NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course Canvas site for enrolled students and may be more current than this sample syllabus.

Course Name: The Economics of Discrimination
Course Number: ECON 383
Credits: 4
Instructor name: Dell Champlin
Instructor email: dell.champlin@oregonstate.edu

Course Description
An economic analysis of discrimination, focusing on labor market inequities for women and minorities. Historical and current trends in pay, education, and employment disparities, economic explanations for such disparities, and econometric evidence for wage and employment discrimination. (SS) (Bacc Core Course) PREREQS: ECON 201 or ECON 201H

Communication
Please post course-related questions on the “Questions about Course Content” discussion board so that the whole class may benefit from the conversation. If you have a specific question or comment for me, please feel free to send me an e-mail message (Dell.Champlin@OregonState.edu). I check my e-mail regularly and will respond to your messages promptly – usually within 24 hours.

Technical Assistance
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

Learning Resources
Additional readings: Will be available online (downloadable PDFs; links to open documents online; or available through OSU library course reserves).

Note to prospective students: Please check with the OSU Bookstore for up-to-date information for the term you enroll (OSU Bookstore Website or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN

Canvas
This course will be delivered via Canvas where you will interact with your fellow student and with your instructor. Within the course Canvas site, you will access all learning materials, such as the syllabus, class discussions, assignments, lectures, quizzes and the final exam. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, please visit Ecampus Technical Help.
Measurable Student Learning Outcomes

By the end of this course, you should be able to:

1. Report historical and current trends by gender and race regarding pay, occupational patterns, labor force participation, and unemployment rates.
2. Evaluate the strengths and weaknesses of alternative economic explanations for gender and racial disparities in the labor market.
3. Assess the reliability of different types of empirical evidence.
4. Synthesize and weigh the evidence as a whole.
5. Analyze alternative public policies in light of the evidence.

The Difference, Power, and Discrimination Baccalaureate Core Requirement

ECON 383: The Economics of Discrimination fulfills the Difference, Power, and Discrimination (DPD) requirement in the Baccalaureate Core. The DPD requirement engages students in the intellectual examination of the complexity of the structures, systems, and ideologies that sustain discrimination and the unequal distribution of power and resources in society. The unequal distribution of social, economic, and political power in the United States and in other countries is sustained through a variety of individual beliefs and institutional practices. These beliefs and practices have tended to obscure the origins and operations of social discrimination such that this unequal power distribution is often viewed as the natural order. Examination of DPD course material will enhance meaningful democratic participation in our diverse university community and our increasingly multicultural U.S. society.

Evaluation of Student Performance

- **Graded Discussions:** Students will participate in a total of 10 graded discussions. These discussions include:
  - A brief introduction posted during Week 1.
  - Eight (8) discussions consisting of a comment posted in response to an assigned video. Each video is approximately 5 to 7 minutes. The purpose of these discussions is to gain an appreciation of the experiences facing the different groups examined during this course.
  - A final discussion assignment during Week 10. For this discussion, students are asked to find a brief article (or video), post the video (or provide a link), and make a comment.

- **Ungraded Discussions:** In addition to the graded discussions students are welcome to post questions and comments regarding course content or on relevant current issues. The purpose of these discussions is to facilitate interaction and conversation among class members. Please note: You may also send me an e-mail at any time with any questions or comments.

- **Homework Assignments:** Students will complete homework assignments during the course of the term. Three assignments are data collection assignments and/or reports on videos.

- **Quizzes:** Students will complete a short weekly quiz on the readings and other assigned reading and on the lecture slides. Quizzes are scheduled for Weeks 1 through 9.

- **Final Exam:** The final exam is comprehensive and includes all materials assigned during the course. The exam is completed online. Please note: there is no midterm.
<table>
<thead>
<tr>
<th>Grades</th>
<th>Points</th>
<th>Weight</th>
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<tbody>
<tr>
<td>10 Discussions @ 10 pts</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>4 Homework assignments @ 60 pts</td>
<td>240</td>
<td>24%</td>
</tr>
<tr>
<td>9 Quizzes @ 40 pts</td>
<td>360</td>
<td>36%</td>
</tr>
<tr>
<td>1 Final Exam</td>
<td>300</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
<td><strong>100%</strong></td>
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### Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>59-62</td>
</tr>
</tbody>
</table>
## Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 1    | Introduction: Basic Concepts   | **Discussion Assignment 1:** Post an Introduction  
**View Lecture:** Difference, Inequality and Discrimination  
**Reading:**  
Schiller, Ch. 1: Views of Inequality and Poverty  
Schiller, Ch. 2: Inequality  
**Quiz 1:** On reading and lectures |
| 2    | Measuring Inequality and Poverty | **Discussion Assignment 2:** Op-Doc: “A Conversation with Latinos on Race.”  
**Reading:**  
1) Schiller, Ch. 3: Counting the Poor  
2) Schiller, Ch. 4: Global Poverty  
**View Lecture:** Income Inequality and Poverty  
**Homework Assignment 1:** Age and Gender Data in the 2010 Census.  
**Quiz 2:** On reading and lectures |
| 3    | Employment and Unemployment   | **Discussion Assignment 3:** Op-Doc: “A Conversation with Asian-Americans on Race.”  
**Reading:**  
1) Schiller, Ch. 5: Labor Force Participation  
2) Schiller, Ch. 15: Employment Policies.  
**View Lecture:** Labor Force Participation  
**Quiz 3:** On reading and lectures |
| 4    | Earnings                       | **Discussion Assignment 4:** Op-Doc: “A Conversation with Black Women on Race.”  
**Reading:**  
1) Schiller, Ch. 6: The Working Poor  
**View Lecture:** Earnings  
**Homework Assignment 2:** Wage Gap Data  
**Quiz 4:** On reading and lectures |
| 5    | Labor Market Discrimination    | **Discussion Assignment 5:** Op-Doc: “Great Expectations for Female Lawyers.”  
**Reading:**  
1) Schiller, Ch. 12: Discrimination in the Labor Market  
2) Schiller, Ch. 16: Equal Opportunity Policies (pp. 285-305, Employment Policies only)  
3) PBS Video: “Washington’s Gender Gap”  
**View Lecture:** Discrimination  
**Quiz 5:** On reading and lectures |
| 6    | Other Income and Wealth Inequality | **Discussion Assignment 6:** Op-Doc: “A Conversation with White People on Race.”  
**Reading:**  
1) Schiller, Ch. 7: Age and Health  
2) Schiller, Ch. 14: Social Insurance Programs  
**View Lecture:** Social Insurance and Wealth Inequality  
**Quiz 6:** On reading and lectures |
| 7 | Educational Disparities | Discussion Assignment 7: Op-Doc “Education in Equality.”  
Reading:  
1) Schiller, Ch. 10: Education and Ability  
2) Schiller, Ch. 11: Discrimination in Education  
Homework Assignment 3: Video: “Separate and Unequal”  
View Lecture: Inequality and Education  
Quiz 7: On reading and lectures |
|---|---|
| 8 | Housing Segregation | Discussion Assignment 8: Op-Doc: “The Scars of Stop and Frisk.”  
Readings:  
(Watch the video: “Where does the American Dream Live?” (14:45).  
View Lecture: Housing & Inequality  
Homework Assignment 4: Video: “After the Crash.”  
Quiz 8: On reading and lectures |
| 9 | Immigration | Discussion Assignment 9: Op-Doc: “Two Countries, No Home.”  
Reading:  
3) Mexican Immigrants in the United States.” Migration Policy Institute, 2016.  
6) Ted-Ed video: “What does it mean to be a Refugee?” (05:42)  
Quiz 9: On reading and lectures |
| 10 | Current Issues | Discussion Assignment 10: Working Together.  
Readings and Video:  
2) Pew Research Center Report, On Views of Race and Inequality, Blacks and Whites are Worlds Apart, (Read Overview, Chapter 2 and Chapter 4)  
No quiz this week: |

Final Exam
Resources and Information for Students

Guidelines for a Productive and Effective Online Classroom: Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university’s regulations regarding civility. Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor. Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

Statement Regarding Students with Disabilities: Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Expectations for Student Conduct: Student conduct is governed by the university’s policies, as explained in the Student Conduct Code. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity and respect. Disruption of teaching, administration, research, and other institutional activities is prohibited by Oregon Administrative Rule 576-015-0015 (1) and (2).
Academic Integrity: Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit Student Conduct and Community Standards, or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.

b) It includes:

i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.

ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

(1) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

(2) TAMPERING - altering or interfering with evaluation instruments or documents.

(3) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

ii) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

Tutoring: NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the Tools button in your course menu.

OSU Student Evaluation of Teaching: Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.