

**Санкт-Петербургский филиал федерального государственного  
автономного образовательного учреждения высшего образования  
«Национальный исследовательский университет «Высшая школа экономики»**

Факультет Санкт-Петербургская школа социальных и гуманитарных наук  
Департамент социологии

**Рабочая программа дисциплины  
«Прикладные исследования неравенства: раса, гендер, миграции и этничность»  
 (“Applied Research on Inequalities: Race, Gender, Migration and Ethnicity”)**

для образовательной программы «Сравнительная политика Евразии»  
направления подготовки 39.04.01 «Политология»  
уровень магистратура

Автор программы:

Костенко В.В., доцент департамента социологии, [vvkostenko@hse.ru](mailto:vvkostenko@hse.ru)

Утверждена Академическим руководителем образовательной программы

«\_\_\_» \_\_\_\_\_ 2018 г.

Гончаров Д.В. \_\_\_\_\_

Санкт-Петербург, 2018

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

**Аннотация**

Название дисциплины	<b>Прикладные исследования неравенства: раса, гендер, миграции и этничность (преподается на английском языке)</b>		
Образовательная программа	Сравнительная политика Евразии		
Тип дисциплины	По выбору		
Требования к уровню знаний студентов, необходимых для освоения дисциплины (пререквизиты)	Количественный анализ социальных данных		
Объем з.е.	4		
Объем в часах	Аудиторная работа	Самостоятельная работа	Всего
	32	120	152
Краткое описание курса	<p>Этот прикладной курс ставит своей задачей научить студентов анализировать разнообразные социальные неравенства в сравнительной перспективе. Упор делается на операционализацию таких понятий как раса, этничность, религиозность и др., способы их измерения и сравнения. Изучаются лучшие статистические и методологические практики исследований неравенств, преимущественно в количественной парадигме.</p> <p>Несмотря на то, что курс носит прикладной характер, ожидается, что студенты читают необходимую литературу и делают доклады по прочитанному материалу.</p> <p>В конце курса каждый студент представляет эссе по любому виду неравенств, которое должно являться самостоятельным исследованием, которое после доработки можно переделать в статью.</p>		
Образовательные результаты по дисциплине	<ul style="list-style-type: none"> <li>- Способность операционализировать теоретические концепты, такие как раса, этничность, религиозность и ассоциировать их с конкретными предикторами в базах данных</li> <li>- Умение проводить регрессионный анализ с включением этих показателей в модели</li> <li>- Способность понимать и интерпретировать результаты статистического моделирования в области неравенств, давать им социологическую оценку.</li> </ul>		
Краткое содержание дисциплины	<ol style="list-style-type: none"> <li>1) Введение. Изучение малых групп в больших базах данных. Операционализация понятий</li> <li>2) Гендер</li> <li>3) Раса\Этничность</li> <li>4) Показ проектов финальных работ</li> <li>5) Роль неравенств в политической повестке</li> <li>6) Миграция и религиозность</li> <li>7) Социальный класс и имущественное неравенство</li> <li>8) Интерсекциональность</li> </ol>		

Образовательные технологии	Лекция – конференция Технология перевернутого класса Исследовательский метод
Формы контроля	Презентация статьи, работа в классе (25%) Презентация проекта (25%) Финальное эссе (50%)
Литература	<p><u>Основная:</u></p> <ol style="list-style-type: none"> <li>1) Autin F., Butera F. Institutional Determinants of Social Inequalities (2016) <a href="https://www.frontiersin.org/research-topics/2900/institutional-determinants-of-social-inequalities#overview">https://www.frontiersin.org/research-topics/2900/institutional-determinants-of-social-inequalities#overview</a></li> <li>2) McLeman R., Schade J., Faist T. Environmental Migration and Social Inequality (2016) <a href="https://link.springer.com/book/10.1007%2F978-3-319-25796-9#editorsandaffiliations">https://link.springer.com/book/10.1007%2F978-3-319-25796-9#editorsandaffiliations</a></li> </ol> <p><u>Дополнительная</u></p> <ol style="list-style-type: none"> <li>3) Inequality Reader: Contemporary &amp; Foundational Readings in Race, Class, &amp; Gender. 2006. ISBN: 978-0-8133-4345-7 Perseus Books Group <a href="http://web.a.ebscohost.com/ehost/command/detail?sid=dd533429-06b5-4705-b558-10b56565109f%40sessionmgr4007&amp;vid=2&amp;bk=1&amp;bdata=#jid=3EGL&amp;db=sih">http://web.a.ebscohost.com/ehost/command/detail?sid=dd533429-06b5-4705-b558-10b56565109f%40sessionmgr4007&amp;vid=2&amp;bk=1&amp;bdata=#jid=3EGL&amp;db=sih</a></li> </ol>
Преподаватель	К.с.н., доцент Вероника Викторовна Костенко

### Course Syllabus

Title of the course	Applied Research on Inequalities: Race, Gender, Migration and Ethnicity (offered in English)		
Title of the Academic Program	Comparative Politics of Eurasia		
Type of the course	Elective		
Prerequisites	Quantitative Analysis of Sociological Data		
ECTS workload	4 ECTS		
Total indicative study hours	Directed Study	Self-directed study	Total
	32	120	152
Course Overview	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. 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		

	<p>many of these issues.</p> <p>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. 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.</p>
<b>Intended Learning Outcomes (ILO)</b>	<p>To operationalize theoretical concepts of race, ethnicity, religiosity, etc, and associate them with certain predictors in the data.</p> <p>To conduct multivariate data analysis fitting race, migration, religion and gender in statistical models.</p> <p>Being able to access the results of modeling and interpret them sociologically.</p>
<b>Teaching and Learning Methods</b>	<p>The course consists of 8 lectures and 8 seminars + exam. Seminars will familiarize the student with cross-cultural research on inequalities with a special focus on intersectionality.</p>

**Content and Structure of the Course**

№	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Seminars	Lectures	
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.	4	2	2	0
2.	Inevitability of gender and making sense of it in cross-country comparative research.	16	2	2	12
3.	Race vs ethnicity. European and American ways of thinking about the problem.	16	2	2	12
4.	Mid-term presentation of models and statistical results for the individual project.	52	4	0	48
5.	Inequality as a political issue	16	2	2	12
6.	Religiosity, religion, and migration	16	2	2	12
7.	Social class and income inequality	16	2	2	12
8.	Intersectionality. Health and class, gender issues in migrant communities,	16	2	2	12

	race and imprisonment rate, and other overlaps.				
<b>Total study hours</b>		152	18	14	120
<b>Indicative Assessment Methods and Strategy</b>		<p>The final mark consists of 3 components:</p> <p><i>Final mark = Cumulative grade (50%) + Exam (50%)</i></p> <p><i>Cumulative grade = Article presentation (50%) + Mid-term presentation (50%)</i></p> <p>- <i>Article presentation (25%).</i></p> <p>Participation in class work and discussions, including one obligatory presentation on the topic of the lesson as a member of a small group. Presentations will be held for about 20 minutes each week. Each student will present at least once (as a member of a small group). Presenters are supposed to have required and supplementary readings for the week covered. Through the discussion and presentation, presenters should demonstrate understanding of all required texts, to include some that are not assigned, and students are supposed to lead the discussion that integrates these into a wider theme. Presenters must use visual presentation as an aid for the others.</p> <p>- <i>Mid-term presentation (25%).</i></p> <p>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.</p> <p>- <i>Exam: Individual research project essay in English (final project): 3000 words (50% of total grade).</i></p> <p>The final work for the course is an essay of about 3000 words in English related to any type of inequality, preferably analyzed in cross-national comparative perspective. It cannot be an overview of the existing articles on the topic, but an original piece of research done in quantitative or qualitative framework. 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</p>			

	<p>idea, the operationalization, and refinement of hypotheses, proper modeling, and clear understanding of the limits of research.</p> <p>- Late assignments will be graded down.</p> <p>- Plagiarism will result in failure. Papers submitted for other classes cannot be reused.</p>																							
Readings / Indicative Learning Resources	<p><u>Mandatory:</u></p> <ol style="list-style-type: none"> <li>1) Autin F., Butera F. Institutional Determinants of Social Inequalities (2016) <a href="https://www.frontiersin.org/research-topics/2900/institutional-determinants-of-social-inequalities#overview">https://www.frontiersin.org/research-topics/2900/institutional-determinants-of-social-inequalities#overview</a></li> <li>2) McLeman R., Schade J., Faist T. Environmental Migration and Social Inequality (2016) <a href="https://link.springer.com/book/10.1007%2F978-3-319-25796-9#editorsandaffiliations">https://link.springer.com/book/10.1007%2F978-3-319-25796-9#editorsandaffiliations</a></li> </ol> <p><u>Optional</u></p> <p>Inequality Reader: Contemporary &amp; Foundational Readings in Race, Class, &amp; Gender. 2006. ISBN: 978-0-8133-4345-7 Perseus Books Group <a href="http://web.a.ebscohost.com/ehost/command/detail?sid=dd533429-06b5-4705-b558-10b56565109f%40sessionmgr4007&amp;vid=2&amp;bk=1&amp;bdata=#jid=3EGL&amp;db=sih">http://web.a.ebscohost.com/ehost/command/detail?sid=dd533429-06b5-4705-b558-10b56565109f%40sessionmgr4007&amp;vid=2&amp;bk=1&amp;bdata=#jid=3EGL&amp;db=sih</a></p>																							
Indicative Self- Study Strategies	<table border="1"> <thead> <tr> <th data-bbox="529 1234 1139 1290">Type</th> <th data-bbox="1139 1234 1323 1290">+/-</th> <th data-bbox="1323 1234 1493 1290">Hours</th> </tr> </thead> <tbody> <tr> <td data-bbox="529 1290 1139 1379">Reading for seminars / tutorials (lecture materials, mandatory and optional resources)</td> <td data-bbox="1139 1290 1323 1379">+</td> <td data-bbox="1323 1290 1493 1379">52</td> </tr> <tr> <td data-bbox="529 1379 1139 1435">Assignments for seminars / tutorials / labs</td> <td data-bbox="1139 1379 1323 1435">+</td> <td data-bbox="1323 1379 1493 1435">20</td> </tr> <tr> <td data-bbox="529 1435 1139 1525">E-learning / distance learning (MOOC / LMS)</td> <td data-bbox="1139 1435 1323 1525">-</td> <td data-bbox="1323 1435 1493 1525">0</td> </tr> <tr> <td data-bbox="529 1525 1139 1581">Fieldwork</td> <td data-bbox="1139 1525 1323 1581">-</td> <td data-bbox="1323 1525 1493 1581">0</td> </tr> <tr> <td data-bbox="529 1581 1139 1637">Project work</td> <td data-bbox="1139 1581 1323 1637">+</td> <td data-bbox="1323 1581 1493 1637">48</td> </tr> <tr> <td data-bbox="529 1637 1139 1682">Other (please specify)</td> <td data-bbox="1139 1637 1323 1682">-</td> <td data-bbox="1323 1637 1493 1682">0</td> </tr> </tbody> </table>	Type	+/-	Hours	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	+	52	Assignments for seminars / tutorials / labs	+	20	E-learning / distance learning (MOOC / LMS)	-	0	Fieldwork	-	0	Project work	+	48	Other (please specify)	-	0		
Type	+/-	Hours																						
Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	+	52																						
Assignments for seminars / tutorials / labs	+	20																						
E-learning / distance learning (MOOC / LMS)	-	0																						
Fieldwork	-	0																						
Project work	+	48																						
Other (please specify)	-	0																						
Academic Support for the Course	Academic support for the course is provided via LMS, where students can find: mandatory reader, supplementary reader; samples of assessment materials; videos on the topics of study																							
Facilities, Equipment and Software	R for Windows, R-Studio																							
Course Instructor	Veronica Kostenko																							

## Assessment Methods and Criteria

### Assessment Methods

Types of Assessment	Forms of Assessment	Modules			
		1	2	3	4
Formative Assessment	Article presentation			*	
	Mid-term presentation			*	
Summative Assessment	Exam (Essay)			*	

### Assessment Criteria

#### Article Presentation (25%)

Grades	Assessment Criteria
«Excellent» (8-10)	A well-structured, analytical presentation of an article for class discussion. Shows strong evidence and broad background knowledge. In a group presentation all members contribute equally and each contribution builds on the previous one clearly; Answers to follow-up questions reveal a good range and depth of knowledge beyond that covered in the presentation and show confidence in discussion.
«Good» (6-7)	Clearly organized analysis, showing evidence of a good overall knowledge of the topic. The presenter of the project work highlights key points and responds to follow up questions appropriately. In group presentations there is evidence that the group has met to discuss the topic and is presenting the results of that discussion, in an order previously agreed.
«Satisfactory» (4-5)	Takes a very basic approach to the topic, using broadly appropriate material but lacking focus. The presentation of project work is largely unstructured, and some points are irrelevant to the topic. Knowledge of the topic is limited and there may be evidence of basic misunderstanding. In a group presentation, most of the work is done by one or two students and the individual contributions do not add up.
«Fail» (0-3)	Fails to demonstrate any appropriate knowledge.

#### Mid-term project presentation (25%)

Grades	Assessment Criteria
«Excellent» (8-10)	Has a clear argument, which addresses the topic and responds effectively to all aspects of the task. Fully satisfies all the requirements of the task; rare minor errors occur;
«Good» (6-7)	Responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors.

«Satisfactory» (4-5)	Generally addresses the task; the format may be inappropriate in places; display little evidence of (depending on the assignment): independent thought and critical judgement include a partial superficial coverage of the key issues, lack critical analysis, may make frequent errors.
«Fail» (0-3)	Fails to demonstrate any appropriate knowledge.

### **Final paper (Essay) (50%)**

<b>Grades</b>	<b>Assessment Criteria</b>
«Excellent» (8-10)	Has a clear argument, which addresses the topic and responds effectively to all aspects of the task. Fully satisfies all the requirements of the task; rare minor errors occur;
«Good» (6-7)	Responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors.
«Satisfactory» (4-5)	Generally addresses the task; the format may be inappropriate in places; display little evidence of (depending on the assignment): independent thought and critical judgement include a partial superficial coverage of the key issues, lack critical analysis, may make frequent errors.
«Fail» (0-3)	Fails to demonstrate any appropriate knowledge.

### **Requirements for essay**

The final work for the course is an essay of about 3000 words in English related to any type of inequality, preferably analyzed in cross-national comparative perspective. It cannot be an overview of the existing articles on the topic, but an original piece of research done in quantitative or qualitative framework. 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, and refinement of hypotheses, proper modeling, and clear understanding of the limits of research.

#### **Format**

MS Word or LaTeX, 10-12 pages long (3000 words), typed, double-spaced, standard margins, page count does not include abstract, references, and appendices, as well as figures and tables.

#### **Purpose**

This text is intended to be a draft for an article that can be published in a peer-reviewed journal after some revisions. This paper is an academic research paper presenting the results of your secondary data analysis. This paper should demonstrate your 1) logical reasoning, 2) ability to critically operationalize theoretical concepts related to inequality 3) your skill at interpreting the results of statistical analysis, and 4) your ability to communicate in academic writing style.

#### **Content**

This paper, like all academic research papers, must contain the following sections:

1. Abstract
2. Introduction
3. Literature review

4. Data and Methods
5. Findings
6. Discussion/conclusion
7. References.
8. Appendix (-ces) (If necessary)

**ABSTRACT:** A one-paragraph summary of the research question and (only) main findings (on a separate page, not counted in the page count).

**INTRODUCTION:** In this section you formulate the research question and establish its scientific relevance (i.e. explain “why it is important to study this topic”, may also include social or policy relevance).

**LITERATURE REVIEW:** This section examines your research question in terms of the theory that generated it, and reviews existing sociological research addressing the question, including research that may be only partially related. If your specific topic appears to be understudied, this section should address what is available on related topics. The literature review generally includes a mention of how the current research replicates previous research, contradicts previous research, or somehow modifies or extends previous research. At the end of this section, you must clearly state the hypothesis or hypotheses to be tested in subsequent empirical analysis. It should be obvious how the hypotheses are related to the theoretical background outlined in the literature review.

For the length of this paper, your literature review must make reference to at least five (5) recent academic peer-reviewed journal articles on your topic.

**DATA & METHODS:** This section briefly describes the dataset and analytical methods that you use. This section should (a) explain how the research question is operationalized into testable hypotheses; (b) clearly state the concepts to be tested in the hypotheses, as well as label the independent variables, the dependent variable, and any intervening or control variables that are included; (c) describe which variables are measuring which concepts and from which sources data on these variables come; and (d) identify which statistical methods are used to analyze data. Notice that the list (table) of descriptive statistics on all variables has to be reported in the Appendix.

**FINDINGS:** This is the section in which you present your findings and explain the results of your statistical tests. Name the test or procedure used to obtain each result (i.e., whether it is an outcome of a linear regression model or some other method). This section should also address whether the analysis of data confirms your hypotheses.

**DISCUSSION/CONCLUSION:** This section should BRIEFLY summarize the findings. It should also explain how your findings contribute to the literature reviewed at the beginning of the paper. Discuss whether your findings support or contradict previous research. This section should also briefly discuss limitations of your empirical analysis (especially methodological and data-related ones): for instance, evaluate whether [some of] your concepts could have been measured differently or different tests could be run to answer your substantive research questions. This section may include suggestions for future research or implications for policy or both, but offering future research or policy implications is not a mandatory task.

**REFERENCES:** All references cited in the text must be listed in the bibliography according to either ASA format, or APA format, or Chicago Manual of Style. Your paper should refer to at least 5 peer-reviewed articles published in the top social sciences journals but may also refer to

additional sources, such as prominent sociological books, electronic resources, data sets, contributions to edited volumes, etc.

APPENDIX: This section contains all tables and figures referenced in the main text, as well as describe (if necessary) some additional tests and procedures, e. g. checking the robustness of your main findings under different model assumptions. Replication data (i.e. your data set, as well as an R script used to analyze it) are also worth to be included in this section.

### **Recommendations for students about organization of self-study**

Self-study is organized in order to:

- Systemize theoretical knowledge received at lectures;
- Extend theoretical knowledge;
- Learn how to use legal, regulatory, referential information and professional literature;
- Development of cognitive and soft skills: creativity and self-sufficiency;
- Enhancing critical thinking and personal development skills;
- Development of research skills;
- Obtaining skills of efficient independent professional activities.

Self-study, which is not included into a course syllabus, but aimed at extending knowledge about the subject, is up to the student's own initiative. A teacher recommends relevant resources for self-study, defines relevant methods for self-study and demonstrates students' past experiences. Tasks for self-study and its content can vary depending on individual characteristics of a student. Self-study can be arranged individually or in groups both offline and online depending on the objectives, topics and difficulty degree. Assessment of self-study is made in the framework of teaching load for seminars or tests.

Extra materials for self-study can be found in Learning Management System (LMS).

In order to show the outcomes of self-study it is recommended:

- Make a plan for 3-5 presentation which will include topic, how the self-study was organized, main conclusions and suggestions and its rationale and importance.
- Supply the presentation with illustrations. It should be defined by an actual task of the teacher.

### **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.