

ECONOMICS OF DISCRIMINATION SYLLABUS

ECON 4970-01 (40912) and -02 (40913), ECON 6970-01 (40914)

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Instructor: Professor Patrick Button
Executive Director
The Data Hub: Tulane Center for Data Literacy
Associate Professor
Department of Economics
School of Liberal Arts
Tulane University

Pronouns: They/Them or He/Him (What's this?)

Office hours: By appointment using patrickbutton.youcanbook.me

Email: pbutton@tulane.edu

Course Zoom URL: <https://tulane.zoom.us/j/98962217001>

Course Zoom Meeting ID: 989 6221 7001

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Course Description

This course provides an introduction to the study of discrimination, with a focus on the economic aspects of discrimination and economic methods of studying discrimination. Topics covered include theories of discrimination, types of discrimination, and disparities, how to measure discrimination using different methods, namely, Oaxaca-Blinder-Kitagawa decompositions, natural experiments, and, especially audit field experiments (“audit studies”). Students in this course you will be exposed to the methodological aspects of these studies, such as experimental design, collecting data, downloading or processing the data in Stata, and estimating discrimination using the data. Students will also receive mentoring as they prepare a research proposal for a study of discrimination.

This course is part traditional course (i.e. lectures, a few quizzes) and part hands-on work, through data collection and data/statistical assignments, and part supervised research, through writing a short but well-motivated and constructed research proposal for a study on discrimination that you could do (but you will not actually do during the course).

This course will integrate with my National Science Foundation funded research projects on discrimination. I am conducting two audit field experiments: one quantifying discrimination in access to mental health care appointments, and the other quantifying discrimination in access to mortgage loans. Students will receive IRB and data collection training to collect some data for this project, and then can optionally be hired as paid research assistants to continue that work.

I expect students to get a lot out of this course in terms of research skills (literature review, Mendeley), writing skills (e.g., writing a convincing and focused motivation), and data analysis skills (the basics of regression analysis and Stata). Since I will see your work from many angles (as a research assistant doing some data collection with us, your quiz performance, and through your research and writing) I will be able to write successful students a very thorough and convincing letter of recommendation for future jobs or graduate school applications.

Prerequisites

There are no official prerequisites for this course. However, familiarity with statistics, regression analysis, Stata, programming (any language), and some introductory microeconomic theory will be helpful in this course. For example, knowing what a standard error is and what confidence intervals are would be ideal. Understanding the basics of linear regression will also help a lot. Most students can easily handle the course material since I handle statistics in a more intuitive way, but more background always helps. I will of course go over the basics so you should be fine so long as you keep on top of the material, do additional reading if necessary, work with your classmates, and ask questions. Knowing some of the basics of computing, such as how to find a path to a file on your computer, is also helpful, although I do provide guidance on this.

Course Objectives

The primary goals of this course are to:

- Provide students with a firm understanding of how discrimination is researched in economics and related fields
- Develop data analysis skills using Stata
- Develop research and writing skills through a research proposal

- Provide students with hands-on research experiences

Course Learning Outcomes

The learning outcomes below list many of what I hope students will grasp after this course. This is a non-exhaustive list and it may change over time.

After completing this course, students will be able to...

– Economics Theories of Discrimination

- Explain how discrimination is categorized as taste-based, statistical, or implicit.
- Provide definitions of customer and employee discrimination.
- Contrast implicit discrimination with taste-based and statistical.
- Give examples of statistical discrimination.
- Evaluate at least two ways that scholars have tried to determine if discrimination is taste-based, statistical, or implicit.
- Explain the general methodology behind the Implicit Association Test.
- Discuss critiques of how economists study discrimination.
- Compare and contrast how economists and sociologists study discrimination.

– Methodologies to Study Discrimination

- Identify data sources to measure disparities in socio-economic outcomes.
- Provide an intuitive explanation of how survey data can be used to “decompose” disparities to attempt to isolate to what extent there is discrimination.
- Provide an accessible description of what audit field experiments.
- Provide an accessible description of what lab experiments and vignette experiments are.
- Contrast studies of discrimination that use experiments and those that use survey data.
- Contrast lab and field experiments.
- Explain what a “natural” experiment is and how it is useful.
- Describe how “judge fixed effects” works as a methodology to study discrimination.
- Provide at least two examples of natural experiments.
- Explain what external validity is and why it is important.
- Compare and contrast two different experiments in terms of their external validity.
- Contrast the implications of different methods of signaling minority status.
- Explain why a power analysis is necessary for an experiment.
- Discuss to what extent different types of experiments comply with IRB and ethics requirements regarding concepts such as human subjects and deception.
- Provide an example of how data collection works in audit field experiments.
- Discuss the types of markets that economists and others have studied discrimination in, and how the methodologies may differ by market.

- Discuss how different approaches may be necessary to quantify discrimination against different groups.
- **Policies to Prevent Discrimination**
 - Discuss why the effects of employment discrimination laws on employment may be ambiguous, according to theory.
 - Summarize examples of employment discrimination laws in the US at the federal and state levels.
 - Contrast discrimination laws in the US for different groups (e.g., age vs. race, who is covered more/less?)
 - Describe how a difference-in-differences can be used to study the effects of discrimination law changes or differences on economic outcomes.
 - Provide an example of how an external (exogenous) event can be used to quantitatively determine the effects of discrimination laws on economic outcomes.
 - Discuss empirical evidence on the impact of discrimination laws on economic outcomes.
 - Summarize at least one research source on how providing information on discrimination laws affects discrimination.
 - Summarize at least one research source on how anonymizing job applicants or resumes affected discrimination and employment outcomes.
 - Discuss how discriminatory language could occur in job ads and how this affects the amount of discrimination, how it is detected, and how discrimination laws are enforced.
 - Summarize at least one research source on how more thoughtful diversity statements in job advertisements can affect the diversity of the job applicant pool.
- **Data Analysis, Stata, and Survey Data**
 - Provide a general overview of what the Current Population Survey is and what the data could be used for.
 - Provide an accessible explanation of what survey weights are and how they are used.
 - Explain the concept of a confidence interval and “statistically significant” intuitively.
 - Determine from reading published tables which estimates are statistically significant.
 - Explain what Type 1 and Type 2 error are and what their implications are.
 - Calculate a rough (“eye-ball”) 95% confidence interval from reading a point estimate and standard error from a table.
 - Determine statistical significance by reading the *’s from a results table in a published paper.
 - Explain regression analysis intuitively with an example.
 - Interpret regression equations, regression output, and regression coefficients.
 - Load data into Stata.
 - View the data in a spreadsheet format.
 - Create and rename variables.

- Calculate summary statistics (e.g., employment rate)
- Conduct tests for differences in means or proportions (e.g., Fisher’s Exact Test).
- Run regressions to estimate discrimination.
- Explain how “clusters” impact inference in regression analysis and what can be done about it.
- Conduct an Oaxaca-Blinder-Kitagawa Decomposition in Stata.
- Interpret, write about, and present the results from a decomposition.
- Construct tables to present statistical estimation results and summary statistics.
- **Research and Writing**
 - Locate peer-reviewed research using Google Scholar.
 - Cite sources in-text and in a references section, following APA or Chicago Author-Year format.
 - Retrieve references section items from Google Scholar.
 - Organize academic papers in Mendeley.
 - Create works cited sections using Mendeley and a plug-in for Microsoft Word.
 - Conduct a literature review.
 - Write a tight and convincing paper introduction that “sells” a paper, proposal, or project.
 - Revise your writing based on feedback.

Program-Level Outcomes

For undergraduate students, this course contributes to economics major/minor by filling one of the 4000 level elective requirements. This course also contributes to the major/minor by teaching students how to use the tools of economics (theory, empirical methods) and statistics to study discrimination. This course also provides a light introduction to STATA and basic econometrics. For graduate students, this course fulfills one of the 6000 level elective requirements.

Core Curriculum Outcomes

Under the undergraduate core requirements, required of all undergraduate students regardless of school/major, this course can satisfy both the “Social & Behavioral Sciences” requirement and the “Race & Inclusion” requirement.

Tier-2 Intensive Writing Requirement

This course can satisfy “Writing Intensive Tier-2”, or, if you are in the School of Liberal Arts, “Writing Intensive Tier-2”. For more information on the Writing Intensive requirement, see here for the general one (Newcomb-Tulane College): <https://college.tulane.edu/academics/curriculum> and see here for the School of Liberal Arts’ version: <https://liberalarts.tulane.edu/academics/undergraduate-studies/writing-intensive-requirement>. Note that this course can satisfy the School of Liberal Arts Intensive Writing Tier 2 requirement regardless of if you matriculated (started at Tulane) prior to or after 2018, when the requirements changed.

Essentially, the Tier 2 intensive writing requirement, through the School of Liberal Arts or otherwise, requires:

1. That writing equals at least 50% of the total assessment or 3500 words (15 pages double-spaced) of expository, analytical writing, whether distributed among a number of short assignments or fewer, longer papers. In this course, writing counts for 55%, split up into portions as you build up to the final research proposal. The final research proposal must be at least 3500 words, regardless of if you are in the intensive writing requirement or not, and I suggest that you stick to something close to that so that so you can focus on revising the content rather than adding too much incomplete content.
2. Sole authorship by an individual student. Only those not doing the intensive writing requirement can work on the research proposal with a partner.
3. That students will revise and resubmit their writing after instructor feedback. This is baked into the course significantly as detailed later.

For this course to satisfy the Tier 2 intensive writing requirement, the following must apply:

1. You must be an undergraduate student. This writing requirement is only relevant to undergraduate students. Graduate students, can, however, choose to act as if they are in this requirement and do the research proposal alone. We can discuss what is best for you.
2. Preferably, you must not already have covered the Tier 2 Intensive Writing Requirement. I suggest that students do not sign up for this writing requirement if they do not need it as it requires more solo work. Confirm with your general academic adviser if you have already covered your Tier 2 Intensive Writing Requirement or not.
3. To get credit for this intensive writing requirement, and to notify me that you intend to get credit for it, you must register in the 02 section (ECON-4970-02, CRN 30767). If you are not in this section and need to be, please contact me and I will arrange for it. You can still get into this section even if it is full. If you are not in this section, you can't get credit!
4. You must do the research note alone. While you can have a group for the Stata assignments, you can be the only one doing your research note and all portions of it (presentation, mock grant proposal, final proposal). This is a requirement for the course to count for the intensive writing requirement.

Given that the Tier 2 intensive writing requirement is more work, since you cannot form a group for the research proposal, it is not recommended unless you need the requirement or you otherwise want to work on a project solo (e.g., you are interested in doing research in the future). To partially compensate students who are doing the research proposal alone, due to the intensive writing requirement or otherwise, I will expect less for those working solo (in terms of rigor and polish). The minimum word requirements will be the same regardless of the size of your group for the research proposal.

Required Student Resources

There is no required textbook for the course.

Instead of a textbook, there will be several readings, mostly peer-reviewed journal articles. All of these will be available on Canvas, except for some articles you will have to find for yourself for group activities.

I will let you know via the page for each class under “Modules” about upcoming readings and advice on what to focus on. Most of the readings are technical pieces from economics and social science journals. The degree to which you to be familiar with the details of a paper will be clear from the emphasis given to the paper in lecture or will be clear based on instructions I give you. See more discussion of this later in the syllabus. Generally, for most readings, it’s most important to know the take-aways, which you can get mostly from the abstract, introduction, and conclusion.

Not keeping up to date on readings will negatively affect your ability to achieve the course learning objectives and will negatively affect your grade. For example, many classroom activities may require that you have read the readings before class.

Required Software - Stata

You will need to use Stata to complete assignments. You can get access to Stata two ways:

1. **Apps Anywhere (Free).** Tulane provides access to Stata on its “Apps Anywhere” platform at software.tulane.edu. While free, students have found having Stata on their own computer easier to use. Stata on Apps Anywhere should work pretty seamlessly once you figure out how files are accessed through Apps Anywhere, as that can be tricky for those with less background in programming or computing. For a guide on using Stata from Apps Anywhere, see what Chase Farha, a student from last year and one of my research managers, wrote: <https://bit.ly/TulaneStataAA>.
2. **Purchase a Student License (\$48).** You can do so here: <http://www.stata.com/order/new/edu/gradplans/student-pricing/>. You should choose Stata/BE since it is cheaper and the mild restrictions placed upon /BE, compared to /SE and other versions of Stata, have no bearing on your ability to use Stata in this course, or most of your work going forward. The cost is \$48 for a 6 month license, \$94 for one year, or \$225 for a perpetual license (you own it forever, although you have to pay a bit for upgrades). Those expecting to use Stata in the future may want to consider a longer license.

Sometimes I will demonstrate Stata during class, and it could help for you to follow along as this may help you learn better and may lead to you making progress on assignments. You could, for example, input the commands on your computer at the same time as I do them. So, consider having this on your own laptop that you can bring to class or use while Zooming into the course. This is all optional, though, and I will provide you with the code and other materials from any Stata demonstrations. I will also record all classes, including when I do demonstrations, so you’ll be able to go back to watch any of my Stata demonstrations later.

Evaluation Procedures and Grading

Grading Scheme

Success at achieving the learning outcomes above is measured through various course assignments. Your final course grade is based on the following breakdowns.

- Quizzes (2 x 10% = 20%) (Oct. 4, Dec. 1)

- *THERE IS NO FINAL EXAM.*
- Group Stata Assignment 1 - Disparities (5%) (Recommended due date: Oct. 29)
- Group Stata Assignment 2 - Decomposition (5%) (Recommended due date: Nov. 15)
- Group Stata Assignment 3 - Experiment (5%) (Recommended due date: Nov. 22)
- Research Proposal - Initial Idea Submission (2%) (Recommended due date: Sept. 20)
- Research Proposal - Presentation (5%) (Several time slots in October)
- Research Proposal - Mock Grant Proposal (13%) (Recommended due date: Nov. 1)
- Research Proposal - Final Proposal (25%) (Recommended due date: Nov. 30)
- Data Collection (10%)
- Other Activities (10%)

Conversion to letter grades

In determining your final letter grade, I will first calculate a percentage grade based on the above criteria. Then I will convert this final percentage grade to a final letter grade as follows for undergraduate students:

- A = 93% to 100%, A- = 90% to 92.99%,
- B+ = 87% to 89.99%, B = 83% to 86.99%, B- = 80% to 82.99%,
- C+ = 77% to 79.99%, C = 73% to 76.99%, C- = 70% to 72.99%,
- D+ = 67% to 69.99%, D = 63% to 66.99%, D- = 60% to 62.99%,
- F = 0% to 59.99%

For graduate students, this is:

- A = 93% to 100%, A- = 90% to 92.99%,
- B+ = 87% to 89.99%, B = 83% to 86.99%, B- = 80% to 82.99%,
- F = 0% to 79.99%

Note that I do not round grades up if you are close to a cut-off or otherwise tweak grades (e.g., apply a curve). I would prefer not to add subjectivity into the process, as research shows that when these sorts of decisions become subjective, then it can lead to discrimination and disparities. Please do not ask me to round any grades up. Requests of this nature will be ignored. Similarly, I do not provide extra credit opportunities outside of a bit of extra credit for completing the evaluation for the course. I design my courses to allow you to revise and resubmit assignments, and I reward you for improvements. This often increases your grade significantly, while also improving your research, writing, or data analysis skills. These mimic extra credit opportunities as they allow you to significantly increase your grade.

Below are more details on each individual evaluation criteria.

Quizzes

There will be two quizzes, all conducted during class time, using the entire class time. These are scheduled for October 4 and December 1. Quiz 1 will cover anything before October 4, while Quiz 2 will cover the rest of the material. That is, Quiz 2 is not cumulative, so it will not cover the

material from before October 4 (unless that material gets built upon, e.g., the Stata assignments build up).

These quizzes are open book, so you can bring and use course notes, documents on your computer, books, and other resources. However, you cannot communicate or work with anyone else. Please respect this policy as I would hate to submit a case to the Honors Board, and I would hate to make my exams closed book.

You will complete the quizzes on a computer using Canvas. So, please ensure you have a laptop for the quiz. You will write the quiz in the classroom unless you have an accommodation from Goldman to write in the exam center, or if you've made arrangements with me to write it elsewhere (e.g., you are traveling or in quarantine). I am delighted to provide accommodations so long as these are worked out in advance.

The quizzes will be approximately three or four short answer questions and zero to two multiple choice questions. There are no midterms or final exam. These two quizzes are the only exams of any form for this class.

Group Stata Assignments

You will have three group assignments as follows:

1. **Assignment 1 - Disparities:** You will calculate a labor force statistic such as the employment rate for different groups to example disparities. For example, you could choose to calculate differences in earnings between women and men to get a sense of what the raw "gender wage gap" is. To do this, you will use data from the Current Population Survey (CPS), with this data being downloaded from IPUMS-CPS. The CPS is a survey by the Bureau of Labor Statistics that is used to calculate the official unemployment rate. The CPS is, along with the Census and American Community Survey, one of the most commonly used survey datasets by social scientists. You will use Stata to prepare this data and do statistical estimation using this data.
2. **Assignment 2 - Decomposition:** You will conduct an Oaxaca-Blinder-Kitagawa decomposition using the same data from the "Disparities" assignment. You will use provided code to run the decomposition in Stata. Most of the questions will involve how to interpret the output, which I will show you how to do using an example.
3. **Assignment 3 - Experiment:** You will estimate discrimination using data from one of the audit field experiments you worked on as a part of the data collection section of this course. I will provide the data and you will use Stata and provided code to do the estimation. Most of the questions will involve interpreting the results.

For all assignments, I will demonstrate how to do them in class and provide you with detailed instructions, tips, and code. The first assignment may be the most difficult since there is the learning curve of using Stata if you are new to programming in general. Once you get Stata to work (i.e. you get your data and the provided code into Stata) then it takes only a few minutes to complete the first assignment, and only a few minutes to generate what you need to complete the other assignments.

You are allowed to submit these Stata assignments either individually or in pairs (i.e., one assignment done jointly by two of you). For those who have worked with Stata before, I would appreciate it if you worked with someone who is new to Stata so you can help coach them. I will allow groups of three in the following cases:

- One or more group members are using this course to satisfy the School of Liberal Arts Writing Intensive Requirement (this requirement forces the student to do the research proposal and its portions on their own, which is more work, and thus I am comfortable with them taking a smaller role in these Stata assignments.)
- There is one group member who has Stata experience already (the idea here is that they can help mentor more people, so I am ok with them joining an existing pair.)

Since the point of these assignments is to help you learn some basics of Stata and how to estimate discrimination and disparities using data, you can re-submit these assignments, if you would like, to increase your grade. Here is how this will work. After you get your graded assignment back from me, fix any issues and re-submit it to me. When you re-submit it to me, please include a discussion of what errors you made and how you fixed them. I will then re-grade it. Your updated grade will be the average of the old and new grade.

You are allowed and encouraged to work somewhat with other students outside of your group. You can help each other when you are stuck or provide guidance to each other, but no blatant copying of work without attribution is allowed. It is good to get advice on a Stata command from someone else on occasion as long as you make note of that in your code (e.g., adding a note like “*I got help with this line of the code from Student X”). It is very common for researchers to borrow code from each other to ask each other coding questions. I just do not want you to copy code and run it as-is without adapting it or really understanding it. Students that do this may be plagiarizing and will do poorly on any quiz questions on the basics of Stata as they relate to these assignments (expect a question on this on each quiz).

Research Proposal and Components

The research proposal builds up gradually in the following ways, which are each discussed below:

- Initial Idea Submission (2% of final course grade)
- Presentation (5%)
- Mock Grant Proposal (13%)
- Research Proposal (25%)

Initial Idea Submission

Using a form on Canvas, please submit a paragraph or two discussion of your planned research proposal topic. The idea here is to get feedback from me and this will start a discussion. You can of course change your topic whenever you'd like, and you do not necessarily need to submit a new idea submission form for each new idea. After we have some back and forth and you refine your idea to the point that I think it is feasible, then I will give you advice on how to go forward with it and you will get 100% on this. I suggest that you submit your initial ideas by September 20 at the latest, but earlier is better.

Presentation

In October, you will do either an oral presentation or a poster presentation. These options are detailed below:

Oral Presentation. 10-15 minute presentation of your research proposal idea(s) thus far. The goal of this presentation is to get feedback. I am intentionally wanting you to present before you have a perfect and complete plan of what you will do so that you can get actionable feedback early. So, do not try to have everything figured out before you present as the feedback may then not be as useful. On the other hand, do not present an idea that you haven't at least run by me somewhat already. Your presentation will be in-person unless you make arrangements with me beforehand. I will manage the Zoom and computer that you will present on, so the presentation should be easy for you to do. I just ask that you email me your slides at least 15 minutes in advance so I can have them ready to go for you.

Poster Presentation. Please prepare a poster that we can hang up in the classroom. This would be for a "poster day" on Oct. 18. The poster would include an overview of your planned study and could also have a section that mentions questions you have for people.

Regardless of which type of presentation you do, the grade for your presentation will be based equally on the usefulness of the presentation itself and on a reflection statement after the presentation.

Usefulness of the Presentation. The most important part of the presentation is your ability to get feedback from me and your classmates. Structuring your presentation for this will be helpful. Here are some tips for both oral and poster presentations:

- You do not have time to cover everything. Do not try. Take a "too long; didn't read" (TL;DR) approach.
- Provide only one or two slides/paragraphs/sets of bullet points of motivation so you can focus on the technical approach, which is what you'll likely want feedback on the most. E.g., if your study is on racial discrimination, you do not need to explain to us why racial discrimination is bad - stick to telling us about your study.
- Avoid including a literature review - maybe you briefly mention a few previous studies only if they help motivate your study (e.g., "Kugelmass (2019) studied race but no one has yet studied sexual orientation, so I will apply her approach to study sexual orientation.")
- Focus on more key details on your methodology rather than little details that are less crucial (e.g., if you propose to do a resume experiment, then how you'd construct the job histories on the resumes is less important to get feedback on than which jobs you'd apply for and how you'd apply for them (e.g., what job board).)
- If there are specific things you have questions about or you need feedback on, then explicitly note that. Include more focus on those parts and specifically mention that you want feedback.

Advice specifically for poster presentations:

- This website provides useful tips: <https://guides.nyu.edu/posters>.
- I am not looking for the posters to be ornate, so don't spend much time or money on making it pretty. Just focus on making it readable so it conveys the important information without too much detail.
- Often a good way to make a poster is to make slides with the important text and photos (if applicable) in Powerpoint or Google slides, and then printing those and arranging them on poster board.

In terms of your grade for the usefulness of your presentation, this will be subjective but most students will score very highly on this if they follow my tips and otherwise focus on key details rather than trying to cover everything. Your score will not be great if you make the error to spend the entire presentation on motivation and literature review and then there is no time to discuss your methodology at all. You may also lose some points on your presentation score if there is a technology issue that could have been prevented by you (e.g., you didn't test your microphone, you try to present at the LBC food court.) There will be no penalties for random issues that occur that are outside of your control.

Reflection Statement. On Canvas you will submit a reflection statement that discusses what you learned from the presentation (both the feedback you got and if you learned how to better present going forward). You will also discuss how you will leverage the feedback you got to improve your research proposal. Thoughtful responses will get 100%.

Mock Grant Proposal

This is essentially a portion of the research proposal, about one third of the length of the final research proposal, that you will submit to get additional feedback. It is not separate from the research proposal since this mock grant proposal will just be expanded to make the research proposal. So, this is more as a "checkpoint" for the research proposal rather than a unique assignment.

The idea behind the mock grant proposal is that it will be a like mock "letter of intent/interest" (LOI) that would be submitted to try to get a research grant from a private foundation. You will of course not submit this LOI, but the structuring of writing up an LOI helps you focus early on in your research proposal on the motivation and summarizing the general approach.

The requirements for this mock grant proposal will be similar to the requirements for an LOI submitted to the Russell Sage Foundation, a foundation I have applied to many times that funds a lot of work on experimental economics, behavioral economics, and racial bias.

To be specific, your mock grant proposal must be no more than 1,000 words, excluding the works cited/references section. In terms of content, your mock grant proposal should outline the rationale and motivation for the research, the question under study, and summarize the methods and analytic approach to be employed. I would like this mock grant proposal to be in 12 point Times New Roman font, 11 Calibri, 11 or 12 Arial, or 12 point Computer Modern. Margins should be one inch on all sides. The text should be double-spaced, except for references which should be single-spaced. A works cited/references section should appear at the end, with the format being Chicago Author-Year or APA. If you need help making a references section in Chicago Author-Year or APA, then please contact the Howard-Tilton Memorial Library as they have training and resources on this.

I will provide you with my proposals that I submitted to the Russell Sage Foundation that are similar to this mock grant proposal, and I will also provide you with other examples. I will provide you with a rubric for how I will grade the mock grant proposal. After you submit it for the first time, I will grade it using the rubric and provide you with feedback on how to improve it.

You can then optionally revise and resubmit your mock grant proposal so long as you have not yet submitted the first draft of your research proposal. If you resubmit your mock grant proposal, I will use your re-submission grade. Note that initial grades are usually 2/10 points lower than revised grades, so submitting a revision pays off both in terms of your grade and in terms of getting feedback that is useful to improve your research proposal, which directly comes from your mock grant proposal.

Research Proposal

After completing and optionally revising the mock grant proposal, you will turn this into the research proposal. The research proposal must have similar formatting to the mock grant proposal (12 point Times New Roman font, 11 point Calibri, or 12 point computer modern; one inch margin on all sides; text should be double-spaced - except references should be single-spaced. References in APA or Chicago Author-Year format.) The research proposal must be at least 3,500 words, but, in this case, you can count any words in the entire document, including, but not limited to, the references section, abstract, footnotes (use these over endnotes please), words in figures or tables, and any appendices. Note that with about 12 point font and double-spaced pages, 3,500 words is about 14 pages.

We will discuss the research proposal draft structure and content more in class but it will contain the following components:

1. An **Abstract** of 100 to 250 words that summarizes the research proposal. Model this after abstracts in similar papers, except note that you would not discuss results since you would not have those with this proposal.
2. An **Introduction** that motivates and “sells” your study by arguing that it fills some sort of hole in the literature or answers an important question. The introduction also briefly explains why your experimental approach makes sense relative to other approaches, and briefly summarizes your methodology. This is the most important part of the paper. This will be a revised version of what you wrote for the mock grant proposal
3. A **Literature Review** that discusses previous research on your topic. This section is optional if you can make it clear to me in the introduction that there really isn’t much literature for you to discuss, and thus it is better to summarize the literature in the introduction. But, for most of you, it’s preferred to have this as a stand-alone section, and since you will have read many related papers already, you’ll already have content you can use to write this up.
4. A **Data** section, for proposals that will use existing data (e.g., Current Population Survey, American Community Survey). Do not make an explicit “Data” section if you are proposing to make your own data through an experiment.
5. A discussion of your **Methodology**. How is your experiment or study set up? How are you collecting the data (for experiments)? How are you making/training the “testers” (e.g., emails, resumes, actors) (if applicable)? Check papers related to yours to see what they put into their methodology section. There are no set things that have to appear in this section as it depends on your context. It just needs to be clear to the reader what your methodology is and why it makes sense.

I suggest putting tables and figures at the end of the document (just after references) but you can also put the figures and tables in-text in a location soon after you references the table or figure.

To convert the mock grant proposal to the research proposal, you’ll mostly add more content about the data, methodology, and previous literature. There is no set way that you should increase the number of words to get to up to 3,500, but those are the best suggestions. In the past, the new content students added was about 70% additional details on the data and methodology, and 25% adding a literature review section, and 5% expanding the introduction. I will provide you with past examples of the research proposal, although, in the past, note that the requirement was 5,000 words (the intensive-writing requirement used to be more focused on quantity rather than quality,

so I am glad they updated the requirement), so the examples I give you will be much longer than necessary.

I will grade your research proposal using a similar rubric to for the mock grant proposal, although this rubric will be more weighted towards the methodology and less weighted towards the motivation for the research (the rubric for the mock grant proposal heavily weights the introduction and motivation). I will then give you a score and detailed feedback, which will include detailed comments on the draft itself. You can then use this feedback to optionally re-submit. I will use your grade on the revised version, so I highly recommend submitting this early so you have time to get feedback from me and revise to improve in. The last time I taught a course similar to this one, everyone who revised and re-submitted got an A, and those that did not revise and re-submit did not get an A. Obviously, there is selection bias there but revising is guaranteed to increase your grade significantly. I highly recommend submitting a draft of your research proposal soon after Thanksgiving.

Data Collection

Your score for Data Collection, which in total is worth 8% of your total course rate, will be determined equally by the following categories:

- IRB CITI Training
- Data Quantity
- Data Quality
- Communication
- Reflection Statement

IRB CITI Training

Before you start data collection, we need you to do IRB CITI training. IRB stands for “Institutional Review Board” and it is a board (that I happen to be on) that monitors and enforces research ethics. Basically, we seek to protect the rights or research subjects and to minimize risks they may face in being a research subject. In the context of social science research, these risks could, in some cases, be privacy risks, confidentiality risks, health risks, or economic risks. Some research has virtually no risks (e.g., an online survey on a non-sensitive topic). Other research has higher risks. The job of the IRB is to ensure that all research conducted has an acceptable amount of risk, given the benefits of the research to society and possible to the subjects themselves. One of the most important roles of the IRB is to help researchers minimize risks through carefully planning around how subjects are dealt with and how their data is used, stored, and managed. I will provide a short overview of these issues, but you will get more exposure to them in the IRB CITI training. You will do this training on the following website: <https://about.citiprogram.org/en/homepage/>. You can get started on this whenever you like as there is no prerequisite (e.g., you do not need to wait until I talk about IRB issues in class).

On that website, the training you would do is the “1 - Basic Course” for “Group 2: Social and Behavioral Research Investigators and Key Personnel”, which falls under the “Human Research” curriculum group.

This training will take about three hours and can be done online and on your own time. Your progress will be saved at the end of each short module (and perhaps during modules as well) so you can do the modules gradually over time if you would like.

Your grade for this part of the course evaluation will be 100% if you provide us with a PDF copy of your CITI training certificate that indicates that you have successfully completed the training. For the purposes of your grade, I do not care what your score was on each module so long as you pass such that you get the certificate. The CITI training is much more in depth compared to what you really need to know for the data collection in this course, which is why I am not too picky. However, having this training is useful to understand research ethics. Also, you will have this training done already which allows you to do data collection or do other human subjects related research, either with me as an RA or on your own (e.g., honors thesis) or as an RA for another professor.

It is very important that you complete this CITI training and submit your training certificate to us by October 15. Failure to meet that hard deadline will mean that we do not add you to the IRB protocol, which means that you are not allowed to assist with data collection. This means that you will get a 0 on data quality, data quantity, and communication portions detailed below. The process to submit an IRB protocol or an amendment to an IRB protocol is time consuming, so we have to have everything ready by October 15. We will not be submitting this twice to accommodate late submissions. You have been warned.

Data Quantity

We want you to collect at least a certain amount of data. This will not be too much: just enough to get a good sense of the process. Students that want to do additional data collection can apply to become a paid research assistant (RA). For this course, we would like you to collect 20 pieces of data. In the context of the experiments you will assist with, this is sending 20 emails to “subjects”. We will provide training for how to do this and we will also provide class time to allow you to make significant progress on this. In sum, after IRB and other training, it will take you between 1-5 hours to do this data collection. Your score will be 100% if you submit at least 20 pieces of data that are useable.

Data Quality

It is important that the data we collect for the research is valid and meets certain criteria. So, quality also matters. Poor data leads to less useful research output. Mistakes could be made in the early stages of your work and this is to be expected. We will work together through training and communication to avoid and fix errors. We will check your work, especially when you first start data collection, to make sure the data looks ok. The score for this portion will be subjective since there is no explicit way for us to count errors and weight them in some way to give you a score. I anticipate that scores for this portion will be high, likely 100%, for those that follow instructions and ask questions when anything is unclear. Scores for this portion will only be low for those that make many mistakes and do not make corrections when they learn of these mistakes. Please avoid hiding mistakes as if you make us aware of them then we can usually fix them, and either way we do not want to penalize anyone for being honest and communicating, as that is critical.

Communication

Communication is incredibly important for data collection. By communicating you can help the team convey information, answer questions, and you can inform us of issues that need our attention. In the past, good communication from RAs allowed us to improve our data collection quality. Communication goes two ways. In addition to asking us questions and raising issues, you must also check for communication from us frequently. Since most of the data collection will occur during class, we will be able to communicate mostly in real time and will just supplement with email or Canvas messages. Again this will be graded subjectively, but I expect almost all students to do well at this and get 100%.

Reflection Statement

Once you have completed data collection, you will submit a reflection statement via a Canvas survey that will briefly summarize what you learned and if you have any suggestions for us on how to improve data collection (to do better research) and how to improve the data collection as a learning tool in the course. This reflection statement will likely take about 15 minutes. Thoughtful and complete reflections will earn 100%.

Other Activities

Research shows that students often learn better when instructors adopt some “active learning”, where students participate in class, relative to when instruction is based on lecture only. For this reason, there will be several in-class activities throughout the semester, in addition to some that you will do outside of class. These activities will vary by day, with some days having no activities and others having more than one.

The weight given to each activity will differ depending on how complex the activity is. For example, some activities take up at least the entire class. Others are very quick. I will not always be able to provide warning as to which days will have activities, or what the activities will be, but it is likely that most days will have an activity of some sort. If an activity requires preparation before class (e.g., reading an article) or requires that you bring something, I will give you instructions and notice. Otherwise the activities are meant to be done without preparation and are mostly to gauge and encourage participation with the course content.

Some of the activities will be done outside of class (e.g., take the Implicit Association Test and submit a short reflection statement).

On average I would say that there is an activity at least every second class, but I can't tell you in advance at all times which days will have activities and which will not. Because in-class activities are crucial to achieving many of the above learning outcomes, attendance at lecture is important. Only some activities can be done or “made up” later. I will make clear on Canvas if the activity can be made up (e.g., providing you with instructions on how you can do the activity later). I do not allow make-ups for provide credit for any activities that were time-sensitive and thus cannot be made up.

However, *I will automatically drop two graded in-class activities from the calculation of your in-class activities grade.* The in-class activities that will be dropped will be the ones with the lowest scores. If there are two activities with the same grade that could be dropped (e.g., two different zeros), then the grade with the most weight will be dropped (e.g., 0/3 would be dropped over 0/2). I do this “dropping” manually, so please note that your activities grade on Canvas does not include this dropping and will always be an underestimate.

I will not drop any in-class activities beyond two. Please do not ask. However, if you experience an extended, documented, disruption to your ability to participate in class (longer than a week), then we will come up with an individualized plan for you to make up some activities if you would like to.

Many of the in-class activities are lightly graded. Most students get full points if they put in a reasonable amount of effort. Given this and the excellent attendance of my students in previous semesters, roughly half of the class get a perfect score (100%) for in-class activities, with the vast majority of the rest of them getting a boost in their final letter grade due to a very high in-class activities score. So, it usually isn't necessary to raise concerns about specific in-class activity grades. But poor attendance will significantly lower your in-class activity score and your final course grade, both by significantly reducing your in-class activities score and also because you won't learn the course content as well.

Course Schedule

Assessment Schedule

I will keep the assessment schedule for the course updated on Canvas.

Here is a summary of all the deadlines scheduled thus far. As detailed in course policies below, deadlines are flexible.

- Research Proposal - Initial Idea Submission (Recommended due date: Oct. 1)
- Quiz 1 (Oct. 4)
- Submit IRB CITI training certificate to us (**HARD** deadline of Oct. 15. Major consequences if missed!)
- Research Proposal - Presentation (Several time slots in October, or poster presentation day on October 18)
- Group Stata Assignment 1 - Disparities (Recommended due date: Oct. 25)
- Research Proposal - Mock Grant Proposal (Recommended due date: Nov. 8)
- Group Stata Assignment 2 - Decomposition (Recommended due date: Nov. 15)
- Research Proposal - Final Proposal (Recommended due date for first draft: Nov. 21)
- Group Stata Assignment 3 - Experiment (Recommended due date: Nov. 29)
- Quiz 2 (Dec. 1)
- *Data Collection (Dates will vary, mostly to be done during class time.)*
- *Other Activities (Dates will vary, many can be done outside of class time.)*
- **The last day to submit anything other than a re-submission of the research proposal is Dec. 15.**
- **The last day to submit an optional re-submission of the research proposal is Dec. 18.**
- *THERE WILL BE NO FINAL EXAM AND NO MIDTERM EXAMS (just the two quizzes).*

Topics and Readings Outline

This is a general list of topics and the readings we will cover. The more accurate list of topics, including what we will cover each day, is on Canvas under "Modules". On Canvas under "Modules" I will create a page for each class day which will summarize what should be done before the

class and what was done during the class. The page will link to any resources (e.g., activities on Canvas, readings). This “Modules” page is what will serve as our day-by-day schedule.

Readings will be available in PDF format on Canvas under “Files.” I will link to the readings on each day’s page under “Modules” for convenience.

Note that readings with a “J” in front of them will be covered in an in-class activity. For these, you will only read one of the papers in the set but you will be exposed to the rest of them in a “jigsaw” activity.

Some advice on reading academic papers. These are academic papers in peer-reviewed journals. They are written to an audience of academic economists (or sociologists, etc). So most of the readings will be very difficult for you to understand as an undergraduate student. I am not expecting you to understand all the details of the papers. For example, many of the papers will use econometric methods. While having a background in econometrics or statistics is helpful, you don’t need to understand the technical aspects of what they are doing. What you need to understand is the intuition. You can often grasp the intuition of what they are doing from reading the introduction and conclusion. I will focus on the intuition when I cover these papers in class.

- **Introduction to the Course** (about 2 classes)
 - Introductions
 - Going over the syllabus
 - Examples of options for the research proposal
 - Models vs. Empirical Methods
 - Icebreaker
 - Overview of my discrimination research
 - Q & A
- **Economic Theories of Discrimination** (about 4 classes)
 - Taste discrimination
 - Definitions and examples
 - Economic theory
 - Borjas (2013)[Ch. 9-1 and 9-6]
 - Charles and Guryan (2008)
 - Statistical discrimination
 - Definition and examples
 - Economic theory
 - Implicit discrimination
 - Definition
 - The Implicit Association Test (take outside of class)
 - Customer or employee discrimination
 - Overview of how (quantitative) Social Scientists typically quantify discrimination
 - Oaxaca-Blinder-Kitagawa decompositions
 - Audit Field Experiments
 - Lab/Vignette Experiments

- Natural Experiments
 - Borjas (2013)[Ch. 9-7 and 9-11]
- Comparing and contrasting the above methods
- Critiques of economic theories of discrimination
 - Contrasting Economics and Sociology: how do they study discrimination in the same or different ways?
 - Small and Pager (2020)
 - See also this podcast that also summarizes this paper: <https://www.aeaweb.org/research/economics-racial-discrimination-mario-small>)
 - Economic theory is racist? Concerns raised by economists after recent racial reckonings
 - Spriggs (2020)
- **Overview of Studies of Discrimination** (about 5 classes)
 - The goal here will be to quickly give you exposure to ways quantitative social scientists, especially economists, study discrimination and many the contexts that we study discrimination in.
 - The reason I want to give you a bit of exposure to everything this early in the course is so that it gives you ideas on what you might want to work on for your research proposal.
 - You will see numerous examples of methodologies, groups, and markets of focus.
 - We will dig into some specific topics that relate to these studies later.
 - Note that for any paper with “J” before it, it is one of the papers in the jigsaw activity, you will only read one paper per activity.
 - Jigsaw Activity 1 - Methodologies
 - Compare methodologies (decomposition vs. audit field experiment vs. lab experiment vs. natural experiment) for a similar topic: employment discrimination against women
 - J - decomposition - Blau and Kahn (2017)
 - J - audit field experiment - hiring - Becker, Fernandes and Weichselbaumer (2019)
 - J - lab/vignette experiment - hiring - Kübler, Schmid and Stüber (2018)
 - J - natural experiment - blinded orchestra auditions - Goldin and Rouse (2000)
 - Jigsaw Activity 2 - Audits of Different Markets
 - Compare audit field experiments for different markets (hiring, rental housing, mortgages, health care, public services, transportation, online marketplaces).
 - J - hiring, resumes - Nunley et al. (2015)
 - J - hiring, resumes + actors - Pager (2003)
 - J - rental housing (landlords), race and sexual orientation - Schwegman (2019)
 - J - rental housing (roommates), race - Gaddis and Ghoshal (2020)
 - J - AirBnB rentals, disability - Ameri et al. (2020)

- J - mortgages, race - Hanson et al. (2016)
- J - primary care, race and ethnicity - Wisniewski and Walker (2020)
- J - mental health care, race and socio-economic status - Kugelmass (2019)
- J - public services, race - Giulietti, Tonin and Vlassopoulos (2019)
- J - public transportation, race - Mujcic and Frijters (2020)
- J - Uber/Lyft, race - Ge et al. (2020)
- J - online markets, race - Doleac and Stein (2013)
- Jigsaw Activity 3 - Different Groups
 - Compare audit field experiments of hiring discrimination for different groups (LGBTQ+, disability, age, race, nationality/immigration, criminal records).
 - J - LGB - Tilcsik (2011)
 - J - T - Granberg et al. (2020)
 - J - Disability - Ameri et al. (2018)
 - J - Age - Neumark, Burn and Button (2019)
 - J - Race - Indigenous Button and Walker (2020)
 - J - Race - Black Bertrand and Mullainathan (2004)
 - J - Nationality - Oreopoulos (2011)
 - J - Criminal record - Agan and Starr (2018)
- Guest presentations (tentative/proposed if no date is listed)
 - Benjamin Harrell (Vanderbilt University) - **“The Effects of COVID-19, Gender Identity, Race, and Ethnicity in Access to Mental Health Care: Evidence from a Field Experiment”** (co-authored with Patrick Button, Luca Fumarco, David Schwegman, and Kyla Denwood [Tulane 2021])
 - Brigham Walker (Tulane, School of Public Health and Tropical Medicine) - 9/22 - **“Behavioral Interventions to Improve Primary Care Access Equity”**
- **Employment Discrimination Laws** (about 4 classes)
 - I’m covering this material a bit earlier than I would normally so you get exposure to this topic in case you want to write about it for your research proposal
 - Overview of employment discrimination laws in the US for various groups and situations
 - Title VII of the Civil Rights Act, Age Discrimination in Employment Act, Americans with Disabilities Act, recent court cases, state laws
 - Economic theory - effects of discrimination laws on employment
 - Intuitive overview of difference-in-differences to estimate the effect of discrimination laws
 - Jigsaw Activity 4 - Examples of Difference-in-Differences Studies of the Effects of Discrimination Laws
 - J - disability - (Button, 2018)
 - J - sexual orientation - (Burn, 2018)

- J - sex and race - (Neumark and Stock, 2006)
- J - age x social security reforms - (Neumark and Song, 2013)
- J - age x Great Recession - (Neumark and Button, 2014)
- Using changes in discrimination laws over time.
 - Recap of the first three papers from the jigsaw.
- Using exogenous events to see how existing discrimination laws moderate these events
 - Recap of the last two papers from the jigsaw.
 - Guest presentations (tentative/proposed, not yet confirmed, dates TBD)
 - Mary Penn (Tulane University) - “Do Stronger Employment Discrimination Protections Decrease Reliance on Social Security Disability Insurance? Evidence from the U.S. Social Security Reforms” (co-authored with Patrick Button and Mashfiqur Khan)
 - Truc Bui (Tulane University) - “Did State Employment Discrimination Laws Help Older Workers Weather COVID-19?” (tentative title)
- Estimating the effect of discrimination laws using an audit field experiment
 - Neumark et al. (2019)
 - Ameri et al. (2018)
 - Agan and Starr (2018)
- **Estimating Disparities: Example for Employment Using Stata and Current Population Survey data** (about 4 classes)
 - Measuring the labor force (who is employed, unemployed, or not in the labor force?)
 - Locate existing tables of labor market statistics (so you can avoid calculating your own).
 - Introduction to survey data and the CPS
 - Survey weights
 - Demonstration of how to download data from IPUMS-CPS
 - Getting the data into Stata format
 - Cleaning and understanding the data
 - Creating indicator variables for demographic groups
 - Calculating employment statistics (employment rate, unemployment rate, average earnings)
 - Stata demonstration (demonstration of Stata assignment 1)
- **Estimating Discrimination: Oaxaca-Blinder-Kitagawa Decompositions and Similar Regression Control Methods** (about 3 classes)
 - Intuitive overview of the methodology
 - Pros and cons of decompositions
 - Jigsaw Activity 5 - Examples of decompositions
 - J - Mortgage data, race - Munnell et al. (1996)
 - J - Mortgage data, sexual orientation (with intersectionality) - Dillbary and Edwards (2019)

- J - Employment data, gender-wage gap - Blau and Kahn (2017)
- J - Employment data, disability - Kruse et al. (2018)
- J - Employment data, race x gender - Neal (2004)
- J - Traffic stop data, race/ethnicity - Goncalves and Mello (2021)
- Demonstration in Stata (demonstration of Stata assignment 2)
- **Estimating Discrimination: Experiments** (about 5 classes)
 - Overview of the methodology and technical details
 - Minority status signals
 - Ghoshal (2019)
 - Sample size (power analysis)
 - Treatment arms
 - Lahey and Beasley (2018)
 - Determining the sources of discrimination
 - Taste-based discrimination
 - Statistical discrimination
 - Guryan and Charles (2013)
 - Lahey and Oxley (2021)
 - Implicit bias
 - Rooth (2010)
 - Overview of examples of employment discrimination audit field experiments
 - Neumark (2018)
 - Baert (2018)
 - Data collection
 - Overview and examples
 - IRB training (out of class)
 - Hands-on data collection during and outside of class
 - Option to do additional data collection as a paid research assistant
 - Analyzing experimental data in Stata (demonstration of Stata assignment 3)
 - Getting the data in Stata and visualizing it
 - Estimating differences in means using an Exact Fisher Test or a t-test
 - Estimating differences using regression analysis
 - Examples from Button et al. (2020)
- **Estimating Discrimination: Natural Experiments** (about 2 classes)
 - What are “natural experiments”?
 - “Randomizing” judges - The “Judge fixed effects” literature
 - Arnold, Dobbie and Yang (2018)
 - Sloan (2020)

- Other notable natural experiments
 - Goldin and Rouse (2000)
 - Parsons et al. (2011)
 - Price and Wolfers (2010)
- **Other Policies to Prevent Discrimination** (about 2 classes)
 - Examples of policies other than employment discrimination laws
 - Anonymized resumes/applicants
 - Goldin and Rouse (2000) (reminder of this paper)
 - Behaghel, Crépon and Le Barbanchon (2015)
 - Krause, Rinne and Zimmermann (2012)
 - Removing/reducing explicitly or implicitly discriminatory language in job ads
 - Kuhn and Shen (2021)
 - Burn et al. (2021)
 - Improving diversity and non-discrimination statements in job advertisements
 - Flory et al. (2021)
 - Providing information on discrimination laws
 - Murchie, Pang and Schwegman (2021)
- *Throughout the course, there will be time for class presentations of research ideas, and a few occasions to get feedback from your peers during the class outside of through presentations. The most up-to-date schedule will be on Canvas under “Modules”. There will be a page for each planned course day.*

Course Policies

Below are course policies regarding deadline flexibility, regrading, attendance, attending remotely, class recordings, accessibility, inclusion, the Code of Academic Conduct, and Title IX (policies and supports around sexual assaults and other violence).

Attendance Statement

Success in this class requires that you attend class regularly, either in person or on Zoom (when available). This is important because I will regularly cover material that is not in the assigned readings or I will cover it differently. A lot of the course material is of my own doing and doesn't have a direct parallel in an assigned reading. My class include both traditional lecturing and some in-class activities, and participating in these activities is crucial to achieve the learning outcomes. In addition, important announcements regarding the course may be made during class. Part of the class also involves you giving and receiving feedback on your work, and your participation will help you and others improve.

Remote Course Policies

Given COVID-19 concerns, and more challenging personal schedules lately, there may be barriers to your ability to attend class in person. I do not want you to attend in person if you are feeling unwell or need to quarantine/isolate. Family or personal obligations may also make it difficult to attend in-person. I trust you to decide for yourself if you want to attend class in person or not. You do not need to inform me beforehand if you plan to attend through Zoom. You will not face any penalties for attending via Zoom instead of in person. I will not track you uses which option. There is not a set number of times you allowed to use Zoom. This means that this course can be taken entirely as an “online” course, for those of you who require that.

In cases where you cannot or choose not to attend in-person, you have a few options:

1. *You can attend via Zoom.* This is the preferred option unless you are unable to be present due to a time conflict or illness. I will design all classes such that you can usually fully participate either on Zoom. This includes quizzes, which you will take via Canvas. However, on some days it will be not possible to attend in Zoom. For each day’s page under “Modules”, I’ll indicate if you can attend via Zoom or not.
2. *You can watch the recorded lecture later.* This is a great option if you cannot be on Zoom due to a time conflict or illness. Lecture recordings will be available under the “Zoom” tab on Canvas. I will record all class sessions outside of portion of class that just involve group work. You may miss out on an activity we did in class if you do not attend. If you cannot attend a class where there is a jigsaw activity, then please let me know in advance if at all possible. If you miss a class with an activity, you can ask me if that can be made up or not. Almost always it can, although sometimes not in the most efficient way for complex group activities like a “jigsaw”. Recall also that the “other activities” grade is calculated in a way that allows for three activities to be dropped, so it will not be a problem if there are a few activities that you miss and cannot make up.

Faculty and students must comply with University policies on COVID-19 testing and isolation, which are located here: <https://tulane.edu/covid-19/health-strategies>. Failure to comply is a violation of the Code of Student Conduct and students will be subject to University discipline, which can include suspension or permanent dismissal. If a student cannot attend class for any reason, the student is responsible for communicating with their instructors to make up any work they may miss. Faculty will provide online options for class participation or asynchronous make-up options, outlined in this document, and unless a student is seriously ill, they are expected to use those options. The University Health Center will provide documentation verifying a student is ill, as well as verification that a student may return to class. With the approval of the Newcomb-Tulane College dean, an instructor may have a student who has excessive absences involuntarily withdrawn from a course with a WF grade after written warning at any time during the semester.

Canvas

We will use Canvas for most of the course content and management. I will be uploading all files related to the course on Canvas. I will create pages for each class day on Canvas that provide organized information on each class covered (e.g., required reading, topics covered, slides). Through Canvas you can also access your grades/scores, the most up-to-date syllabus (under “files”), our

course Zoom, Zoom recordings, and you will also submit all your assignments through Canvas. You can also use Canvas to send me messages, although I prefer email (pbutton@tulane.edu) which will ensure a better and faster response.

Zoom Information

Below is the Zoom information. As detailed above, for classes that are not fully on Zoom, you can choose to attend in-person or on Zoom. I will post in advance which classes will in-person, with Zoom option, or Zoom only.

Topic: Economics of Discrimination - Fall 2022

Join Zoom Meeting <https://tulane.zoom.us/j/98962217001>

Meeting ID: 989 6221 7001

Class Recordings

Classes will be recorded using Zoom and the recordings will be posted to Canvas under the "Zoom" tab. Students may not post a class recording elsewhere, either wholly or in part. These recordings will prove useful if you cannot attend class.

Deadline Flexibility

Deadlines for everything are flexible unless otherwise noted below. This deadline flexibility applies to most activities, most parts of the data collection, the Stata assignments (and optional revisions to them), and all portions of the research proposal (and optional revisions to them).

However, there are a few **HARD** deadlines:

- Some activities will have hard deadlines. E.g., you need to have read a paper before class, and submitted a short summary of it on Canvas.
- You must complete the IRB CITI training and submit your training completion certificate by October 15.
- Quiz dates and times are fixed unless arrangements are made with me in advance.
- You must present during your scheduled presentation slot (which could be on poster day) unless you contact me in advance to reschedule.
- You can submit an optional re-submission of the mock grant proposal anytime *before* you submit your research proposal for the first time.
- The last day to submit an optional re-submission of the research proposal is Dec. 18.
- The last day to submit anything else is Dec. 15.

All work must be completed by those dates detailed above, otherwise it will get a zero.

Given that most of the deadlines are flexible, Canvas show the recommended deadlines listed above. Assignments submitted on Canvas past these "deadlines" will be automatically marked by Canvas as "late," but this has no bearing. Please ignore this. There are no late penalties outside of the hard deadlines listed above, where anything submitted past a hard deadline gets zero.

These recommended deadlines are suggested so that you can keep consistent progress on the Stata content and especially with your research and writing. If you wait until December to do

the Stata assignments or to make most of your progress on the research proposal, you will have less time to receive feedback from me or others or ask for help if you get stuck. I will be able to provide more detailed, useful, and timely feedback if you try to follow the suggested schedule. The key to successful writing, research, and to getting an A in this course is to keep making minor revisions the mock grant proposal and research note over time. Good writers do not “cram,” i.e. write up some draft a few days before it’s due, without others having been able to see or review it. Nearly everyone who got an A in the course, and thus did well on the writing assignments, submitted revisions to get additional feedback, and made revisions based on this feedback. It is pretty common for scores to increase by about 20 percentage points after revisions.

Office Hours

I will stay on Zoom / in person after class to answer any questions that are quick and not private. Outside of that, you can book an office hours appointment with me using this form <https://patrickbutton.youcanbook.me>. Various time options are on there, usually in the afternoon. Using the YouCanBook.me form, you can specify the meeting time, length, and type (in-person if on Tuesday or Thursday only, or Zoom). You can also let me know what you’d like to chat about so I can be prepared. If you want to get feedback on your writing, please send it to me at least the day before, if possible.

In no available times on YouCanBook.me work and it is not feasible to chat after class then please email me and we can arrange a time to meet. Also, if you would like to meet in-person but have difficulty walking up the steps to my office, then email me and I would be delighted to meet with you at a different location.

Regrading

Students may ask that a quiz or assignment be regraded if they feel that a mistake has been made, by giving me a request via email explaining the reasoning behind why there was a grading error. Please do not come up to me before or during class to ask me to regrade a question unless it is simply an addition error. I cannot and will not re-grade “on the spot” as I need more time to carefully consider your situation. I can give your concern the focus it needs if you ask me about the issue after class, book a meeting with me, or email me.

If we do decide to regrade the assignment or quiz, then the entire item will be regraded. After regrading, the grade may rise or fall. Students who are fishing for points typically have no change on average, although some have had scores go down. Those with legitimate concerns sometimes get an increase. Please note that regrading quizzes and exams will not be allowed for students who take their quizzes or exams in pencil.

Code of Academic Conduct

The Code of Academic Conduct applies to all undergraduate students, full-time and part-time, in Tulane University. Tulane University expects and requires behavior compatible with its high standards of scholarship. By accepting admission to the university, a student accepts its regulations (i.e., Code of Academic Conduct and Code of Student Conduct) and acknowledges the right of the university to take disciplinary action, including suspension or expulsion, for conduct judged unsatisfactory or disruptive.

I take matters of academic honesty *very* seriously. A student who commits academic dishonesty disrespects the hard work of their classmates. Any student found cheating, plagiarizing, or

improperly colluding during the course will be subject to possible disciplinary action as outlined in the Code of Academic Conduct and the Code of Student Conduct. If you fall behind in your coursework and even feel tempted to cheat, please see me first to see if we can find solutions.

Unless I indicate differently on instructions, all assignments and exams are to be completed individually. Any resources used or referenced in assignments and even the open-book quizzes in the course must be cited to the best of your ability. If you have any question about whether a resource is acceptable or how to cite it, please ask me and I would be glad to help.

ADA, Accessibility, Title IX, and Inclusivity Statements and Supports

Tulane University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability, please let me know immediately so that we can privately discuss options. I will never ask for medical documentation from you to support potential accommodation needs. Instead, to establish reasonable accommodations, I may request that you register with the Goldman Center for Student Accessibility. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. Goldman Center contact information: goldman@tulane.edu; (504) 862-8433; <https://accessibility.tulane.edu/>.

The COVID-19 pandemic and changes in the delivery of our courses may also create barriers and I would be delighted to work with you to reduce and prevent those. This is going to be a difficult semester for all of us (myself included) and I would like to work together to make this course go as smoothly as possible.

Below are some other ways I am trying to make my course for accessible to those with different backgrounds.

Mental Health

There are many other barriers to learning that I want to remove. For example, students may experience mental health issues during their time at Tulane. This is especially the case during this difficult COVID-19 pandemic. Sometimes these mental health concerns are dealt with formally, such that students work through the Goldman Center to get needed accommodations. But often-times these situations appear and haven't yet been dealt with in a formal way. As someone who sometimes struggles with mental health issues, I understand how mental health issues can be a significant barrier to the ability to learn. I want to work with students who have situations that may or may not be documented to see what we can do to reduce any barriers to learning and to ensure that students can take care of their health in addition to performing in the course. If you have facing barriers to your learning, please let me know what I can do to help. Coming to me earlier usually allows me to be of better help, but I can attempt to assist at all stages.

Religious Accommodation Policy

Per Tulane's religious accommodation policy, I will make every reasonable effort to ensure that students are able to observe religious holidays without jeopardizing their ability to fulfill their academic obligations. Excused absences do not relieve the student from the responsibility for any course work required during the period of absence. Students should notify with two weeks notice, preferably within two weeks of the start of the semester, about if their intent to observe any holidays that fall on a class day would require that they miss class or require some other accommodation.

Policies on Children in Class

(Adapted from Dr. Melissa Cheyney's syllabus posted here: <https://studentlife.oregonstate.edu/childcare/family-friendly-syllabi-examples>) It is my belief that if we want women and parents in academia, that we should also expect children to be present in some form. Currently, the university does not have a formal policy on children in the classroom that I am aware of. The policy described here is thus, a reflection of my own beliefs and commitments to students.

1. First, note that this course always allows you to attend remotely, using Zoom, which could help address any of these childcare or eldercare concerns.
2. All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women or those who breastfeed can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.
3. For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable. You will likely find it better to attend on Zoom, however.
4. I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
5. In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.
6. Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. The struggles of balancing school, childcare and often another job are exhausting! I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance. Thank you for the diversity you bring to our classroom!
7. Regardless of anything stated above, Tulane's COVID-19 policies still apply. For example, if masks are required, then they would likely be required for children above a certain age.

Preferred Gender Pronouns

My preferred pronouns are they/them or he/him. If you've never heard of preferred pronouns before, please read this for an introduction: <https://www.mypronouns.org/>.

Thank you to those of you who added your preferred pronouns to your account on Gibson! I would appreciate if everyone could add those, regardless of your gender or gender identity. This is helpful for several reasons:

- Members of the Tulane community know which pronouns to use for you, making it more likely that people will use pronouns for you that you prefer.
- It normalizes the use of pronouns. If few people mention preferred pronouns on Gibson or in other contexts (e.g., email signatures) then it stands out more when transgender or gender non-conforming individuals mention them. Cisgender allies can be very helpful by mentioning their preferred pronouns too and helping to normalize this.

For more information on how to add your preferred pronouns to Gibson, or other ways Tulane is working to be more inclusive about preferred pronouns and preferred names, see:

<https://registrar.tulane.edu/preferred-first-name-and-pronoun/faqs>.

Thank you for helping make Tulane more welcoming to transgender and nonbinary students and faculty.

Title IX

Tulane University recognizes the inherent dignity of all individuals and promotes respect for all people. As such, Tulane is committed to providing an environment free of all forms of discrimination including sexual and gender-based discrimination, harassment, and violence like sexual assault, intimate partner violence, and stalking. If you (or someone you know) has experienced or is experiencing these types of behaviors, know that you are not alone. Resources and support are available: you can learn more at <https://allin.tulane.edu/>. Any and all of your communications on these matters will be treated as either “Confidential” or “Private” as explained in the chart below. Please know that if you choose to confide in me I am required by the university to share your disclosure in a Care Connection to the Office of Case Management and Victim Support Services to be sure you are connected with all the support the university can offer. The Office of University Sexual Misconduct Response and Title IX Administration is also notified of these disclosures. You choose whether or not you want to meet with these offices. You can also make a disclosure yourself, including an anonymous report, through the form at tulane.edu/concerns.

Confidential	Private
<p><i>Except in extreme circumstances, involving imminent danger to oneself or others, nothing will be shared without your explicit permission.</i></p> <ul style="list-style-type: none"> ▪ Counseling & Psychological Services (CAPS) (504) 314-2277 ▪ The Line (24/7) (504) 264-6074 ▪ Student Health Center (504) 865-5255 ▪ Sexual Aggression Peer Hotline and Education (SAPHE) (504) 654-9543 	<p><i>Conversations are kept as confidential as possible, but information is shared with key staff members so the University can offer resources and accommodations and take action if necessary for safety reasons.</i></p> <ul style="list-style-type: none"> ▪ Case Management & Victim Support Services (504) 314-2160 or srss@tulane.edu ▪ Tulane University Police (TUPD) Uptown - (504) 865-5911 Downtown – (504) 988-5531 ▪ Office of University Sexual Misconduct Response and Title IX Administration (504) 865-5611 or msmith76@tulane.edu ▪ Student Affairs Professional On-Call (24/7) (504) 920-9900

“Lauren’s Promise”: I will listen and believe you if someone is threatening or harassing you. Lauren McCluskey, a 21-year-old honors student athlete, was murdered on Oct. 22, 2018, by a man she briefly dated on the University of Utah campus. *We must all take action to ensure that this never happens again.*

Emergency Preparedness and Response

EMERGENCY NOTIFICATIONS: TU ALERT	SEVERE WEATHER
<p>In the event of a campus emergency, Tulane University will notify students, faculty, and staff by email, text, and/or phone call. You were automatically enrolled in this system when you enrolled at the university.</p> <p>Check your contact information annually in Gibson Online to confirm its accuracy.</p>	<ul style="list-style-type: none"> ▪ Follow all TU Alerts and outdoor warning sirens ▪ Seek shelter indoors until the severe weather threat has passed and an all-clear message is given ▪ Do not use elevators ▪ Do not attempt to travel outside if weather is severe <p>Monitor the Tulane Emergency website (tulane.edu/emergency/) for university-wide closures during a severe weather event</p>
ACTIVE SHOOTER / VIOLENT ATTACKER	EVERBRIDGE APP
<ul style="list-style-type: none"> ▪ RUN – run away from or avoid the affected area, if possible ▪ HIDE – go into the nearest room that can be locked, turn out the lights, and remain hidden until all-clear message is given through TU ALERT ▪ FIGHT – do not attempt this option, except as a last resort ▪ For more information or to schedule a training, visit emergencyprep.tulane.edu 	<ul style="list-style-type: none"> ▪ Download the Everbridge app from the App Store or Google Play store ▪ The Report feature allows you to silently and discreetly communicate with TUPD dispatchers ▪ The SOS button allows you to notify TUPD if you need help ▪ The Safe Corridor button serves as a virtual escort and allows you to send check-in notifications to TUPD

From: Tulane Office of emergency preparedness and response

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