	Employment and Equal Opportunity Policies	Schiller, Chapter 15 & 16. Katznelson, <i>When Affirmative...</i> Holzer et al, <i>Assessing Affirmative Action</i>
April 21	Passover Second Paper Due Student Presentations	
April 18	Student Presentations	
May 5	Book Report Due	