

**Course Name:** The Economics of Discrimination  
**Course Number:** ECON 383  
**Credits:** 4  
**Instructor name:** Dr. Dell Champlin  
**Instructor email:** [dell.champlin@oregonstate.edu](mailto: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](mailto: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](mailto:osuhelpdesk@oregonstate.edu) or visit the [OSU Computer Helpdesk](#) online.

## Learning Resources

1. Textbook: Rycroft, Robert S. *The Economics of Inequality, Discrimination, Poverty and Mobility*, 2<sup>nd</sup> edition. New York: Routledge, 2018.
  - Note: This book is available as an [eBook](#) from Routledge (cheapest option).
  - Note: Also available from the OSU Bookstore for up-to-date information (OSU Bookstore Website or 800-595-0357).
2. Additional readings: Will be available online (downloadable PDFs or links to open documents online)

## 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.

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**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**

- **Discussions:** Students will participate in a total of 10 discussions. All discussions are graded. These discussions include:
  - A brief introduction posted during Week 1 (5 points).
  - Eight (8) discussions consisting of a comment posted in response to a short video (10 points each). 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 (15 points). For this discussion, students are asked to find a brief article (or video), post the video (or provide a link), and make a comment.
- **Homework Assignments:** Students will complete 5 homework assignments during the course of the term. All assignments are data collection and analysis. Homework is graded, and students have the option of re-submitting corrected homework.
- **Quizzes:** Students will complete a short weekly quiz on the readings and the lecture slides.
- **Midterm:** There is no midterm for this course.
- **Final Exam:** The final exam is comprehensive and includes all materials assigned during the course. **Access to the exam requires a password available only through an approved proctor.** Students must arrange for proctoring in advance. It is recommended that students arrange for proctoring by the 2<sup>nd</sup> week of class. For more information, see [OSU Exam Proctoring](#).

Grades	Points	Weight
<b>10 Discussions</b>	100	10%
<b>5 Homework assignments</b>	300	30%
<b>10 Quizzes</b>	300	30%
<b>1 Final Exam</b>	300	30%
<b>Total</b>	<b>1000</b>	<b>100%</b>

Grading Scale	
<b>A</b>	93-100%
<b>A-</b>	90 - 92
<b>B+</b>	87 - 89
<b>B</b>	83 - 86
<b>B-</b>	80 - 82
<b>C+</b>	77 - 79
<b>C</b>	73 - 76
<b>C-</b>	70 - 72
<b>D+</b>	67 - 69
<b>D</b>	63 - 66
<b>D -</b>	59 - 62

## Course Schedule

Wk	Topic	Assignments
1	<b>Introduction:</b> <ul style="list-style-type: none"> <li>• Basic Concepts</li> <li>• Inequality</li> <li>• Discrimination</li> <li>• Measurement</li> </ul>	Discussion Assignment: Post an Introduction View Lectures: <ul style="list-style-type: none"> <li>• Difference, Inequality and Discrimination (PPT)</li> <li>• Inequality Measures (PPT)</li> </ul> Reading: <ul style="list-style-type: none"> <li>• Rycroft, Ch. 1</li> <li>• Income &amp; Poverty in the US, 2017 (<a href="#">P60-263</a>) (Note: Read only the Introduction to the Income Section &amp; Appendix A.)</li> </ul> <b>Homework #1:</b> <ul style="list-style-type: none"> <li>• Income data from the Census</li> </ul> Quiz 1: On reading and lectures
2	<b>Labor Markets:</b> <ul style="list-style-type: none"> <li>• Competitive labor markets</li> <li>• Structured labor markets</li> <li>• The Gig economy</li> </ul>	Discussion Assignment: Op-Doc: " <a href="#">A Conversation with Latinos on Race.</a> " View Lectures: <ul style="list-style-type: none"> <li>• Labor Force Participation (PPT)</li> <li>• Earnings (PPT)</li> </ul> Reading: <ul style="list-style-type: none"> <li>• Rycroft, Ch. 3</li> <li>• Rycroft, Ch. 5</li> <li>• Weil, David. "Enforcing Labor Standards in Fissured Workplaces: The US Experience." <i>Economic and Labor Relations Review</i>, 2011.</li> </ul> Quiz 2: On reading and lectures
3	<b>Labor Market Discrimination:</b> <ul style="list-style-type: none"> <li>• Theories</li> <li>• Measurement</li> <li>• Occupational segregation</li> </ul>	Discussion Assignment: OPB: <a href="#">Washington's Gender Gap</a> (OPB, 2015) View Lecture: <ul style="list-style-type: none"> <li>• Economic Approaches to Discrimination (PPT)</li> </ul> Reading: <ul style="list-style-type: none"> <li>• Rycroft: Ch. 9</li> <li>• Rycroft: Ch. 10</li> <li>• Spector, Rachel A., "Dignified Jobs at Decent Wages:" Reviving an Economic Equity Model of Employment Discrimination Law." <i>Berkeley Journal of Employment and Labor Law</i>, 2015.</li> </ul> <b>Homework #2:</b> <ul style="list-style-type: none"> <li>• Labor Market Data</li> </ul> Quiz 3: On reading and lectures
4	<b>Income Inequality:</b> <ul style="list-style-type: none"> <li>• Social Insurance</li> <li>• Poverty</li> </ul>	Discussion Assignment: " <a href="#">A Conversation w Asian-Americans on Race.</a> " View Lecture: <ul style="list-style-type: none"> <li>• Social Insurance</li> <li>• Poverty</li> </ul> Reading Assignments: <ul style="list-style-type: none"> <li>• Rycroft, Ch. 12</li> <li>• Rycroft, Ch. 13</li> <li>• Income &amp; Poverty in the US, 2017 (<a href="#">P60-263</a>) (Note: Read Introduction to the Section on Poverty and Appendix B.)</li> </ul> Quiz 4: On reading and lectures
5	<b>Wealth Inequality:</b> <ul style="list-style-type: none"> <li>• Assets, Liabilities, Net Worth</li> <li>• Housing &amp; Wealth</li> <li>• Racial&amp; Economic Segregation</li> </ul>	Discussion Assignment: " <a href="#">A Conversation with White People on Race.</a> " NYT Op-Doc, 2015. View Lecture: <ul style="list-style-type: none"> <li>• Wealth</li> <li>• Housing and Inequality</li> </ul> Reading and Video Assignments: <ul style="list-style-type: none"> <li>• Piketty, T. and E. Saez, "Inequality in the Long Run." <i>Science</i>. 2014.</li> <li>• Yellen, Janet. "Perspectives on Inequality and Opportunity from the Survey of Consumer Finances," Speech at Boston Fed, 2014.</li> <li>• Massey, Douglas. "The Legacy of the 1968 Fair Housing Act." <i>Sociological Forum</i>, Vol. 30, S1, June 2015. (insert link)</li> </ul> <b>Homework #3</b> <ul style="list-style-type: none"> <li>• Housing data, <a href="#">Brookings Institution, Metro Monitor – 2019</a></li> </ul> Quiz 5: On reading and lecture.

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6	<p>Educational Inequality</p> <ul style="list-style-type: none"> <li>• Segregation</li> <li>• Discrimination</li> </ul>	<p>Discussion Assignment: "<a href="#">A Conversation with Native Americans on Race.</a>" NYT OpDoc, 2017</p> <p>View Lecture:</p> <ul style="list-style-type: none"> <li>• Inequality and Education</li> </ul> <p>Reading &amp; Video Assignments:</p> <ul style="list-style-type: none"> <li>• Rycroft: Ch. 11</li> <li>• Gould, Elise et al. "Class of 2019: High School Edition." Economic Policy Institute, 2019</li> <li>• Braga, Breno et al. "Weath Inequality is a Barrier to Education and Social Mobility." Urban Institute 2017.</li> <li>• PBS Newshour Video: "<a href="#">In Southern Schools, segregation and inequality aren't just history – they're reality.</a>" (6:46 min).</li> </ul> <p>Quiz 6: On reading and lectures</p>
7	<p>Educational Inequality</p> <ul style="list-style-type: none"> <li>• Education &amp; Wealth</li> <li>• College debt</li> </ul>	<p>Discussion Assignment: <a href="#">John Oliver and Student Debt</a></p> <p>View Lecture:</p> <ul style="list-style-type: none"> <li>• Wealth and College debt</li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Rycroft: Ch. 14</li> <li>• Gould, Elise et al. "Class of 2019: College Edition." EPI, 2019.</li> <li>• Flores, Roseanne L. "The Rising Gap between Rich and Poor: A Look at the Persistence of Educational Disparities in the US and Why we should Worry." Cogent Social Sciences, 2017.</li> </ul> <p>Quiz 7: On reading and lectures</p>
8	<p>Immigration</p> <ul style="list-style-type: none"> <li>• Immigration Policy</li> <li>• Discrimination</li> </ul>	<p>Discussion Assignment: "<a href="#">What does it mean to be a Refugee?</a>" TedEd 2016 (5.42 min)</p> <p>View Lecture:</p> <ul style="list-style-type: none"> <li>• Immigration &amp; Immigrants</li> </ul> <p>Reading Assignment and Video:</p> <ul style="list-style-type: none"> <li>• Champlin, Dell. "Institutionalist Policies on Immigration: An Update." <i>Journal of Economic Issues</i>, 2010.</li> <li>• PBS Video, American Experience "<a href="#">The Chinese Exclusion Act.</a>" (May 2018). Note: This is a long video (1:51 min), but it is very informative and replaces other readings.</li> </ul> <p><b>Homework Assignment #4:</b></p> <ul style="list-style-type: none"> <li>• Immigration Data</li> </ul> <p>Quiz 8: On reading and lectures.</p>
9	<p>Health &amp; Well-Being</p> <ul style="list-style-type: none"> <li>• Health Outcomes</li> <li>• Health Insurance</li> <li>• Medical Debt</li> </ul>	<p>Discussion Assignment: "<a href="#">Health Inequity: American's Chronic Condition?</a>" Tedx 2017.</p> <p>Reading Assignments:</p> <p>View Lecture:</p> <ul style="list-style-type: none"> <li>• Health Inequality</li> </ul> <p>Reading Assignments:</p> <ul style="list-style-type: none"> <li>• Chetty, Raj, Michael Stepner and Sarah Abraham. "The Association between Income and Life Expectancy in the U.S. 2001-2014." JAMA 2016 (<a href="#">PDF</a>).</li> <li>• Christopher, Andrea et al. "<a href="#">The Effects of Household Medical Expenditures on Income Inequality in the US.</a>" AJPH Policy, March 2018</li> <li>• Health Insurance Coverage in the United States, 2017 (<a href="#">P60-264</a>), Read introduction and Appendix B.</li> </ul> <p><b>Homework Assignment #5:</b></p> <ul style="list-style-type: none"> <li>• Medical Debt Data, <a href="#">Kaiser Family Foundation study (January 2016)</a></li> </ul> <p>Quiz 9: On reading and lectures</p>
10	<p>Policy Alternatives</p>	<p>Discussion Assignment 10: Working Together: Post Your own Video (or article).</p> <p>View Lecture:</p> <ul style="list-style-type: none"> <li>• Policies and Current Debates</li> </ul> <p>Readings and Video:</p> <ol style="list-style-type: none"> <li>1. Aja et al. "<a href="#">From a Tangle of Pathology to a Race-Fair America.</a>" <i>Social Research</i>, 2013.</li> <li>2. Pew Research Center Report, <a href="#">Views of Diversity</a>, 2019.</li> <li>3. View Ted Talk video: "<a href="#">We need to talk about an Injustice.</a>" Bryan Stevenson, March 2012 (23:41)</li> </ol> <p>Quiz 10: On readings and video</p>
Final Exam (Proctored)		

### Resources and Information for Students

3. **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.
4. **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.
5. **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).
6. **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

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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.
7. **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.
8. **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.