**Course Code – Economics of Discrimination**
**Programme - Semester**

## Course Information

Course Duration: 15 weeks
Credit Hours: 4
Meetings: TBD
Location**: TBD**
Prerequisites: **70% and above** in **all courses** of **Microeconomics, Statistics, Econometrics**.
Equivalent Courses: Not Applicable
Exclusive Courses: Not Applicable

## Instructor Information

Instructor: Mrinalini Jha
Biography: Mrinalini Jha is Professor of Economics at the Jindal School of Government and Public Policy in O.P. Jindal Global University. She is the Director of the Jindal Institute of Haryana Studies (JIHS). Mrinalini is trained as an empirical development economist and is interested in issues of labour, gender, inequality, inequality of opportunity, and structural transformation in the Indian economy. She completed her PhD from Delhi School of Economics at University of Delhi and did her post-doc from the Centre for Sustainable Employment at Azim Premji University. She has previously taught undergraduate and postgraduate students at the University of Delhi, and at Azim Premji University.

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Office Hours: By appointment

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## 1. Course Description

This course will offer an introduction to theories and empirical tools to understand the idea of discrimination from an economic point of view. Economic discrimination is based on social group identities, such as caste, race, gender, etc. In this course the focus will be on caste and sex in India.

There will be two parts of the course. First, students will be introduced to theories of discrimination such as statistical discrimination and taste for discrimination, based on the work of Kenneth Arrow, Gary Becker and George Akerlof. Next, the course will introduce methods of identifying discrimination through empirical methods. The course will introduce decomposition analyses applied to the labour market to understand what part of the wage gap between two groups is due to differences in abilities, and what part is due to discrimination. The course will also bring in discussions on affirmative action policies, i.e., quotas and reservations in the Indian context.

## 2. Course Intended Learning Objectives(Aim)

| Course Intended Learning Outcomes | Teaching and Learning Activities | Assessments/ Activities |
|---|---|---|
| Explore key ideas, theories, and debates in microeconomic theory related to discrimination. | | |
| Application of economic models to analyse discrimination and how discriminatory preferences affect outcomes in labor markets and other economic contexts. | | |
| Identify discrimination empirically using large-scale economic data. | | |
| Evaluate implications of public policies aimed at reducing discrimination. Students will critically evaluate the effectiveness of government policies and explore alternative approaches to address discriminatory practices in labour markets. | | |

## 3. Scheme of Evaluation and Grading
### Evaluation breakup

Internal – 50% Components – class test, paper presentation
External – 50% In-class examination

## Grade Definition

| Letter Grade | Percentage of Marks | Grade Points | Interpretation |
| --- | --- | --- | --- |
| O | 80 and above | 8 | Outstanding |
| A+ | 75 – 79 | 7.5 | Excellent |
| A | 70 – 74 | 7 | Very good |
| A– | 65 – 69 | 6 | Good |
| B+ | 60 – 64 | 5 | Fair |
| B | 55 – 59 | 4 | Acceptable |
| B– | 50 – 54 | 3 | Marginal |
| P1 | 45 – 49 | 2 | Pass 1 |
| P2 | 40 – 44 | 1 | Pass 2 |
| F | Below 40 | 0 | Fail |
| P* | Pass | | Opting for pass/fail grading system over CGPA |
| I | Incomplete | | Incomplete |

## 4. Academic Integrity

*Plagiarism* in assignments will be heavily penalized. If the instructions are provided, you may collaborate with your colleagues; however, you must submit your copy.

*Attendance*: Attendance will be strictly according to university norms. Attendance will be marked at any point after the first ten minutes of the commencement of the session.

*Classroom Decorum*: Late entry (entering class 10 minutes later than the start time), early exit (any time before the class ends), and repeated entry-exit are not allowed, unless there is a serious medical emergency.

*Use of phone/texting/laptop*: As a courtesy to your instructor and colleagues, you are expected not to use your mobile phone/laptops/tablets/electronic devices for any purposes unless explicitly asked to use/bring them in class. Phones are expected to be on silent mode or switched off mode. Use of mobile phones will lead to loss of attendance.

**5.** Keyword Syllabus –
Discrimination, caste, gender, affirmative action, reservations, quotas

## 6. Course Material-

(Indicative; may change in due course. Subject to revision.)

A. Deshpande (ed.), Handbook on Economics of Discrimination and Affirmative Action,
https://doi.org/10.1007/978-981-33-4016-9_54-1
Akerlof, George. 1984. "The economics of caste and of the rat race and other woeful tales", in An Economic Theorist's Book of Tales, Cambridge University Press, 1984, models of statistical discrimination and the caste economy.
Becker, Gary. 1957. The Economics of Discrimination, Chs. 1, 2 and 10
Eshwaran, Mukesh: Why Gender Matters in Economics, Ch. 4

Gurleen Popli: Decomposition: Accounting for Discrimination, in the "Handbook on Economics of Discrimination and Affirmative Action"

Bertrand, M. and Mullainathan, S. 2004. "Are Emily and Greg more employable than Lakisha and Jamal? A fieldexperiment on labour market discrimination", American Economic Review, 94 (4): 991-1013

Thorat, Sukhadeo and Paul Attewell. 2007. "The legacy of social exclusion: A correspondence study of jobdiscrimination in India", Economic and Political Weekly, Vol. XLII, No. 41, October 13.

Pager, Devah and Bruce Western. 2005. "Race at Work: realities of race and criminal record in the NYC jobmarket", Report for NY City Human Rights Commission, 50th Anniversary conference.

Deshpande, Ashwini and Katherine Newman. 2007. "Where the path leads: role of caste in post universityemployment expectations", Economic and Political Weekly, Vol. XLII, No. 41, October 13, 2007, pp. 4133-4140.

Jodhka, Surinder and Katherine Newman. 2007. "Meritocracy, Productivity and the Hidden language ofCaste", Economic and Political Weekly, Vol. XLII, No. 41, October 13, 2007.

Hoff, Karla and Priyanka Pandey. 2006. "Discrimination, Social Identity and Durable Inequalities", AmericanEconomic Review, Vol. 96, No.2, May, pp. 206-211

Deshpande, Ashwini and Dean Spears. 2016. "Who is the Identifiable Victim?: Caste and Charitable Giving inModern India", Economic Development and Cultural Change, Vol. 64, No. 2, pp. 299-321, January

Deshpande, Ashwini and Thomas E. Weisskopf. 2014."Does Affirmative Action Reduce Productivity? A CaseStudy of the Indian Railways", World Development, Vol. 64 (December 2014), pp. 169-180.

Bertrand, Marianne, Rema Hanna and Sendhil Mullainathan. 2010. "Affirmative Action in Education: evidencefrom engineering college admissions in India", Journal of Public Economics, Elsevier, vol. 94(1-2), pages 16-29.

Chapter 19 of the CORE textbook: https://www.core-econ.org/the-economy/book/text/19.html: Sections 19.1 to19.4

Blog: Tim Harford, 24 February 2022. Hard Truths about the Gender Pay Gap

Movies –

Masaan (Hindi); Geeli Pucchi (Hindi); Sairat (Marathi); Court (Marathi); Jai Bhim (Tamil) India Untouched (Documentary)

**7.** Session Plan – (Indicative; may change in due course. Subject to revision)

| Session (with Date) | General Topic | Readings | Approach/Pedagogy |
|---|---|---|---|
| Weeks 1-2 | Stereotype Threat and Implicit Bias | | Classroom teaching, group discussions |
| Weeks 3-4 | The caste system in India and contemporary caste disparities | | Classroom teaching, group discussions |
| Weeks 5-6 | Decomposition analyses | | Classroom teaching, group discussions |
| Weeks 7-8 | Experimental | | Classroom teaching, group |

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|---|---|---|---|
| | methods to investigate labour market discrimination | | discussions |
| Weeks 9-10 | Beyond the labour market | | Classroom teaching, group discussions |
| Week 11 | Remedies for inter group disparity: affirmative action and compensation issues | | Classroom teaching, group discussions |
| Week 12-13 | Gender discrimination and the gender caste overlap | | Classroom teaching, group discussions |
| Week 14-15 | Inequality of Opportunity | | Classroom teaching, group discussions |