

# Political socialization

## Course Manual 2005-2006

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### Introduction

In this manual the details of the course are described: its aim, setup, activities, and its assignments and assessment. Please read this manual carefully. We hope to have made a course that will stimulate you to fully participate, to become passionate about both old and new hotly debated issues of political socialization, to feel confident about how to deal with basic questions in political socialization research, and to enjoy moments, with your fellow-students, of discovering your own learning questions and, of course, the answers that the rich sources on political socialization can provide.

### Aim

The key questions of this course are about how and when individuals and groups (such as new generations) acquire which political values, attitudes, intentions, and behaviors and develop what kind of political knowledge, beliefs, and emotions. Is it true that younger generations do no longer vote or become members of political parties and why do some observers think this is the case? Is it not so that each cohort of young people is but slightly interested in politics and that they become more interested once they become older and 'wiser'? Yet, do all members of younger and older generations equally eagerly involve in the same traditional repertoires of political engagement or do some (and who are they) develop alternative ways of engagement (e.g., in consumer behavior)? Are these alternatives, real alternatives: or, can we build democratic decision-making on people's shopping preferences; or, do we not still need people to involve in politics in a traditional way, e.g. by voting and becoming a member? Is the evidence we have robust or are the studies we have still rather underdeveloped (and how to judge this) and do we need more research (what research then)? And, maybe most importantly from a political socialization point of view: who and/or what provides younger and older generations today with the keys to develop values, attitudes etc. in general and in the political domain in particular: are the media, peers, parents, teachers, politicians, or maybe even corporate organizations each equally important today?

These and numerous other questions can be derived from the central one on how and when individuals acquire political values, attitudes, etc. In this course we will explore and assess the central and derived questions building on literature, your learning prospects and your political biography. We will find out whether we can answer the central question, discover fundamental problems in empirical research on this question, and see what new questions are on the rise in the field of political socialization. At the end of the course you will have greater knowledge and insights in political socialization theories, its research methods and findings, especially from a cross-national and intergenerational perspective. You will also be able to assess your own learning development by seeing how your personal learning question and your personal political socialization biography can be answered and viewed by the sources of knowledge of political socialization provided in this course and discussed and worked with by yourself and your fellow-students. At the very end of the course you will be able to design a research proposal based on political science theory and inquiry.

## **Content**

The course consists of 3 parts: 1) main theories and methodologies and your learning question, 2) state of the art of political socialization and your political socialization biography, and 3) lacunae in political socialization yet to be studied and your research proposal. In Part 1 we have lectures focused on the main theories and basic methodologies, a delivery of your personal learning question(s) on 1 A4-paper, writing an answer to your question(s) based on at least 3 literature sources and presenting this answer and discussing about this answer in a workshop. Part 2 also refers to the lectures (especially as regards the concept of socialization in general and political socialization in particular) but now includes the delivery of your political socialization biography (at the same time combined with the personal learning question on the same 1-A4 paper) and writing a state of the art paper in which you reflect on the value of basic theories and methodologies for your own biography, and presenting/discussing about this in another series of workshops. Part 3 focuses on the key questions and challenges that are yet unanswered and not met in political socialization resulting in a written research proposal in which you design and describe your own research project in full (see below).

## **Activities**

The course entails various activities: 1) lectures, 2) literature study, 3) writing a A4-paper with your political socialization biography and learning question(s) for this course, 4) participating in workshops on learning questions based on literature reviews (including presentation by yourself), 5) writing a state of the art paper on the assigned literature with a central focus on your biography and reflection on what you have learned from the course, 6) participating in workshop on state of the art papers (including presentation by yourself), and 7) designing and describing an empirical political socialization research proposal. The extend to which you learn from this course depends largely on your active participation. This includes asking questions at the lectures, presenting your written assignments, answering questions from other at your presentation, asking questions and discussing issues in the workshops, encouraging others to speak up, and accepting a special in-class assignment in the workshop to take up the role of chair (presiding the questions and answer procedures, leading the debate on arguments raised, and summarizing the discussion) and discussant (commenting on someone's contribution, outlining the main arguments, playing a leading role in the discussion). To promote a good class that enhances your learning, all students are expected to take part in all classes. For each of your excused absences notify us well in advance of your anticipated absence.

## **Lectures**

The course starts with 3 introductory lectures in the first 3 weeks. Use this period to start studying the assigned readings. The first lectures focuses on the outline of this course and aims to generate knowledge and insights in the historiography, research field, questions and variables in political socialization. We also have time to reflect on your biography and personal learning questions as regards political socialization. The second lecture deepens knowledge and insight in the process of socialization in general and the one of political socialization in particular. Especially the alleged trend towards declining impacts of others (peers, parents, teachers) on one's own socialization goals is central. At the end of this lecture you are expected to deliver your first written assignment: 1 A4-page describing your biography and learning question(s) as regards political socialization. Lecture 3 is devoted to trends in political socialization, the impact of distinct socializers and modes of engagement. Especially 'new' forms of engagement are central and the issue of generational change (and how to assess this change). The 3 introductory lectures aim to give you a sound basis to independently address the main questions in political socialization and participate in the subsequent parts of the course. During the lectures, please interrupt the lecturer when you do not understand something or

whenever you think fit! The Powerpoint slides summarizing the key words of each of the lectures will be placed on Black board.

## Literature study

The literature to be studied includes general literature on socialization and political socialization, on basic mechanisms related to generational and gender diversity in political socialization, on new forms of engagement (especially consumption), and on particular agents of socialization (media, Internet, peers, parents, teachers). Copies of all assigned readings are available for inspection and photo copying in 3 files ('ordners') in the 'reserve corner' in the Library of the Faculty of Social Sciences in the Pieter de la Vcourt building. Ask the staff where to find it. We highly recommend you to start studying the assigned readings as soon as possible. You should have read all the assigned readings by **15 March**, when the workshops on the state of the art papers start.

Most of the reading present explicit operationalizations, hypotheses and expected relationships described and tested by, sometimes, advanced methods of empirical analyses. When not familiar with these methods, it might well be necessary to invest some time in becoming familiar with the basics of interpreting results of these analyses (see Earl Babbie, *The practice of social research*, Belmont: wadsworth).

## Assigned readings

### General

- Chapter Heinz (2002) in R.A. Settersten Jr & T.J. Owens (eds.), *New frontiers in socialization*. Amsterdam, Boston etc.: JAI. EXACT TITLE TO BE ANNOUNCED.
- Niemi, R. and M. A. Hepburn (1995). The rebirth of political socialization. *Perspectives on Political Science* 24, 1, 7-15.
- Sears, D. O. and S. Levy (2003), Childhood and adult political development. In D.O. Sears and L. Huddy, R. Jervis (eds.), *Oxford handbook of political psychology*, New York, NY: Oxford University Press, 60-109 (excluding references: 94).
- Wasburn, Ph. C. (1994), A life course model of political socialization. *Politics and the Individual* 4, 2, 1-19.

### Youth and generational diversity

- Acta Politica (2004). Special issue on youth and politics. *Acta Politica*, 39, 4.  
<http://www.palgrave-journals.com/ap/journal/v39/n4/index.html>
- Braungart, R. & M. Braungart (1994). The childhood and youth experiences of former activist leaders from the 1960s. *YOUNG*, 2, 4, 2-16.
- Braungart, R. & M. Braungart (2001). Youth movements. In *International Encyclopedia of Social and Behavioral Sciences*, 16668-16671.
- Hooghe, M. & D. Stolle (2003). Age matters. Life-cycle and cohort differences in the socialisation effect of voluntary participation. *European Political Science*, 2, 3, 49-56. Downloadable from  
[http://www.essex.ac.uk/ECPR/publications/eps/onlineissues/summer2003/research/hhooghe\\_stolle.htm](http://www.essex.ac.uk/ECPR/publications/eps/onlineissues/summer2003/research/hhooghe_stolle.htm)
- Martin, B (1994). Continuity and discontinuity in the politics of the sixties generation. A reassessment. *Sociological Forum*, 9, 3, 403-430.
- Sapiro, V. (2004), Not your parents' political socialization: Introduction to a new generation, *Annual Review of Political Science* 7, 1-23.
- Yates, M. & J. Youniss (1998). Community service and political identity development in adolescence. *Journal of Social Issues*, 54, 3, 495-512.

### Gender diversity

- Hooghe, M. & D. Stolle (2004). Good girls go the polling booth, bad boys go everywhere. Gender differences in anticipated political participation among American Fourteen-

Year-Olds. *Women & Politics*, 26, 3 / 4, 1-23. Downloadable from <http://www.profs-polisci.mcgill.ca/stolle/FinalWP.pdf>

Inglehart, R. and P. Norris (2000). The developmental theory of the gender gap: women's and men's voting behavior in global perspective. *International Political Science Review* 21, 4, 441-461.

#### New forms of engagement, consumption and politics

Check the papers presented on new forms of engagement/emerging repertoires of political action in workshop 24 of the European Consortium of Political Research meeting in Uppsala 2004 via

<http://www.essex.ac.uk/ecpr/events/jointsessions/paperarchive/uppsala.aspx>

Micheletti, M., A. Follesdal & D. Stolle (2004). *Politics, products and markets. Exploring political consumerism past and present*. Transaction Publishers. CHAPTER TO BE ANNOUNCED.

Stolle, D & M. Hooghe (2004). Emerging repertoires of political action. A review of the debate on participation trends in Western societies. Paper presented at Session 24 Emerging Repertoires of Political Action, ECPR Joint Sessions, Uppsala, Sweden. Downloadable from

<http://www.essex.ac.uk/ecpr/events/jointsessions/paperarchive/uppsala/ws24/StolleHooghe.pdf>. Also in *British Journal of Political Science*, 2004, 35, 149-167.

Downloadable from <http://www.profs-polisci.mcgill.ca/stolle/FinalBJPS.pdf>

Stolle, D., M. Hooghe & M. Micheletti (2005). Politics in the supermarket. Political consumerism as a form of political participation. *International Political Science Review*, 26, 3, 245-269. Downloadable from <http://www.profs-polisci.mcgill.ca/stolle/FinalIJPS2005.pdf>

#### Mass media, popculture and politics

Kinder, D. R. (2003). Communication and politics in the age of information. In D.O. Sears and L. Huddy, R. Jervis (eds.), *Oxford handbook of political psychology*. New York, NY: Oxford University Press, 357-393 (excluding references: 381).

Jackson, D.J. (2002). Entertainment and politics. The influence of pop culture on young adult political socialization. New York: Peter Lang. EXACT CHAPTER TO BE ANNOUNCED.

Valentino, N.A. and D. O. Sears (1998). Event-driven political communication and the pre-adult socialization of partisanship. *Political Behavior* 20, 2, 127-151.

#### Internet and politics

Dekker, H. and A. in 't Veld (2005). The Internet and political socialization: political party web sites and their effectiveness. In: R.F. Farnen et al. (eds.), *Democratization, Europeanization and globalization trends: cross-national analysis of authoritarianism, socialization, communications, youth, and social policy*. Frankfurt am Main: Peter Lang, 41-68.

Ester, P. & H. Vinken (2003). Debating civil society. On the fear for civic decline and hope for the Internet alternative. *International Sociology*, 18, 4, 659-680. Downloadable from my homepage (see Publications page):

<http://henkvinken0.tripod.com>

Hepburn, M. A. (2005), Electronic media and political socialization in the USA. In: R.F. Farnen et al. (eds.), *Democratization, Europeanization and globalization trends: cross-national analysis of authoritarianism, socialization, communications, youth, and social policy*. Frankfurt am Main: Peter Lang, 197-106.

#### Peers and social networks

Beck, P. A., R. J. Dalton & S. Greene (2002). The social calculus of voting: interpersonal, media, and organizational influences on presidential choices. *American Political Science Review* 96, 1, 57-72.

Mutz, D. C. (2002). Cross-cutting social networks: testing democratic theory in practice, *American Political Science Review* 96, 1, 111-126.

Delli Carpini, M. X., F.L. Cook & L.R. Jacobs (2004), Public deliberation, discursive participation, and citizen engagement: A review of the empirical literature, *Annual Review of Political Science*, 7, 315-344.

#### Parents and the family

Plutzer, E. (2002). Becoming a habitual voter: inertia, resources, and growth in young adulthood. *American Political Science Review*, 96, 1, 41-56.

Steinberg, B. S. (2001). The making of female presidents and prime ministers: The impact of birth order, sex of siblings, and father-daughter dynamics. *Political Psychology*, 22, 1, 89-108.

Andeweg, R. B. and S. B. van den Berg (2003). Linking birth order to political leadership: the impact of parents or sibling interaction? *Political Psychology*, 24, 3, 605-623.

#### School, including civic education

Conway, M.M., S. Bowman Damico & A. J. Damico (1996). Democratic socialization in the schools. In: R.F. Farnen et al. (eds.), *Democracy, socialization and conflicting loyalties in East and West*, Houndmills, Basingstoke, Hampshire: MacMillan, 421-440.

Dekker, H. (1999), Citizenship conceptions and competencies in the subject matter 'Society' in the Dutch schools. In J. Torney-Purta, J. Schwille & J.-A. Amadeo (eds.), *Civic education across countries: twenty-four national case studies from the IEA civic education project*. Amsterdam: International Association for the Evaluation of Educational Achievement, 437-462.

Ichilov, O. (2003). Education and democratic citizenship in a changing world. In D.O. Sears, L. Huddy & R. Jervis (eds.), *Oxford handbook of political psychology*. New York, NY: Oxford University Press, 637-669 (excluding references: 659).

Torney-Purta, J., R. Lehmann, H. Oswald and W. Schulz (2001), *Citizenship and education in twenty-eight countries; civic knowledge and engagement at age fourteen*, Chapter 8: A model for explaining students' civic knowledge and engagement and Chapter 10: Civic knowledge and engagement: a synthesis, Amsterdam: IEA, 146-156 and 176-186.

### **Personal learning question and answer**

A key impetus for learning is becoming aware of one's personal learning question. Why do I want to participate in this course, what do I expect to learn, what are the presumptions and hiatuses in my knowledge and insights, what field of political socialization in particular do I think is interesting and what exactly would I like to know more about? These and related questions will be discussed in the first lecture. In the second lecture, on **15 February**, you will provide 1-A4 page on which, among other things (see next sentence) you will write down your learning question(s). Start with writing down your biography as regards political socialization (see also below at Your biography, state of the art and reflection paper). Examples are available on Blackboard at Course Documents. In the biography part try to focus on who the key agent(s) of political socialization (e.g., your parents, teachers, friends, etc.) has(ve) been, who was the most powerful and why for the development of your political values, attitudes, etc. This paper should be 1 A4-page, line spacing 1. State your name and email address clearly and include 'Biography and Learning Question(s) YOUR NAME' clearly on the top of first page.

The learning question(s) serve(s) as a guideline for your own learning process during this course. When studying the literature think about the question(s) and see to it that you write an answer to these questions – to be presented in the first series of workshops – based on at least 3 different sources from the assigned literature.

You are free to choose which literature you use. Write the answer to your questions in minimally 3 and maximally 5 A4-pages with line spacing 1. In the first part of the paper present your learning questions (again). Then shortly summarize and comment on the (at least) 3 sources of literature you chose (totalling not more than 1,5 to 2 pages). For

the summary concentrate only on the most important points made in the source and include a statement 1) on the issue analyzed, 2) on the main problem, 3) on the key research question, 4) theoretical perspective, 5) hypotheses, 6) data collection method and (if relevant) sample, 7) data analysis, 8) the findings, and 9) the conclusion. Note the key question for looking at these sources: what is explained with what, or what are the key dependent and independent variables? For your comment or evaluation part of the source concentrate on 1) the clarity of the issue and problem statement, 2) the adequacy of the theories, operationalizations, and methods employed, 3) the foundation and relevance of the conclusions. Do include your opinion on what is good or poor about the source. Note that the key quality when doing this summarizing and commenting is balancing detail and precision. So do not stop at stating that an article is good, but pinpoint what quality makes it good. This enhances the understanding of those who did not read the source. Good examples of book reviews can help you, see e.g. the book review section of the *American Political Science Review*.

In the second part of the paper (about 1,5 to – maximally 2,5 - pages) describe how these sources have helped you reflect on and answer your personal learning question(s). Did the sources give you more insights and which ones in particular? Did they help to deepen your existing insights or did you need to revise them? Did it fully answer your questions or are there still white spots? Are there new questions resulting from this exercise, which ones, what kind of studies do you need to get an answer to these questions?

Please take care to include your name and (email) address on the paper and include 'Answer Learning Question(s) 'YOUR NAME'' clearly at the top of paper. The deadline is **28 February**. See below at assignment for more details.

### **Answer workshops**

Your answer to your learning question(s) is discussed in one of the three *Answer workshops*: on March 1, 3 and 8. You are expected to present your answer, and an assigned chair and discussant will comment on your presentation. Next the chair will see to it that the group will participate in the discussion, will preside the questions and answer procedures, lead the debate on arguments raised, and summarize the discussion. The discussant will comment on someone's contribution, outline the main arguments, and play a leading role in the discussion.

### **Your biography, state of the art and reflection paper**

Next, you are expected to write a paper and present this paper at one of the three *Bio workshops* (see below). With this paper you will increase your skills to write a political science paper in a concise and purposeful manner. The paper should include an overview of state of the art political socialization literature relevant to address your biography in political socialization. Linking the overview you provide to your biography will increase the ability to not only reproduce knowledge and insights but, more importantly, to creatively apply this knowledge and these insight to something concrete, in this case your own biography. Moreover, one's own biography is a central focus in learning: the concept of who you have become and want to become makes you select knowledge and insights relevant for this concept. You are free to select the perspectives on your biography from the political socialization literature that is provided to you in the assigned readings and that can be found, additionally, in other sources available: e.g., political science journals available in the library (skim the tables of content of these journals to see if there are interesting new publications that might help you), scientific sources on the Internet, and/or interviews of senior political socialization scholars (email, phone or face-to-face).

The perspectives on your biography from the political socialization literature may include (may, as your biography is the guiding principle) structural factors of political socialization (e.g., impact of the peer group/friends, family/parents, school/[civic education]teachers, media/Internet, etc.). It also may include forms of engagement

(traditional versus newer types, e.g. taking roles in existing political parties, in public debates, campaigning, etc. for versus organizing socially engaged parties, shopping, weblogging, etc.) and foci of engagement (buy- versus boycotting, patriotism/nationalism versus inter-/transnationalism, EU-attitudes, fundamentalism and terrorism, charisma and leadership, political emotions, and political apathy and cynicism, desires for fun versus societal change, etc.). Thirdly, you could include theoretical and methodological issues, such as the persistence hypothesis, life course versus generation impacts, impacts of societal crises and events, the measurement of specific forms of engagement, other- versus self-socialization and individuation, etc.

See to it that your paper includes a reflection on what this course and its lectures, assigned readings and workshops, etc., have brought you in terms of knowledge and insights on your biography: what do you know 'more' now compared to the moment that you wrote your first 1-A4 page at the start of the course, what 'eye openers' have you experienced, what things do you not yet know, etc.?

This paper should at least be 3 and maximally 5 A4-pages, line spacing 1. State your name and email address clearly and include 'Biography State of the Art Reflection YOUR NAME' clearly on the top of first page. Deadline for delivery of this paper is **14 March**. If necessary consult the lecturer and/or class assistant if you encounter problems. Do this well in time before the deadline, so that choices can be discussed and/or improvements can still be made.

### **Bio workshops**

The three Bio workshops will take place march 15, 17, and 22. The format is similar to the Answer workshops (see above).

### **Research proposal**

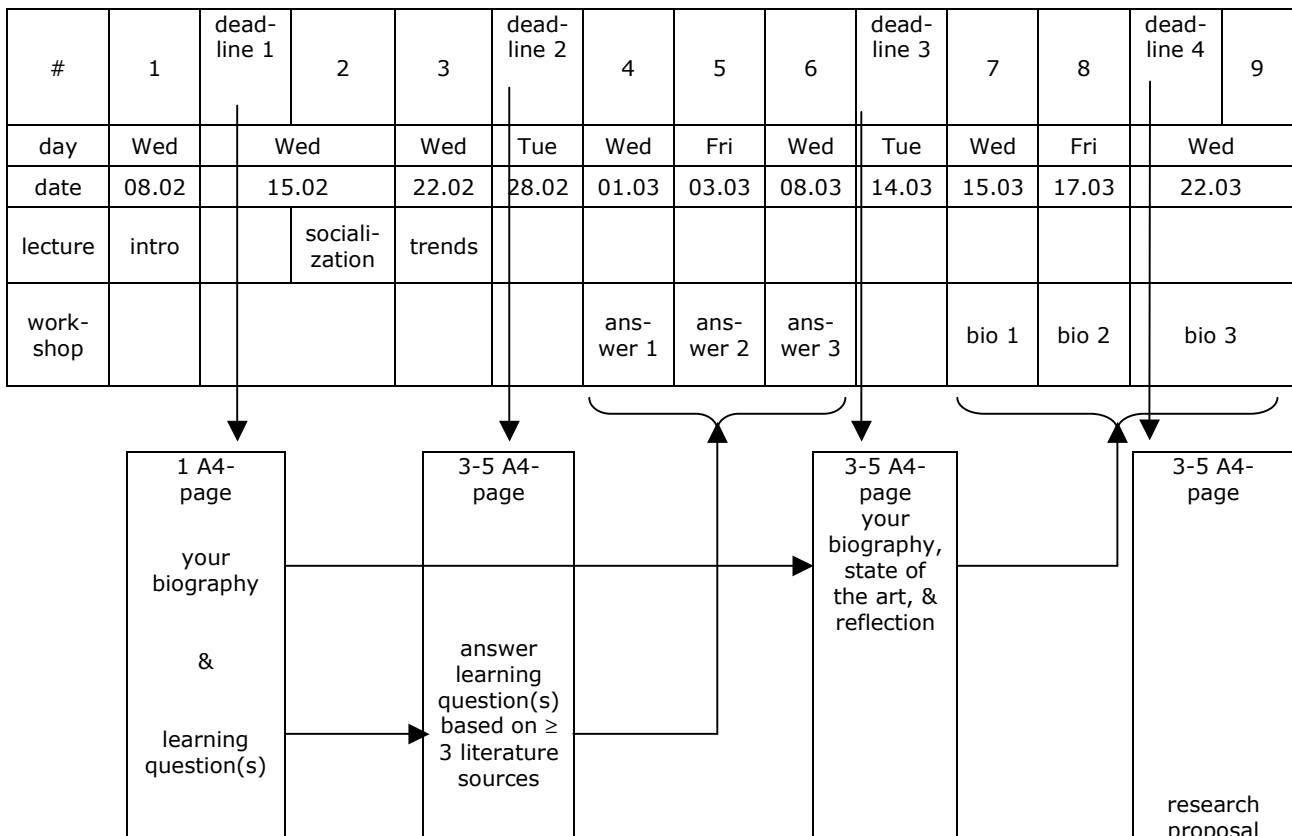
You are expected to design and describe an empirical study of your own. You may use your 3-5 A4-pages that Answer your learning question and/or your 3-5 A4-pages of your Biography, state of the art and reflection paper to do this. The research proposal is where all that is included in the course coincides. Writing a research proposal is crucial in professional science. Knowing how to write and evaluate such a proposal is a matter of basic survival for those involved in science, but also for those active in policy and politics itself. See to it that the proposal includes: 1) a clear research goal: what do you aim to study?; 2) a clear research problem: what is the problem you want to investigate?; 3) clear research question(s): what elements do you want to describe/explain? 4) the relevance of your study: why is it important to study this considering theory and empirical studies already available? 5) a review of existing findings: what do we already know and what not? 6) a review of one or more theories: how can we interpret the finding from what theoretical perspective; 7) one or more hypotheses: what do I expect to find?; 8) an overview of dependent and independent variables to be investigated, including conceptualizations and operationalizations; 9) the methods of data gathering and analyses: how do I get data, from who/what group of people, how do I analyze the findings or what technique of analyses do I need to answer my hypotheses/to know that what I expect to find will be corroborated or will have to be rejected?; 10) budget in time and money: how long does the study take, when do I do what in time, and what financial means do I need? 11) list of literature references used in the proposal.

This paper should at least be 3 and maximally 5 A4-pages, line spacing 1. State your name and email address clearly and include 'Research proposal YOUR NAME' clearly on the top of first page. Deadline for delivery of this paper is **22 March**. If necessary consult the lecturer and/or class assistant if you encounter problems. Do this well in time before the deadline, so that choices can be discussed and/or improvements can still be made.

## Time and place

#	day	date	time	activity	topic
1	Wed	08.02	11.00-13.00	lecture 1: introduction	Objective : introducing the outline of the course and generating knowledge and insight in historiography, research field, questions and variables in political socialization and reflection on one's biography and personal learning questions as regards political socialization (see 15.02 deadline!)
2	Wed	15.02	11.00-13.00	lecture 2: socialization & political socialization	Objective : Knowledge and insights in the key concepts and debates on socialization as such and political socialization in particular
!	Wed	15.02	11.00-13.00	deadline	1 A4-paper on your biography and personal learning questions as regards political socialization
3	Wed	22.02	11.00-13.00	lecture 3: trends, forms of engagement & generations	Objective : knowledge and insights in trends in the relative political impact of distinct socializers, the relevance of old and new forms of engagement, and generational change, and ways to take these factors into account in research
!	Tue	28.02	17.00	deadline	Answer on your personal learning question based on at least 3 different sources of assigned literature
4	Wed	01.03	11.00-13.00	Answer workshop 1	Answer presentations and discussion
5	Fri	03.03	09.00-11.00	Answer workshop 2	Answer presentations and discussion
6	Wed	08.03	11.00-13.00	Answer workshop 3	Answer presentations and discussion
!	Tue	14.03	17.00	deadline	Biography, state of the art, reflection paper
7	Wed	15.03	11.00-13.00	Bio workshop 1	Biography, state of the art, reflection paper presentation and discussion
8	Fri	17.03	09.00-11.00	Bio workshop 2	Biography, state of the art, reflection paper presentation and discussion
9	Wed	22.03	11.00-13.00	Bio workshop 3	Biography, state of the art, reflection paper presentation and discussion
!	Wed	22.03	11.00-13.00	deadline	Research proposal

## Schematic summary





## **Guidelines for the written assignments**

Here we aim to give you some general guidelines when writing your papers. Please:

- Use Word. Try to start with your paper as soon as possible and never postpone writing, formatting, and printing your paper close to the deadline
- Title page: always include your name and email address and the assigned titles on the first page: resp. 'Biography and Learning Question(s) YOUR NAME', 'Answer Learning Question(s) YOUR NAME', 'Biography, State of the Art Reflection YOUR NAME' and 'Research Proposal YOUR NAME'.
- Line spacing 1, margins standard, font 12 points Times Roman or 11 Verdana
- Check that you insert Page Numbers!
- Use tables and/or figures only when you explain them in the text. Place tables and/or figures on a separate sheet following the text and in the text indicate where you want the table and/or figure to appear (with, e.g., 'Insert Table here'). Tables and/or figures do not add up for the page total.
- Just staple your paper
- Check spelling carefully
- Keep track of the references to literature you use right from the very start. Do not wait until the last moment to include references, you may forget where you found the citation or reference you use (believe me, you do): when citing or referring in the text, immediately include the reference at the end of the paper. See to it that you use a uniform style (see the style of assigned literature above).

See the following practical writer's manual created specifically for political science students: *The Political Science Student Writer's Manual* by G.M. Scott and S.M. Garrison (Prentice Hall, ISBN 0136248004).

As your lecturer is not always available in Leiden, you may submit your papers by email. Send a copy to both of us (see below for addresses) and send a copy to Blackboard (see also below).

## **Blackboard**

The course has a Blackboard site. Visit this site frequently. It contains examples of political socialization biographies that might be helpful for you. We will make announcements on Blackboard and include several course documents and all papers you prepare and submit. Take a look at the papers of others. That is very helpful to improve the quality of your own work. You are free to propose documents to be included on Blackboard to the lecturers. Please email us with your proposal!

## **Evaluation**

You are invited to inform the lecturer and class assistant about your wishes, comments, and recommendations related to the course at any time. The different course activities will be evaluated by using a written questionnaire. One of you will be asked to volunteer in collecting and processing the data and in writing a report about the outcomes.

## **Assignments**

You are expected to participate in all lectures and workshops, to study the assigned literature, to write the Answer to your personal learning question, to present this Answer to the group and discuss about the Answers of others, to write a state of the art paper applying the assigned literature to your biography and also reflect on the process of your personal learning experiences, and to write a research proposal. Mind the following deadlines carefully:

- 15.02 Deadline 1 A4-paper on your Biography and Learning Question(s) as regards political socialization
- 28.02 Deadline Answer on your Learning Question(s) based on at least 3 different sources of assigned literature

14.03 Deadline Biography, State of the Art, Reflection paper

22.03 Deadline Research proposal

Deliver these works through email at [hvinken@gmail.com](mailto:hvinken@gmail.com) and [ypeters@fsw.leidenuniv.nl](mailto:ypeters@fsw.leidenuniv.nl) AND through Black board at 17.00 hours at the latest on the given dates! Please note that you cannot deliver a paper after the deadlines have past or submit it a second time when your paper is assessed as unsatisfactory. A helpful **hint** therefore: See to it that you submit your paper to us well before the deadline, e.g. a week before, and ask for comments and/or points of improvement.

This course requires an investment of 280 study hours (or 10 ECTS). The numbers of hours per activity are: attendance lectures and workshops (9 x 2 hours): 18 hours; writing your 1 A4-paper 10 hours; reading the assigned literature 100 hours; writing your Answer: 22 hours; writing a state of the art paper 80 hours and designing and writing your research proposal: 60 hours.

### **Assessment**

The grade of the course is the average of the grades for the 'Answer to Learning Question(s)', 'Biography, State of th Art Reflection' and 'Research Proposal' papers. The grades, as common in Dutch universities, vary from 1 (extremely poor) to 10 (exceptionally outstanding). The lowst passing grade is 6 (satisfactory). Grades 9 and 10 are very rarely awarded. You will receive a 6 on the 0 - 10 scale if you have shown you have acquired the theoretical and empirical knowledge and insights that were offered to you (knowledge reproduction). You will receive a 7 if you have also presented well-founded reflections and critical comments to the literature and the other sources of information (reflective knowledge production). You will receive an 8 or a higher mark if you have presented well-founded and intellectually creative recommendations, ideas, or suggestions for future theory development and/or research (creative knowledge production).

### **Appointment**

Contact Henk Vinken at [hvinken@gmail.com](mailto:hvinken@gmail.com) (only available for appointments at course days) or Yvette Peters at [ypeters@fsw.leidenuniv.nl](mailto:ypeters@fsw.leidenuniv.nl) for individual appointments before, during or after the course.