

Course Syllabus

Title of the course	Applied Research on Inequalities: Race, Gender, Migration and Ethnicity (in English)			
Title of the Academic Program	Master in 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	<p>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 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>			
Intended Learning Outcomes (ILO)	<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>			
Teaching and Learning Methods	The course consists of 7 seminars + exam. Seminars will familiarize the student with cross-cultural research on inequalities with a special focus on intersectionality.			
Content and Structure of the Course				
№	Topic / Course Chapter	Total	Directed Study	Self-directed Study
			Seminars	
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	4	4	0

	operationalization of terms.			
2.	Inevitability of gender and making sense of it in cross-country comparative research.	16	4	12
3.	Race vs ethnicity. European and American ways of thinking about the problem.	16	4	12
4.	Mid-term presentation of models and statistical results for the individual project.	30	4	26
5.	Religiosity, religion, and migration	16	4	12
6.	Social class and income inequality	16	4	12
7.	Intersectionality. Health and class, gender issues in migrant communities, race and imprisonment rate, and other overlaps.	16	4	12
8.	Exam. Presentation of final projects	38	4	34
Total study hours		152	32	120
Indicative Assessment Methods and Strategy		<p>The final mark consists of 3 components:</p> <p><i>Final mark = Presentation (25%) + Mid-term presentation (25%) + Final essay (50%)</i></p> <p>- <i>Participation in class work and discussions, including one obligatory presentation on the topic of the lesson as a member of a small group (25%). 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.</i></p> <p>- <i>Mid-term presentation of models and statistical results for the individual project (25%).</i></p> <p>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>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 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>
<p>Readings / Indicative Learning Resources</p>	<p><u>Mandatory:</u></p> <ol style="list-style-type: none"> 1) Creating a World of Dichotomy: Categorizing Sex and Gendering Cultural Messages. Crawley S., Foley L., Shehan C. //In: Race, Gender, Sexuality & Social Class, ed.by Susan Ferguson (2nd edition). Sage, 2016. 2) Marvasti, Amir, and McKinney, Karyn. “The stigma of brown skin and “foreign” names.” //In: Race, Gender, Sexuality & Social Class, ed.by Susan Ferguson (2nd edition). Sage, 2016. Pp. 272 – 280. 3) Foner Nancy, and Alba Richard. “Immigrant religion in the US and Western Europe: Bridge or barrier to inclusion?” // International Migration Review. 2008. 42(2). Pp. 360 – 392. 4) 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). Pp. 991-1013. 5) Collins, Patricia Hill. “It’s all in the family: Intersections of gender, race, and nation.” // Hypatia. 1998. 13(3). Pp. 62 - 82. <p><u>Optional:</u></p>

	<ol style="list-style-type: none"> 1) Markus, H.R. “Who Am I? Race, Ethnicity, and Identity.” // In: Race, Gender, Sexuality & Social Class, ed.by Susan Ferguson (2nd edition). Sage, 2016. Pp. 153-162. 2) Van Tubergen F., Sindradóttir J. Í. “The Religiosity of Immigrants in Europe: A Cross-National Study” // Journal for the Scientific Study of Religion. 2011. 50(2). Pp. 272 – 288. 3) Anderson, Margo and Steven Fienberg. 2000. “Race and Ethnicity and the Controversy over the U.S. Census.” Current Sociology 48 (3): 87-110. 4) 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. 5) Feliciano C. and Rumbaut R. G. Gendered Paths: Educational and Occupational Expectations and Outcomes among Adult Children of Immigrants // Ethnic and Racial Studies. 2005. 28. Pp. 1087 – 1118. 6) Massey, Douglas. “America Unequal.” //In: Categorically Unequal: The American Stratification System. Sage, 2007 (Chapter 7). 7) Sherwood, Jessica. “The View from the Country Club. Wealthy Whites and the Matrix of Privilege.” //In: Race, Gender, Sexuality & Social Class, ed.by Susan Ferguson (2nd edition). Sage, 2016. Pp. 229 – 239. 																										
Indicative Self- Study Strategies	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Type</th> <th style="text-align: center;">+/-</th> <th style="text-align: center;">Hours</th> </tr> </thead> <tbody> <tr> <td>Reading for seminars / tutorials (lecture materials, mandatory and optional resources)</td> <td style="text-align: center;">+</td> <td style="text-align: center;">25</td> </tr> <tr> <td>Assignments for seminars / tutorials / labs</td> <td style="text-align: center;">+</td> <td style="text-align: center;">16</td> </tr> <tr> <td>E-learning / distance learning (MOOC / LMS)</td> <td style="text-align: center;">-</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Fieldwork</td> <td style="text-align: center;">-</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Project work</td> <td style="text-align: center;">+</td> <td style="text-align: center;">40</td> </tr> <tr> <td>Other (please specify)</td> <td style="text-align: center;">-</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Preparation for the exam</td> <td style="text-align: center;">-</td> <td style="text-align: center;">5</td> </tr> </tbody> </table>	Type	+/-	Hours	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	+	25	Assignments for seminars / tutorials / labs	+	16	E-learning / distance learning (MOOC / LMS)	-	0	Fieldwork	-	0	Project work	+	40	Other (please specify)	-	0	Preparation for the exam	-	5		
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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, R-Studio																										
Course Instructor	Veronica Kostenko																										