Sociology 112/Gender, Society and Culture 114/
Africana Studies 112
Discrimination: Racial and Sexual Conflict
Fall 2010: 2-3:30 MW
(This course is affiliated with the Critical Writing Program)

Professor Janice F. Madden
Tel: 215-898-6739 Office Hours: M 3:30-5
Email: madden@ssc.upenn.edu Office: 365 McNeil Bldg.

THE COURSE:

This course is concerned with the structure, the causes and correlates, and the government policies to alleviate discrimination in the United States. The central focus of the course is on employment differences by race and gender and the extent to which they arise from labor market discrimination versus other causes. After a comprehensive overview of the structures of labor markets and of nondiscriminatory reasons (that is, the cumulative effects of past discrimination and/or experiences) for the existence of group differentials in employment and wages, various theories of the sources of current labor market discrimination are reviewed and evaluated. Actual government policies and alternatives policies are evaluated in light of both the empirical evidence on group differences and the alternative theories of discrimination.

REQUIRED TEXTS:


These books can be purchased from the bookstore. In addition, there are several other readings that are available for downloading from the course Blackboard site, https://courseweb.library.upenn.edu

EVALUATION:

(1) There will be two examinations. The first exam, Wed. Oct. 27, will cover all course lectures and readings covered by the date of the exam (counts for 25% of final course grade). The final exam will be on the scheduled final exam date for this course, which is Tue. Dec. 21, 6-8 pm (counts for 30% of final course grade). These exams will be closed-book in-class exams covering the reading materials and lectures.

(2) This course is affiliated with the Critical Writing Program (http://writing.upenn.edu/critical/overview.php). If you complete this course with a grade of C or better, a note will be placed on your transcript indicating that you
completed this as a “writing intensive” course. A 10 to 15 page term paper is required. You must submit a proposal for approval by **Mon, Sept. 20**, rough drafts of portions of the paper are due over the semester, including **Mon, Oct. 4, Mon, Oct. 18, Mon, Nov. 1**, and **Wed, Nov. 10**. A complete first draft is due on **Mon, Nov. 22** and the final draft on **Wed, Dec. 8**. On Dec. 8, you must also submit a portfolio that includes all of the assignments for the class. A more detailed description of the critical writing requirement is attached. The writing assignments in total account for 45% of course grade. See detailed description for relative weights of the individual writing assignments in contributing to the writing grade.

**COURSE OUTLINE AND READINGS**

I. **Introduction**

**Sept. 8**

II. **Gender differences: explanations based on “choice” or why women have different work experiences from men**

**Sept. 13-15**

A. Background: The history of changing economic roles by gender. How have work patterns changed for men and for women over the last century? What accounts for those changes?

FDB, Chapter 2.

**Sept. 20-22**

**Sept. 20**  **Paper proposal due**

B. Household considerations: The effects of family on women's work and women's work on family Why has age at first marriage increased in the last three decades? Why did divorce rates increase between 1965 and 1988? Why have they remained constant since? Does the sexual division of labor in the family drive the sexual division of labor in the marketplace or vice versa?

FDB, Chapters 3, 4, and 10.

**Sept. 27-29**

C. Education, experience, and earnings: Theoretical and empirical relationships between education, occupation and wages.
Why do men and women engage in different occupations? What determines educational outcomes? Why do different jobs pay different wages? Do women earn less because they are in different jobs?

FDB, Chapters 5, 6, and 8.

D. Sexual Orientation and the Labor Market
Do gays and lesbians earn less? What do gender differences among gays and lesbians in the labor market tell us about gender differentials?

DA Black, SG Sanders, LJ Taylor, “The Economics of Lesbian and Gay Families” *

**III. Racial and ethnic differences: explanations based on past discrimination and cultural differences**

**Oct. 4-13** (October 11 Fall Break)
**Oct. 4** Summary of literature for paper due

A. Economic status by race and ethnicity

Oct. 18-25
Oct. 18 Hypotheses and reasons for paper due

B. Educational Differences by Race

What role does educational opportunity play in economic opportunity? How has government policy affected educational opportunity by race?


Oct. 27 MIDTERM EXAM

Lecture on this section will be offered a week out of sequence, on Nov. 10, by Professor Chenoa Flippen.

C. Housing and Residential Location Differences by Race

What are the sources of residential segregation by race? Does segregation affect economic opportunity?

IV. Discrimination as an explanation of pay differences by gender and race

Nov. 1-15
Nov. 1 Data/evidence/discussion for first (or first set of) hypothesis for paper due
Nov. 10 Data/evidence/discussion for first (or first set of) hypothesis for paper due

A. Empirical Evidence

Do the gender differences in work experience and the racial differences in education, location and experience fully account for gender and racial-ethnic differences in economic and social status? If not, are the remaining differences measures of the extent of current discrimination?

GCL, Chapters 1-3.
FDB, pp. 193-224.

Read or listen to Barack Obama’s March 18, 2008 “Race Speech,” in Philadelphia—see course information on Blackboard.
Nov. 17-22
Nov. 22 Complete first draft of paper due

B. Theories of Discrimination

How does discrimination occur? Who "does" it and how? Are there differences in the way we analyze race discrimination and gender discrimination?

J. Madden, "The Persistence of Pay Differentials: The Economics of Sex Discrimination"
FDB. pp. 193-224.

Visit the Project Implicit website and take a demonstration Implicit Association Test (IAT). Available on Blackboard course site under “External Links”

V. Creating equality: policy alternatives

Nov. 24-Dec. 1

A. An Overview of Current Policy

Current federal laws, including the Equal Pay Act of 1963, the Civil Rights Act of 1964 as amended in 1972, Revised Order No. 4, the Pregnancy Discrimination Act and the Supreme Court decisions that have interpreted their meaning.


B. Affirmative Action

A discussion of the paradox posed by a policy designed to eliminate race/gender differences by procedures that take race/gender into account. What are the advantages and disadvantages of this strategy? Has it improved the opportunities for members of protected groups?

GPL, Chapter 4, Racial Justice

Listen to oral argument before Supreme Court on University of Michigan affirmative action in admissions case. Available on Blackboard course site under “External Links”

Dec. 6-8
Dec. 8 FINAL TERM PAPER DUE

C. Welfare Policies
Have the changes in welfare programs successfully created incentives for work and self-support that reduce the burden on taxpayers while assuring a reasonable standard of living for all Americans, or failing that, for all children? Who is on welfare? What accounts for their being on welfare and what would it take for welfare recipients to become self-supporting? Is this issue related to race and sex discrimination issues?

FDB, pp. 335-348

D. Family Policies
What other federal policies affect choices about work and family?

FDB, pp. 348-380.
J.F. Madden, “Preface,” *Annals*, November 2004

Dec. 21 6-8 pm FINAL EXAM
Term Paper, Critical Writing Project

Calendar*

September 20: Preliminary Proposal: Selected Topic and Starting Bibliography (1 page)
October 4: First Chunk: Summary of literature reviewed to date (2-3 pp)
October 18: Second Chunk: Hypotheses and Reasons (2-3 pp)
November 1: Third Chunk: Data/Evidence/Discussion, first hypotheses (3-4 pp)
November 10: Fourth Chunk: Data/Evidence/Discussion, second hypotheses (3-4 pp)
November 22: Intro, Conclusion, and Complete First Draft (10-15 pp)
December 8: Final Draft (10-15 pp)

*a description of each of these assignments is provided at the end of this handout

Topic

The 10-15 pp. term paper for this course should be concerned with the structure, causes, and policies that attempt to alleviate or perpetuate racial and/or sexual discrimination in the United States. Although the course focuses on employment differences by race and gender, your term papers can focus on another area of discrimination in addition to labor market inequalities. Any topic addressed in the class is a candidate for a term paper, although it is a good idea to speak with me (make an appointment or stop by office hours) before putting in a lot of work into a topic that is not listed below.

Data

The topic you select should allow you to assemble “observations” in the form of data (ideally expressed in tables or figures) or in terms of assembling ethnographic information or case studies from other sources. You are not to collect your own data without approval. (University and federal government rules require that an institutional review board review all data collection efforts by members of the university, including students.)

Perspective/Position

You should collect several studies on one of these questions and synthesize them into a discussion of the pros and cons on the topic. The discussion should be based on list of working hypotheses¹ and a review of the evidence both in favor of, and against, each hypothesis. You should conclude with your reasoned opinion on the “weight” of the evidence for each hypothesis and, then, on the relative importance of each hypothesis to answering the topic.

It is not acceptable to write an advocacy essay. You are expected to consider and evaluate all major views represented in the scholarly literature on your topic.

¹ A working hypothesis is a tentative explanation for, or answer to, the question studied that can be tested with quantitative or qualitative evidence.
Suggested Topics:

- Why Are Women Underrepresented in Science and Engineering at the Highest Quality Universities?
- How Have Changes in the Technology of Housework Affected Employment?
- Who Does the Housework and Why?
- How Do Gender Differences in Family Obligations Affect the Gender Gap in Labor Market Outcomes?
- Why Do African Americans Have Lower Marriage Rates?
- How Does Our Slave Past Affect Racial Differences in Today’s Labor Market?
- Why Are Wages Low in Caring Occupations?
- How Has Affirmative Action Changed the Labor Force Status of Women (or African Americans)?
- Title IX: What Has Worked and What Hasn’t for Improving Sports Opportunities for Women?
- Have College Athletics Been Good for African Americans?
- Is No Fault Divorce Good or Bad for Women?
- How Has Language Affected the Labor Market Success of Hispanics (Asians)
- Why Are Women More Likely to Attend College than Men? What Has Changed?
- Residential Segregation and Labor Market Opportunities: How Are They Related?
- Why Are There Racial/Ethnic Differences in Standardized Test Scores? What Are the Implications for Public Policy?
- Should Race Be Considered in Designing Voting/Election Districts?
- Does the U.S. Military Provide More Opportunities for African Americans than Civilian Markets?
- Why Are a Quarter of Young African American Men in the Criminal Justice System?
- Why Are African American Teenage Girls More Likely to Become Mothers?
- How Does Immigration Policy Affect Labor Market Opportunities for African Americans (Hispanics, Asians)?
- Women and the Military: Should Women Perform the Same Duties as Men?
- Women and Non-traditional Blue Collar Work: Why Do They Remain Underrepresented?
- The Causes and Effects of Extreme Racial Segregation in U.S. Schools
- Why Do Mexicans, Puerto Ricans, and Cubans Have Such Different Labor Market Statuses?
- Why Do Chinese, (Asian) Indians, and Vietnamese Have Such Different Labor Market Statuses?
- How Did Internment Affect the Subsequent Economic Progress of Japanese Americans?
- Racial Profiling: Where Does It Occur, Why Does It Occur, and What Can Be Done?
- Occupational Segregation by Gender: Why Does It Occur and What Are the Consequences?
Which Policies Are Best for Providing Economic Opportunity for Residents of Indian Reservations?

Writing in Ordered Sequences

You will be preparing for a complete draft of your term paper in “chunks,” similar to the way experienced scholars and professional writers approach the construction of sustained works. Rather than waiting until the last week or two of class, you will be on a regular writing and research schedule, with written work due biweekly in most instances. You may meet with your Writing TA for feedback on any or all of these sequences.

You are required to meet with your Writing TA at least twice during the course of the semester. In addition, you may make appointments with tutors in the Writing Center for additional feedback and guidance: www.writing.upenn.edu/critical/help

A description of each of these chunks and their due date follows.

Preliminary Proposal (September 20): Look over the topics and use the databases provided to identify some articles that strike you as relevant and useful. Choose the topic that you wish to explore. Explain the topic in a few sentences, as best you can at this early stage, and provide a bibliography of at least four articles (hopefully representing different perspectives on the topic), 1 page.

Literature Review (October 4): Read and summarize the articles you have selected. Classify these into groups (for example, pro and con on the central question). Present your findings and analysis in 3-4 pp, not including bibliography. 5% of paper grade

Hypotheses and Reasons (October 18): At this stage, you should be formulating specific working hypotheses based on your ongoing accumulation of data and scholarly work. Write your hypotheses (testable answers to the question you are analyzing) and two or more reasons to support each of them. You must specify at least two hypotheses. Include your revised and evolving bibliography, 2-3 pp. not including revised bibliography. 5% of paper grade

Evidence and Discussion of First Hypothesis (November 1): In this section, you will more fully develop the data (statistics, charts, graphs, ethnographies, case studies) and logical arguments that you intend to use, and/or describe the nature of the additional types of evidence, that would be necessary to provide convincing evidence for your first hypothesis (or first set of hypotheses). You should include a discussion of potential arguments against the reasoning you are using to support your hypotheses and respond to them. In some cases, you may wish to concede certain points that are adverse to your hypotheses. In other cases, you may have evidence or logic to counter the arguments, or alternatively simply acknowledge that the jury is out on the issue. If you cannot counter the opposing arguments, this means that you are revising your hypotheses based on the accumulating evidence and analysis. Think about how to present the data in a table or a chart, do not simply cut and paste a presentation from the articles, 3-4 pp not including revised bibliography. 5% of paper grade

Evidence and Discussion of Second Hypothesis (November 10): Repeat the previous assignment for the remaining hypothesis(es). As your hypotheses evolve, be sure to revise your statement of them, as well as your logic and evidence from your prior submission, 3-4 pages, not including revised bibliography. 5% of paper grade

10
Intro, Conclusion, and Complete First Draft (November 22): You will now patch your continuously revised “chunks” together, smoothing out transitions and ordering. In addition, you will write a conclusion and an introduction (in that order). Attach your bibliography. 10-15 pp., including bibliography. 25% of paper grade

Final Draft of Paper due by 5pm on December 8th. 50% of grade

On December 8, you must submit a portfolio of ALL of the writing assignments for the class; grades for each of the components of the paper will be assigned at the end of the class and not as you submit them.

Format

- 10-15 pp, including bibliography
- 12-font, Times New Roman, 1-inch margins, and double-spaced
- MLA (Modern Language Association) documentation style. All of Penn’s libraries have MLA manuals. You may also purchase one at an area bookstore or online. There are also free versions online:
  Please note that some social science classes may ask you to use the APA format. Both MLA and APA are used in most of the social sciences.

Writing Tips

- Make sure your papers are organized and clearly written
- Concentrate on an orderly presentation of ideas and a smoothness of expression.
- Be concise.
- Use the active rather than passive voice
- Do not plagiarize!!! Using the ideas, data, and language of another without acknowledgement is not acceptable. To avoid plagiarism you must cite the original author every time you:
  - Use an author's exact written or spoken words.
  - Paraphrase someone's written or spoken words
  - Use facts provided by someone else that are not common knowledge.
  - Make significant use of someone's ideas or theories.

For more information on the consequences of plagiarizing, please see PENN’s codes of academic integrity and plagiarism policies at http://www.upenn.edu/academicintegrity/

Additional Support

Do take advantage of Penn’s free support services!

For help with your research: contact Professor Madden, either at her office hours or make an appointment, or contact the subject librarian:

African Studies, Sociology, Asian American Studies, Social Policy: Ancil George, ancil@pobox.upenn.edu
Education and US government documents: Patty Lynn, lynn@pobox.upenn.edu
Women’s Studies: Dr. David Azzolina, azzolina@pobox.upenn.edu
Latin American Studies: Joseph Holub, holub@pobox.upenn.edu
Criminology, Economics, Sociology, Social Policy, and Urban Studies: Lauris Olson, olson@pobox.upenn.edu
Criminology, Urban Studies, Data: Charles Cobine, cobine@pobox.upenn.edu

For additional help with your writing: www.writing.upenn.edu/critical/help