POSC 4025 Youth and Politics
Interdisciplinary Capstone Course

Fall 2017
Tuesday/Friday, 2:30 p.m. – 3:45 p.m.
Faber Hall 668

Course Instructor: Olena Nikolayenko
E-mail: onikolayenko@fordham.edu
Office Location: Faber Hall, Rm. 677
Office Hours: Tuesday 11:00 a.m. – 2:00 p.m.

Course Description

Youth is widely regarded as the future of the nation and an agent of social change. Young people aged between 15 and 29 constitute approximately 20 percent of US population. How does the young generation participate in politics? What influences youth's voting behavior? What is the impact of family, schools, and social media on youth's political engagement? The course will address these issues from an interdisciplinary perspective by drawing upon literature in anthropology, political science, psychology, and sociology.

This course is divided into several parts. Part I examines how American youth participates in politics and acquires politically relevant attitudes and beliefs through family, schools, peers, and social media. Part II focuses on the use of social science methodology to prepare students for the design of their own research projects. Next, the course discusses youth's political behavior in East Asia, Eastern Europe, and the Middle East. The course concludes with student presentations of their research.

Students in the course are expected to examine a linkage between youth and politics by carrying out original empirical research. Each Fordham student will conduct a few in-depth interviews with his or her peers to analyze patterns of youth political behavior. At the end of the course, students will complete a research paper based upon their empirical findings.

Course Objectives

By the end of the course, students will
- advance their knowledge of multiple approaches to the study of youth and politics
- deepen their understanding of world politics
- strengthen their communication and research skills
- learn ethical principles in human subjects research

Course Requirements

Participation	10 percent
Presentation	10 percent
Quiz	10 percent
Research Design	10 percent
Literature Review	20 percent
Final Research Paper	40 percent

Participation
Student participation is critical to effective learning. Students are expected to complete assigned readings prior to the class and meaningfully contribute to classroom discussions of the course material.

Presentation
At the end of the semester, each student will make a short presentation based upon his or her research project. Students are also expected to attend their fellow students' presentations and ask thoughtful questions about their research.

Quiz
There will be one quiz administered in class to test one's knowledge of key concepts. The quiz will be composed of ten multiple-choice questions.

Research Design
This assignment is designed to prepare students for writing an empirical research paper. Each student is required to submit a one-page single-spaced summary of the proposed research project. Students need to clearly state their research question and briefly describe their methodology.

Literature Review
The purpose of the literature review is to provide a critical overview of extant scholarship on the topic related to one's research project. The literature review should be approximately four double-spaced pages long, excluding a list of references at the end of the text. At least ten academic sources, mostly articles in peer-reviewed social science journals, should be cited in the literature review. Please use the American Political Science Association (APSA) citation style to cite sources.

Final Research Paper
Each student is expected to write a research paper at the end of the course. This paper will be based upon original empirical research carried out by the student this semester. The paper should be 16-18 pages long, excluding references and the appendix (double-spaced, 12-point Times New Roman font). The research paper should be divided into several sections following the title page and an abstract: introduction, literature review, methodology, findings, and conclusion. The appendix should include a list of main interview questions. More detailed guidelines regarding this assignment will be provided in class.

Students will be responsible for dropping off a hard copy of the final paper at the instructor's office (Faber Hall, Rm. 677) no later than 3:00 p.m. on December 15, 2017. There is no final exam.

Important Dates

October 10	Literature Review due
October 31	Research Design due
November 28/December 1/December 5	Student Presentations
December 15	Final Paper due

Late Penalty

Students are responsible for submitting a *hard copy* of each assignment at the beginning of the class on due date. Assignments handed in after the class will be considered late. The late penalty is ten percent of the assignment's grade per each day of lateness.

Academic Integrity

Students are expected to comply with the standards of academic integrity. Failure to properly acknowledge the intellectual contribution of others constitutes plagiarism and is a very serious academic offence. Please review the *Fordham University Undergraduate Policy on Academic Integrity* to get familiar with the standards of academic integrity, available at: http://www.fordham.edu/info/25380/undergraduate_academic_integrity_policy.

Required Readings

There is no general "textbook" for this course. Most assigned readings are articles published in peer-reviewed journals. The course readings are available via the Blackboard. Students are expected to download the assigned readings from the course web site and read them prior to the class.

Class Schedule and Reading Assignments

Sept 5. Introduction

Sept 8. Portrait of a Generation

Taylor, Paul. 2014. "Generation Gaps." In *The Next America: Boomers, Millennials, and the Looming Generational Showdown*. New York: Public Affairs, pp. 29–44

Sept 12. American Youth and Elections

Shelley, Fred and Ashley Hitt. 2016. "The Millennial Vote in the 2016 Democratic Primary Elections." *The Southern Geographer* 56(3): 272–282

CIRCLE. 2017. "Young Voters in the 2016 General Election." The Center for Information and Research on Civic Learning and Engagement, Tufts University, http://civicyouth.org/wp-content/uploads/2016/11/CIRCLE-Full-Exit-Poll-Analysis_Final.pdf

Sept 15. Who Protests and Why in Contemporary America

Milkman, Ruth, Penny Lewis, and Stephanie Luce. 2013. "The Genie Is Out of the Bottle: Insiders' Perspectives on Occupy Wall Street." *Sociological Quarterly* 54(2): 194–198

NYC General Assembly. 2011. *Declaration of the Occupation of New York City,* http://www.nycga.net/resources/documents/declaration/.

Garza, Alicia. 2014. "A Herstory of the #BlackLivesMatter Movement." *The Feminist Wire* October 4, http://www.thefeministwire.com/2014/10/blacklivesmatter-2/

Sept 19. The Role of Family and Schools

Degner, Juliane and Jonas Dalege. 2013. "The Apple Does Not Fall Far From the Tree, Or Does It? A Meta-Analysis of Parent–Child Similarity in Intergroup Attitudes." *Psychological Bulletin* 139(6): 1270–1304

Kahne, Joseph, David Crow, and Nam-Jin Lee. 2013. "Different Pedagogy, Different Politics: High School Learning Opportunities and Youth Political Engagement." *Political Psychology* 34: 419–441

Sept 22. The Impact of (Social) Media

Hargittai, Eszter and Aaron Shaw. 2013. "Digitally Savvy Citizenship: The Role of Internet Skills and Engagement in Young Adults' Political Participation around the 2008 Presidential Election." *Journal of Broadcasting and Electronic Media* 57(2):

115–134

Ghajar-Khosravi, Shadi, Peter Kwantes, Natalia Derbentseva, and Laura Huey. 2016. "Quantifying Salient Concepts Discussed in Social Media Content: A Case Study Using Twitter Content Written by Radicalized Youth." *Journal of Terrorism Research* 7(2): 79–90

Sept 26. First Steps in Writing a Literature Review

Bell, Judith. 2005. "Planning the Project." In *Doing Your Research Project: A Guide for First-Time Researchers in Education, Health and Social Science*, 4th ed. Berkshire, GBR: McGraw-Hill Professional Publishing, pp. 28–42

Sept 29. Writing a Literature Review

Knopf, Jeffrey and Iain McMenamin. 2008. "How to Write a Literature Review." In *Publishing Political Science*, ed. Stephen Yoder. Washington, DC: American Political Science Association, pp. 101–116

Oct 3. The Impact of Neighborhoods

Lamotte, Martin. 2014. "Rebels without a Pause: Hip-hop and Resistance in the City." *International Journal of Urban and Regional Research* 38(2): 686–694

Barry Checkoway, Todd Lipa, Erika Vivyan. 2017. "Engaging Suburban Students in Dialogues on Diversity in a Segregated Metropolitan Area." *Education and Urban Society* 49(4): 388–402

Oct 6. Immigrant Youth

Taylor, Paul. 2014. "The New Immigrants." In *The Next America: Boomers, Millennials, and the Looming Generational Showdown*. New York: Public Affairs, pp. 69–88

Stepick, Alex, Carol Dutton Stepick and Yves Labissiere. 2008. "South Florida's Immigrant Youth and Civic Engagement: Major Engagement/Minor Differences." *Applied Development Science* 12(2): 57–65

Oct 10. Research Design
NOTE: The literature review is due.

Baglione, Lisa. 2012. "Making Your Plan and Protecting Yourself from Criticism: The Research Design." In *Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods,* 2nd ed. Washington, DC: CQ Press, pp. 99–129

Oct 13. Qualitative and Quantitative Research Methods

Glenn, Jerome Clayton. 2010. "Research Methods of Qualitative and Quantitative." In *Handbook of Research Methods*. Jaipur: Oxford Book Co., pp. 95–108

Weisberg, Herbert, Jon Krosnick and Bruce Bowen. 1996. "The Nature of Survey Research." In *Introduction to Survey Research, Polling, and Data Analysis*, 3rd ed. Thousand Oaks, CA: Sage, pp. 3–28

Oct 17. The Art of Interviewing

Leech, Beth. 2002. "Asking Questions: Techniques for Semistructured Interviews." *PS: Political Science and Politics* 35(4): 665–668

Dyer, Colin. 1995. "Interviews." In *Beginning Research in Psychology: A Practical Guide to Research Methods and Statistics*. Oxford, UK: Blackwell, pp. 60–79

Oct 20. Ethics in Human Subjects Research

The National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. 1979. *Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research.*

Bell, Judith. 2005. "Ethics and Integrity in Research." In *Doing Your Research Project: A Guide for First-Time Researchers in Education, Health and Social Science*, 4th ed. Berkshire, GBR: McGraw-Hill Professional Publishing, pp. 43–60

Oct 24. Youth in East Asia

Rosen, Stanley. 2009. "Contemporary Chinese Youth and the State." *Journal of East Asian Studies* 68(2): 359–369

Liu, Fengshu. 2014. "From Degendering to (Re)gendering the Self: Chinese Youth Negotiating Modern Womanhood." *Gender and Education* 26(1): 18–34

Oct 31. Youth in Eastern Europe
NOTE: The research design is due.

Mendelson, Sarah and Theodore Gerber. 2008. "Us and Them: Anti-American Views of the Putin Generation." *Washington Quarterly* 31(2): 131–150

Junes, Tom. 2017. "Russian Youths Are Taking to the Streets, but Let's Not Over-Hype the Revolt of the "Putin Generation" Just Yet." *Open Democracy Net*, June 20, https://www.opendemocracy.net/od-russia/tom-junes/russian-youths-are-taking-to-streets-but-lets-not-over-hype-revolt-of-putin-gene

Nov 3. Youth in the Middle East

"Countries in Profile: Iran." In *The Shape of Things to Come: Why Age Structure Matters to a Safer, More Equitable World*, eds. Elizabeth Leahy et al. Washington, DC: Population Action International, pp. 34–41

Hojat, Mohammadreza, Seyed Vahid Shariat and Sara Ansari. 2015. "Iranian College Students' Attitudes toward Premarital Sex, Marriage, and Family Before and After the Islamic Revolution." *International Journal of Sexual Health* 27(3): 224–234

Nov 7. Review of the Research Design
NOTE: Individual meetings with each student

Nov 10. Analyzing Interview Data

Nov 14. How to Make a Research Presentation

White, Clarissa, Kandy Woodfield, and Jane Ritchie. 2003. "Reporting and Presenting Qualitative Data." In *Qualitative Research Practice: A Guide for Social Science Students and Researchers*, eds. Jane Ritchie and Jane Lewis. Thousand Oaks, CA: Sage, pp. 315–319

Nov 17. Writing an Empirical Research Paper

Nov 21. How to Write an Abstract

Nov 28. Student Presentations

Dec 1. Student Presentations

Dec 5. Student Presentations

Dec 8. Wrap-Up Discussion
NOTE*: Please bring a laptop for a web-based course evaluation.*