

## Course syllabus «Applied Research on Inequalities. Race, Gender, Migration and Ethnicity»

Approved by  
Programme Academic Council  
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Number of credits	4
Contact hours	40
Self-study hours	112
Course	1
Educational format	Without use of online course

### I. Aim, Results of Mastering the Discipline and Prerequisites

This course is a hands-on course where students are supposed to learn how to study inequalities of various sources in comparative perspective, and how to recognize and utilize the drawbacks of mass surveys. We will work on operationalization of the terms finding proper indicators for measuring some vague and controversial concepts such as race, ethnicity, religiosity etc. This course is on the best statistical and methodological practices for inequality research, which is often qualitative, whereas quantitative sociologists and political scientists are often underestimating many of these issues. The focus of this course is predominantly empirical; however, some reading is also needed.

The workload of the course includes mandatory participation and preparation for in-class discussions, 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.

#### Learning Objectives

- To learn more about contemporary theories of inequality.
- To analyze the issues of various inequalities in quantitative research design.
- To develop critical approach to the variables of race, religiosity, migrant status, etc., deploying the auxiliary data (including field reports).
- To study several sources of inequality simultaneously (intersectionality).
- To employ real comparative survey data for studying inequalities.

#### Learning Outcomes

- To operationalize theoretical concepts of race, ethnicity, religiosity, etc, and associate them with certain predictors in the data.
- To conduct multivariate data analysis fitting race, migration, religion and gender in statistical models.
- Being able to access the results of modeling and interpret them sociologically.

Detail knowledge of basic statistical concepts is required for this course.

The basics of this discipline should be used in the following courses and activities:

- Master thesis writing
- Research seminar



## II. Content of the Course

### **Topic 1. Introduction. Studying small and vulnerable groups using large datasets: limitations of analysis and ways of overcoming. How do we discuss the issues of inequality and how it results in operationalization of terms.**

This class is designed to explain opportunities of comparative approach to inequality research as well as its limitations. We'll work on issues of statistical treatment of various types of inequalities, such as race, gender, ethnicity, income, education, migrant background, health, etc.

### **Topic 2. Inevitability of gender and making sense of it in cross-country comparative research.**

At this class we start with presentations of students that will be a part of every following seminar. We introduce the idea social constructivism as opposed to essentialism. Using the case of gender, we reflect on hierarchies, matrices of inequality, and ways of measuring those.

### **Topic 3. Race vs ethnicity. European and American ways of thinking about the problem.**

Here we discuss why race is a common term in American academia, whereas in European literature ethnicity is more common. We speculate about racialization of "otherness" in various contexts, including Islam in Europe.

### **Topic 4. Religiosity vs religion.**

At this class we speculate on potential ways of measuring religiosity in heterogeneous world where neither attendance nor self-attribution as believer cannot ultimately define a person as a religious one. We discuss believing vs. belonging in various combinations. We also study how to analyze religiosity in secular societies where questions on this issue are perceived as extremely intimate. Working with missing data is addressed.

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

See section 8 of this syllabus for details of the presentation.

### **Topic 6. Migration issues and ways of exploring it.**

We work extensively on mechanisms of detecting migrant subsamples in general surveys and methods for analysis of those groups. We also address the issues of attitudes towards migration in receiving societies and ways of measuring it. Alternatives are also discussed.

### **Topic 7. Social-economic inequalities: labour market, occupational, structural social classes. Poverty risks for different population groups (race, gender, migration status)**

Here we cover issues of wealth and income inequality globally, using both individual level and country-level predictors, like GINI coefficient and its analogues. We learn specific methods of addressing various types of financial deprivation and its consequences in terms of attitudes and political preferences.

### **Topic 8. Intersectionality. Religiosity of migrants, gender issues in religious communities, social class and other overlaps.**

Here we address the issue of various overlaps between categories and learn how to theorize potential differences in opportunities for those groups. We also study how to disentangle the effects of various categories, and how to represent interaction effects graphically



### **Topic 9. Class discussion of issues in individual projects prior to submission**

This is a wrap-up session in an Q&A style. Students have an opportunity to ask their questions regarding all stages of modeling and reporting their results prior to final paper submission. Students are welcome to show their results so that their classmates can help with interpretation. Students are also encouraged to show some of their tables to see how other people perceive them. It helps figuring out the best way of presenting the results of complicated models. Graphs are also discussed.

## **III. Grading**

Participation in class work and discussions, including one obligatory presentation on the topic of the lesson in a small group of peers (25%).

Mid-term presentation of models and statistical results for the individual project (25%).

Individual research project essay in English (final project): 3000 words (50% of total grade).

Late assignments will be graded down.

Plagiarism will result in failure. Papers submitted for other classes cannot be reused.

## **IV. Rounding the final grade**

If the final grade is non-integer, it is rounded according to algebraic rules. If has a half (.5) at the end, we are rounding upward.

## **V. Grading Tools**

### *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 textbook. Seminars will include working with data.

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

Presentations will be held for about 20 minutes each class. Each student will present at least once in a small group of peers. The presenters are supposed to have required and supplementary readings for the class covered (one article per each presenter). Through the discussion and presentation, the presenters should demonstrate understanding of all the required texts, and lead the discussion that integrates those into a wider theme. I recommend using slides.

### *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.

Slide 1: The name of the student and the project title

Slide 2: Research puzzle (what is of interest/understudied/puzzling)

Slide 3: Brief overview of the theoretical framework and/or contemporary literature on the proposed topic

Slide 4: Gap in the existing literature

Slide 5: Chosen dataset, potential advantages and limitations when using that dataset

Slide 6: Operationalization of the proposed concepts. Variables that the student plans to use (including their coding)

Slide 7 (optional): Descriptive statistics on the variables of interest (distributions, correlations, etc.)

*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.

Please do not hesitate contact me via email at [vykostenko@hse.ru](mailto:vykostenko@hse.ru) with “Applied Research on Inequalities” as the topic on any issues considering this course.

## V. Sources

### 5.1 Main Literature

Inequality Reader: Contemporary & Foundational Readings in Race, Class, & Gender. 2006. ISBN: 978-0-8133-4345-7 Perseus Books Group

The Oxford Handbook of the Social Science of Poverty Edited by David Brady and Linda M. Burton. Print Publication Date: May 2016 DOI: 10.1093/oxfordhb/9780199914050.013.7

### Additional Literature



Grusky D. B. Social stratification: Class, race, and gender in sociological perspective. – Westview Press, 2014.

All the materials for self-study will be available in the Learning Management System (LMS)

## 5.2 Software

№ п/п	Name	Access conditions
1.	R for Windows	<i>From the university's internal network (contract)</i>
2.	Rstudio 1.1.463	<i>From the university's internal network (contract)</i>

## 5.3 Material and technical support

Classrooms for lectures and seminars on the discipline provide for the use and demonstration of thematic illustrations corresponding to the program of the discipline, consisting of:

- PC with Internet access (operating system, office software, antivirus software);
- multimedia projector with remote control.

Classrooms for the lab sessions supposed to provide each student with a personal desktop computer. (max. 2 students per 1 computer).

R for Windows is preferable software used throughout the course. Seminars are based on R scripts and real life open-source datasets (World Values Survey, European Social Survey, European Values Study, Arab Barometer and others).

### Special conditions for organization of learning process for students with special needs

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

1. *for persons with vision disorders*: a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
2. *for persons with hearing disorders*: a printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
3. *for persons with muscle-skeleton disorders*: a printed text; an electronic document; audios; individual assignments and advising