



**Правительство Российской Федерации**

**Правительство Российской Федерации**  
**Федеральное государственное автономное образовательное**  
**учреждение высшего профессионального образования**  
**"Национальный исследовательский университет**  
**"Высшая школа экономики"**

**Факультет Социологии**

**Программа дисциплины**

**Applied research on Inequalities: Race, Gender, Migration and Ethnicity**  
(Прикладные исследования социальных неравенств: расовые, половые,  
миграционные и этнические неравенства)

для направления 040100.68 «Социология» подготовки магистра  
для магистерской программы «Сравнительные социальные исследования»

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Руководитель магистерской программы: К.С. Сводер

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«\_\_»\_\_\_\_\_ 20 г

Председатель Е.Р. Ярская –Смирнова

Утверждена УС факультета Социологии «\_\_»\_\_\_\_\_ 20 г.

Ученый секретарь \_\_\_\_\_

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*Настоящая программа не может быть использована другими подразделениями университета и другими вузами без разрешения разработчика программы.*



## Applied Research on Inequalities

### *Race, ethnicity, migration, gender (and religion) in cross-cultural perspective*

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This course is designed as a hands-on course where students are supposed to learn how to study inequalities of various sources in comparative perspective. We'll work on operationalization of the terms finding proper indicators for measuring some vague and controversial concepts such as race, ethnicity, religiosity etc. Students will conduct multivariate data analysis and fit race, migration, religion and gender in statistical models. This course is designed to teach how to use the best statistical and methodological practices for inequality research which is often done in qualitative fashion, whereas quantitative sociologists and political scientists are often underestimating many of these issues.

The focus of this course is predominantly empirical; however, some readings are also needed. The basic competence in statistics (such as sampling principles, scaling, and basic regression models) is the only prerequisite for the course, R is preferable software, but SPSS and Stata are also fine. The workload of the course includes mandatory participation and preparation for in-class discussions (in English), use of open datasets for analyzing the effects of inequalities in cross-country perspective, and an individual project in essay form that could be developed into a journal article.

#### GRADING COMPONENTS:

- Participation in class work and discussions, including one obligatory presentation on the topic of the lesson (25%).
- Mid-term presentation of models and statistical results for the individual project (25%).
- Oral presentation of the final project (15%).
- Individual research project essay in English (final project): 3000 words (35% of total grade).
- Attendance: If a student happens to skip more than 2 classes unexcused, then

$$\text{final grade} = (\text{base grade}) \times (\text{attended weeks} / \text{total weeks}).$$

- Late assignments will be graded down.
- Plagiarism will result in failure. Papers submitted for other classes cannot be reused.



### Thematic plan of the course

Lesson №	Theme	Total hours in theme	Lectures	Seminars	Individual workload
1	Introduction. Studying small and vulnerable groups using large datasets: limitations of analysis and ways of overcoming	4	2	2	0
2	Our language. How do we discuss the issues of inequality and how it results in operationalization of terms	20	2	2	16
3	Major sources of inequality and their differences across the world	20	2	2	16
4	Inevitability of gender and making sense of it in cross-country comparative research	20	2	2	16
5	Race vs ethnicity. European and American ways of thinking about the problem	20	2	2	16
6	Religiosity vs religion? What scares most?	20	2	2	16
7	Migration issues and ways of exploring it	20	2	2	16
8	Cross – sectionality. Religiosity of migrants, gender issues in religious communities, social class and other overlaps	20	2	2	16
<b>Total time</b>		144	16	16	112

### LESSONS

#### **Lesson 1. Introduction. Studying small and vulnerable groups using large datasets: limitations of analysis and ways of overcoming them.**

##### Readings:

\*Snipp, Matthew. 2003. “Racial Measurement in the American Census: Past Practices and Implications for the Future.” Annual Review Sociology 29: 563–88.

##### Supplementary readings:

Brunsma, David L. 2005. “Interracial Families and the Racial Identification of Mixed-Race Children: Evidence from the Early Childhood Longitudinal Study.” Social Forces 84(2): 1131-1157.

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#### **Lesson 2. Our language. How do we discuss the issues of inequality and how it results in operationalization of terms.**



Readings:

\*Helms, Janet E., Maryam Jernigan, and Jacquelyn Mascher. 2005. "The Meaning of Race in Psychology and How to Change It: A Methodological Perspective." *American Psychologist* 60(1): 27–36.

Supplementary readings:

Campbell, Mary E. and Lisa Troyer. 2007. "The Implications of Racial Misclassification by Observers." *American Sociological Review* 72(5): 750-765.

Hirschman, Charles. 2004. "The Origins and Demise of the Concept of Race." *Population and Development Review* 30(3):385-415.

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**Lesson 3. Major sources of inequality and their differences across the world.**

Readings:

\*Schwalbe, Michael, et al. "Generic processes in the reproduction of inequality: An interactionist analysis." *Social Forces* 79.2 (2000): 419-452.

Supplementary readings:

Spierings N., Smits J., Verloo M. On the Compatibility of Islam and Gender Equality: Effects of Modernization, State Islamization, and Democracy on Women's Labor Market Participation in 45 Muslim Countries // *Social Indicators Research*. 2009. Vol. 90. No. 3. P. 503 – 522.

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**Lesson 4. Inevitability of gender and making sense of it in cross-country comparative research.**

Readings:

\*Alexander, Amy C., and Christian Welzel. "Empowering Women: The Role of Emancipative Beliefs." *European Sociological Review* 27/3 (2011): 364-384.

\*Inglehart, Ronald, and Pippa Norris. "Rising Tide: Gender Equality and Cultural Change Around the World." Cambridge: Cambridge University Press, 2003 (Chapters 2 – 3, pp. 29-73).

Supplementary readings:

Feliciano C. and Rumbaut R. G. Gendered Paths: Educational and Occupational Expectations and Outcomes among Adult Children of Immigrants // *Ethnic and Racial Studies*. 2005. No. 28. P. 1087 – 1118.

Moore, Mignon R. and P. Lindsay Chase-Lansdale. 2001. "Sexual Intercourse and Pregnancy among African American Girls in High-Poverty Neighborhoods: The Role of Family and Perceived Community Environment." *Journal of Marriage and Family* 63:1146-1157.

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**Lesson 5. Mid-term presentation of models and statistical results for the individual project.**

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**Lesson 6. Race vs ethnicity. European and American ways of thinking about the problem.**

Readings:

\*Anderson, Margo and Steven Fienberg. 2000. "Race and Ethnicity and the Controversy over the U.S. Census." *Current Sociology* 48 (3): 87-110.

\*Weldon S.A. The Institutional Context of Tolerance for Ethnic Minorities: A Comparative Multilevel Analysis of Western Europe // *American Journal of Political Science*. 2006. Vol. 50. No. 2. P. 331 – 349.

Supplementary readings:

Dijkstra S., Geuijen R., Ruijter A. de. Multiculturalism and Social Integration in Europe // *International Political Science Review*. 2001. Vol. 22. No. 1. P. 55 – 83.

Goldberg D. T. Racial Europeanization // *Ethnic and Racial Studies*. 2006. No. 29. P. 331 – 364.

Waters, M. C. (1994). Ethnic and racial identities of second-generation black immigrants in New York City. *International Migration Review*, 795-820.

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**Lesson 7. Religiosity vs religion? What scares most?**

Readings:

\*Foner Nancy, Alba Richard. Immigrant religion in the US and Western Europe: Bridge or barrier to inclusion? // *International Migration Review*. 2008. Vol. 42. No. 2. P. 360 – 392.

\*Norris, Pippa, and Ronald Inglehart. "Sacred and Secular: Religion and Politics Worldwide." Cambridge, UK: Cambridge University Press, 2004 (Chapters 1-3, pp. 3 - 79).

Supplementary readings:

Alexander, Amy C., and Christian Welzel. "Islam and Patriarchy: How Robust Is Muslim Support for Patriarchal Values?" *World Values Research* 4/2 (2011): 40-70.

Silverstein, Paul 2005 "Immigrant Racialization and the New Savage Slot: Race, migration and immigration in the New Europe." *Annual Review of Anthropology* 34: 363-384.

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**Lesson 8. Migration issues and ways of exploring it.**



Readings:

\*Bertrand, Marianne and Sendhil Mullainathan. 2004. "Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination." *The American Economic Review*. 94(4):991-1013.

\*Van Tubergen F., Maas I., Flap H. The Economic Incorporation of Immigrants in 18 Western Societies: Origin, Destination, and Community Effects // *American Sociological Review*. 2004. Vol. 69. No. 5. P. 704 – 727.

Supplementary readings:

Feliciano, Cynthia, Rennie Lee, and Belinda Robnett. 2011. "Racial Boundaries among Latinos: Evidence from Internet Daters' Racial Preferences." *Social Problems* 58(2): 189-212.

Fussell, Elizabeth, Narayan Sastry, and Mark Van Landingham. 2010. "Race, Socioeconomic Status, and Return Migration to New Orleans after Hurricane Katrina." *Population Environment* 31(1-3): 20–42.

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**Lesson 9. Intersectionality. Religiosity of migrants, gender issues in religious communities, social class and other overlaps.**

Readings:

\*Van Tubergen F. Religious Affiliation and Attendance among Immigrants in Eight Western Countries: Individual and Contextual Effects // *Journal for the Scientific Study of Religion*. 2006. Vol. 45. No. 1. P. 1 – 22.

\*Westoff C. F., Frejka T. Religiousness and Fertility among European Muslims // *Population and Development Review*. 2007. Vol. 33. No. 4. P. 785 – 809.

Supplementary readings:

Baybeck, Brady. 2006. "Sorting Out the Competing Effects of Racial Context" *The Journal of Politics* 68(2): 386–396.

Van Tubergen F., Sindradóttir J. Í. The Religiosity of Immigrants in Europe: A Cross-National Study // *Journal for the Scientific Study of Religion*. 2011. Vol. 50. No. 2. P. 272 – 288.

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**Lesson 10. Oral presentations of the final projects.**

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## **ASSIGNMENTS (Components of Final Grade)**

### **In-Class Participation and Attendance:**

Participation is required and expected. During the lectures active participation in discussion is needed, so the students are supposed to read the required articles. Seminars will include working with data. For students who miss more than two lessons (seminars or lectures) without a valid doctor's excuse:

$$\text{final grade} = (\text{base grade}) \times (\text{attended weeks} / \text{total weeks})$$

For example, if you missed 4 of 9 weeks with no excuse, and your base grade was an 8, your final grade will be  $8 \times 0,375 = 3$ . Your attendance penalty will also apply to your re-examination grade. Furthermore, only your final project can be re-examined. There is no possibility to make up your attendance or any late or missed assignments. If you have only missed 2 lessons unexcused, there will be no grading penalty.

### **Presentation on the topic of the lesson**

Presentations will be held for about 20 minutes each week. Each student will present at least once. The presenter is supposed to have required and supplementary readings for the week covered. Through the discussion and presentation, the presenter should demonstrate an understanding of all required texts, to include some that are not assigned, and the student should lead a discussion that integrates these into a wider theme. The presenter must use either a handout or a powerpoint presentation as an aid for the others. These must be sent to the entire group on the day before the presentation.

### **Mid-term presentation of models and statistical results for the individual project**

Students are supposed to show their preliminary statistical work on modeling the effects of inequality of any type that they prefer to choose for their individual project. No theory or literature review is required at this stage. Other members of the group will be expected to comment on modeling and to give advice. The presenter must use a PDF or a powerpoint for illustrative purposes. The timeline is 15 minutes for each presentation.

### **Oral presentation of the final project**

One week before the submission of the final essay each student is supposed to present her/his research in class. One of the classmates will be appointed as an opponent for the project to make the discussion more vivid and productive. This process is supposed to inspire students for the final improvements of the work and to contribute to their presentation skills. Each presentation takes 15 minutes + 15 minutes for discussion.

### **Individual research project essay in English (final project)**

The final work for the course is an essay of about 3000 words in English related to inequality in cross-national comparative perspective. This text is intended to be a draft for an article that can be published in a peer-reviewed journal after some revisions. The essay is supposed to include a theoretical section, literature review, hypotheses derived from the theory, some methodological discussion, a model built on one of the cross-country datasets, and a results section. The most



important aspects to be graded are the creativity of the research idea, the operationalization, refinement of hypotheses, proper modeling, and clear understanding of the limits of research.

You can contact me via email at [veronika.kostenko@gmail.com](mailto:veronika.kostenko@gmail.com) or [vvkostenko@hse.ru](mailto:vvkostenko@hse.ru) with “Applied Research on Inequalities” as the topic on any issues considering this course.