

Course Syllabus

Title of the course	Research Seminar “Youth” (offered in English) (for 4th year students)				
Title of the Academic Programme	Bachelor’s Programme 'Sociology				
Type of the course	Optional				
Prerequisites	English Language (from B1 CEFR)				
ECTS workload	3				
Total indicative study hours	Directed Study	Self-directed study	Total		
	30	84	114		
Course Overview	<p>The course is aimed at introducing everyday life of youth through the prism of the study of academic literature and conduct their own empirical research. Students will study basic paradigms, theoretical approaches, empirical methods of youth research.</p>				
Intended Learning Outcomes (ILO)	<p>After completing this course, students are expected to be able:</p> <ul style="list-style-type: none"> • know key youth studies concepts • understand and discuss topics related to youth cultures, scenes, solidarity • improve their skills in developing research design in the framework of youth studies 				
Teaching and Learning Methods	Tutorials, project work				
Content and Structure of the Course (for more details e.g. recommendations for students and information for students with special needs see Annex 1)					
№	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
1	Youth studies	30		10	20
2	Research methods	44		10	34
3	Academic writing	40		10	30
Total study hours		114		30	84
Indicative Assessment Methods and Strategy	<p>The final grade is comprised of cumulative and exam grades:</p> $G_{final} = 0.2 * G_{homework1} + 0.2 * G_{homework2} + 0.2 * G_{homework3} + 0.2 * G_{homework4} + 0.2 * G_{exam}$ <p>where $G_{homework1}$ is a grade for homework 1, $G_{homework2}$ is a grade for homework 2, $G_{homework3}$ is a grade for homework 3 and $G_{homework4}$ is a</p>				

	<p>grade for homework 4.</p> <p>The method of rounding final assessment current control: arithmetic</p> <p>Please, find the assessment criteria in <u>Annex 2.</u></p>																								
Readings / Indicative Learning Resources	<p>Mandatory</p> <p>Best, A. L. (Ed.). (2007). <i>Representing youth : methodological issues in critical youth studies</i>. Retrieved from https://ebookcentral.proquest.com</p> <p>Nayak, A. (2003). <i>Race, place and globalization : youth culture in a changing world</i>. Retrieved from https://ebookcentral.proquest.com</p> <p>Wyn, J., & Cahill, H. (Eds.). (2015). <i>Handbook of children and youth studies</i>. Springer Singapore. Retrieved from https://proxylibrary.hse.ru:2103/10.1007/978-981-4451-15-4</p> <p>Optional</p> <p>Brake, M. (1990). <i>Comparative youth culture : the sociology of youth cultures and youth subcultures in america, britain and canada</i>. Retrieved from https://ebookcentral.proquest.com</p> <p>Bryman, A., & Burgess, B. (Eds.). (1994). <i>Analyzing qualitative data</i>. Retrieved from https://ebookcentral.proquest.com</p> <p>Denzin, N. K. (Ed.). (2008). <i>Studies in symbolic interaction</i>. Retrieved from https://ebookcentral.proquest.com</p> <p>(DeWalt), K. M., & DeWalt, B. R. (2010). <i>Participant observation : a guide for fieldworkers</i>. Retrieved from https://ebookcentral.proquest.com</p> <p>McRobbie, A., & McRobbie, A. (1994). <i>Postmodernism and popular culture</i>. Retrieved from https://ebookcentral.proquest.com .</p>																								
Indicative Self- Study Strategies	<table border="1"> <thead> <tr> <th>Type</th> <th>+/-</th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td>Reading for seminars / tutorials (lecture materials, mandatory and optional resources)</td> <td>+</td> <td>15</td> </tr> <tr> <td>Assignments for seminars / tutorials / labs</td> <td>+</td> <td>15</td> </tr> <tr> <td>E-learning / distance learning (MOOC / LMS)</td> <td>-</td> <td></td> </tr> <tr> <td>Fieldwork</td> <td>+</td> <td>20</td> </tr> <tr> <td>Project work</td> <td>+</td> <td>24</td> </tr> <tr> <td>Other (please specify)</td> <td>-</td> <td></td> </tr> <tr> <td>Preparation for the exam</td> <td>+</td> <td>10</td> </tr> </tbody> </table>	Type	+/-	Hours	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	+	15	Assignments for seminars / tutorials / labs	+	15	E-learning / distance learning (MOOC / LMS)	-		Fieldwork	+	20	Project work	+	24	Other (please specify)	-		Preparation for the exam	+	10
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Fieldwork	+	20																							
Project work	+	24																							
Other (please specify)	-																								
Preparation for the exam	+	10																							
Academic Support for the Course	Academic support for the course is provided via LMS, where students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials																								
Facilities, Equipment and Software	no																								
Course Instructor	S.Polyakov, A. Mayboroda																								

Intended Learning Outcomes (ILO) Delivering

Programme ILO(s)	Course ILO(s)	Teaching and Learning Methods for delivering ILO(s)	Indicative Assessment Methods of Delivered ILO(s)
ILO ₁	Demonstrate an in-depth knowledge and critical understanding of key youth studies concepts	Lectures/tutorials about research in youth studies	Literature reviews
ILO ₂	Understand and discuss topics related to youth cultures, scenes, solidarity	Lectures/tutorials about research in youth studies Seminar Discussions	Essays on appropriate topics Assignments for seminars
ILO ₃	Apply concepts and theories to solve specific research problems; use concepts and principles in new research contexts	Seminar Discussions Research project Fieldwork	Research project

Course Content

Part 1 Youth Studies

Seminar 1-2. Introduction to childhood, adolescents and youth studies

Seminar 3. Subcultural and post-subcultural approaches

Seminar 4. Contemporary Russian youth and current issues

Seminar 5. Youth, consumption, fashion, digital youth

Part 2 Research methods

Seminar 6. Introduction to Qualitative Methodology

Seminar 7. Observation and (Self) Ethnography

Seminar 8. Interview

Seminar 9. Design of the Project and field work

Seminar 10. Qualitative analysis

Part 3 Academic writing

Seminar 11. Introduction to academic writing on qualitative methods

Seminar 12. Defining Research questions

Seminar 13. Literature review, part 1

Seminar 14. Writing a theoretical part of the course work

Seminar 15. How to present qualitative data

Recommendations for students about organization of self-study

Self-study is organized in order to:

- Systemize theoretical knowledge received at lectures;
- Extending 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.

Recommendations for final presentation

All course participants must do a final presentation of their research (10-15 slides) in which they will try to apply methods learned in the course to the topic in social sciences research that they are interested in. Final project paper must be presented alone. **The topic should be chosen by the student and approved by the course instructor by March 1.**

1. Format

MO Power Point, 10-15 slides long.

2. Purpose

This presentation shows the results of individual academic research.

This paper should demonstrate your 1) knowledge of youth studies theories, 2) your skill at working with qualitative data, and 3) your ability to communicate in academic writing style.

3. Content

This presentation must contain the following sections:

1. Topic
2. Research proposal
3. Literature review
4. Data and Methods
5. Results
6. Discussion/conclusion
7. References.
8. Appendix (-ces) (If necessary)

4. Plagiarism:

Any inappropriate use of copied materials will be reported to the head of the school and lead to 0 points as an exam grade.

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 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; 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; individual assignments and advising.

Annex 2

Assessment Methods and Criteria

Assessment Methods

Types of Assessment	Forms of	Modules
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	Assessment	1	2	3	4
Formative Assessment	In-class Participation	*	*	*	
	Homework	*	*	*	
Summative Assessment	Exam (final project)			*	

Assessment Criteria

In-class Participation

Grades	Assessment Criteria
«Excellent» (8-10)	A critical analysis which demonstrates original thinking and shows strong evidence of preparatory research and broad background knowledge.
«Good» (6-7)	Shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression.
«Satisfactory» (4-5)	Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers.
«Fail» (0-3)	Limited evidence of relevant knowledge and an attempt to address the topic. Unable to offer relevant information or opinion in answer to follow-up questions.

Project Work

Grades	Assessment Criteria
«Excellent» (8-10)	A well-structured, analytical presentation of project work. 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.

Written Assignments (Homework)

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.

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

Факультет Санкт-Петербургская школа социальных наук и востоковедения
Национального исследовательского университета «Высшая школа экономики»

Департамент социологии

Рабочая программа дисциплины
Исследовательский семинар «Молодежь» (преподается на английском языке)
для образовательной программы «Социология и социальная информатика»
направления подготовки 39.04.01 "Социология"
уровень бакалавра, 4 курс

Разработчик(и) программы:
Майборода А.В., amajboroda@hse.ru
Поляков С.И.

Согласована методистом ОСУП
«» г.

Т.Г. Ефимова _____

Утверждена Академическим советом образовательной программы

«», № протокола _____

Академический руководитель образовательной программы

Д.А. Александров _____

Санкт-Петербург, 2018

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