Abstract

The primary methodological perspective that guided this research is called grounded theory, and the primary theoretical perspective that guided the research process is the grounded theory, social uniting, disuniting and reuniting processes. Through the totality of my research I found that three things that continually brought the student government at Modesto Community College together were, (Inclusivizing) a common sense of belonging to the student government, (Consensualizing integrating) common values that placed students in the same positive regard for all student representatives, and time spend connecting and learning about each other (Consensualizing integrating). Three things that disunited the student council at Modesto Community College included, miscommunication, lack of motivation, and disagreement on planned implementation of events and duties. Three things that reunited these student council members included, intrinsic motivation to fix problems, preestablished common ground and, the guiding hand of high authority. According to Gallego and Oberski 2012, “We argue that personality affects (Voter turn-out and political participation) indirectly because it shapes the propensity to acquire attitudes and behaviors which in turn are predictors of participation.” Meaning that as later pointed out indirectly by 23MHISSS it is peoples’ personalities and intrinsic beliefs that effect voter turn-out, or in his case lack of turn-out, the most. According to Bougher, 2017, Social Identity theory in conjuncture with Belief Congruence theory, helps explain the reason behind political polarization because of the adoption of negative opinions and views in regards to the opposing political party, selfishness and stupidity being common views.
This framework is reflected in my research by both 23MHISSS and 18FHISSS. 23MHISSS reported that he finds voters difficult because from his perspective they are lazy and don’t care. 18FHISSS also shares this view, that voters are lazy, and don’t care about other issues, which does inadvertently cause both 18FHISSS and 23MHISSS to devalue the very people that put them into their respective representative offices. According to Gibson, 2017, actions and beliefs are perpetuated through our own personal views of morality. Both student senators do not have spiritual preferences and according to Gibson morality is set from each persons’ individual conceptions of morality itself, both student senators would be described as post-modern. As such every action and decision perpetuated by 18FHISSS and 23MHISSS is a result of the intrinsic values they have for their classmates, fellow representatives and authority figures. I would recommend three objectives for creating a positive and successful Modesto Community College. One, I would recommend student government be limited to people who consistently regard their fellow representatives and peers in a respectful manner regardless of background, or ideology. Second I would keep authoritative intervention a constant so representatives would know that qualms or disuniting events can be corrected and settled in a fair way by a higher authority. Third, I would encourage student representatives to let their constituents know their views and opinions on student participation in school based activities so that the student body may further understand and connect with them. The interviews conducted were the basis of research for this paper, as such they were done under the guise of value neutrality in a comfortable familiar setting to the members of the student government who volunteered for them. They are important to Grounded Theory Methodology as it relies on primary data.
Social interaction theory (You develop and learn based on your interaction with people around you.)

**Methodology and Research Design**

For the research conducted two student senators form Modesto Community College were interviewed on the basis of discovering what aspects of the Social Uniting, Disuniting and Reuniting process applied to them. At the time of the interview there were 10 prospective interviewees and two were chosen on the basis of them being the most available and willing to be interviewed. The interviews took place in the office of student affairs in Modesto Junior College campus East. Other potential student senators were encountered in their respective working environments but were busy or unwilling to be interviewed. As such the diversity of the interviewed was random and not planned. A consent form was signed by both interviewees before the interview to assure them that confidentiality by all parties involved was adhered to. This includes informing the interviewees about value neutrality and that none of what they had to say would make judgement befall them. During the interview value neutrality was strictly adhered to, at no point were interviewees judged by their actions, and all answers were recorded under the guise of value neutrality. The first interview was conducted with 18FHISS, a 18 year old Hispanic female who was serving as a student senator. The second interview was conducted with 23MHISSS, a 23 year old male Hispanic student senator.

**Analysis**
The “social uniting process” is a grounded theory that was discovered and developed by Richard R. Hanson and Sandra J. Woodside (Hanson and Woodside, 2009). The social uniting process is made of three core hypotheses; social uniting, social disuniting, and social reuniting conditions and variables that can create uniting, disuniting, and reuniting interaction consequences for participants in many different social worlds. The first hypothesis of the social uniting process is: “The higher the degree and number of defined conscious (open awareness) consensualizing (mutual) unconditional positive valuing, caring, communicating, committing, collaborating, compromising, connecting, and confirming interactions between participates in any given social world, the higher the probability of those participants constructing defined social uniting selves, giving, trusting, inclusivizing, equalizing, empowering, productive, and peaceful relationships.” The social uniting, disuniting reuniting process in the student government at Modesto Community college is a complex equation of interaction between students, student leadership and instructor leadership. The first theory in the social uniting, disuniting and reuniting hypotheses regards to the ways in which the student government at Modesto Community College has come together as a cohesive unit to promote a successful, productive, prosperous and peaceful environment (In this instance the campus of Modesto Community College) This environment includes all the reactions and relationships between students and student leadership, student leadership and other student leadership, and student leadership and instructor or administrative leadership. Under the first hypothesis, the more positive, caring, constructive, productive, empowering, inclusive, and supportive relationships are created in the student government at Modesto Community College between themselves, their constituents and their direct authority figures, the more successful they will be
at creating a successful, productive, prosperous and peaceful environment at Modesto Community College.

In each of the interviews conducted for this research project, the first hypothesis was apparent in the student's daily lives. Both interviews reflected the ways in which the student government was able to come together with their positive, caring, constructive, productive, empowering, inclusive, and supportive relationships to form a successful, productive, prosperous and peaceful environment at Modesto Community College. When asked about her core values in creating a successful, productive, prosperous and peaceful environment at Modesto Community College, 18FHISSS responded by saying, “The most important things that I want other people to value, to me, are being honest and open, and having face to face time with the people I'm representing.” This is significant to the first Social Uniting Theory because it shows that she is in a state of mind that accommodates the social uniting theory, is shows that as a student representative, she is open and willing to form new secure relationships with people in order to make a more successful Modesto Community College. This shows that the willingness to connect with other people is itself a connecting action. The willingness to connect with other students seems to be an important first step in social uniting. This is drawn from what 18FHISSS values, when asked what she valued most about her position she stated, “I value the students first off before anything else being able to talk to them and get face to face time in is important, like if it's my office time and someone needs help, I'll be late to class to make sure they get what they need. I value the time I get to invest in the events at school to make them worth going to. It's all self-sacrificing but it's worth it.” This shows a correlation between her values, her willingness to
connect with her constituents and the success she has found in connecting with students to form last ing relationships. 18FHISSS has shown considerable effort in connecting with her peers and constituents, this is hard fought as many students don’t even take the time to vote for their representatives. 18FHISSS has made a point of connecting with people even through campaigning for her office, she had this to say about what it takes to make people feel like they have the power to change their campus, “People ages 18-35 vote far less than older generations, were full time students, a lot of us have jobs, it’s hard to take the time to care sometimes. People don’t think their voice is valuable, but I try to encourage them by spreading the word to vote, get the word out on social media, and give other helpful reminders.” Because of her desire to connect with students and her willingness to pursue them, she has begun to form connections with students even when campaigning for office by being a voice of encouragement and positivity. When asked in what specific ways these two student senators connected with, and continue to connect with, the very people who voted them into their respective positions they shed even more light on their willingness to interact in a way that supports the first connecting theory. 18FHISSS responded by stating, “There are a lot of opportunities for us to connect with students, we hand out flyers to promote events, hang out with them at events, and have open office hours for anyone who wants to talk.” The direct physical interaction of 18FHISSS shows direct connection building in the forms of student service. 18FHISSS took the step from willing to act, to acting, by participating in creating new relationships with her constituents so that they feel important, which supports the first uniting theory. This line of direct communication with students encourages participation, and investment in Modesto Community College as a whole. Student senators promote events and encourage attendance, which itself has the potential to
create even more connecting relationships. As an example of this, 23MHISSSS, when questioned about connecting with his student constituents, responded with, “Flyers (Handing them out for event and activity promotion) are a big thing we do, and I really want to make sure we get the word of what's going on out to all the different places students are, to all parts of student life, I guess so we have equal chances of being involved (In our campus life).” Connecting was promoted here not only in student senator relations, but also in relations among students, from the student senators' actions. A truly united student government on campus sees connections amongst its members, as well as its constituents. When asked how these two student senators connected with and continued to connect with other members of the student government, a trend developed that mirrored the relationships being formed between the student senators and their constituents. 18FHISSS reported that, “We are a really tightknit group.” (Referring to her fellow student representatives). “We spend a lot of time with each other in the office and have really become a family. We also try to spend time with each other, like eating at breaks and hanging out outside of school and the office.” This shows a desire in the student government to remain connected with each other, as well as their constituents. This part of the social uniting theory shows that the student government is aware that a continuity of connecting in necessary to avoid disconnect between its members. Although the student government may be well connected with each other the process of continuing to connect with each other is a valid strategy to avoid disconnect, 23MHISSSS provided insight as to what this exactly looks like. When asked how he connects with his fellow student representatives he stated, “We need to find common ground a lot, we take turns speaking and listening to each other, hang out with each other at work, and on the side.” This provides more insight as to what social uniting, to find common ground, to create
a successful, productive, prosperous and peaceful Modesto Community College looks like. Common views on morality and responsibility cause common traits in positive morality and responsibility, which in turn causes familiarity and commonality in these student representatives. (Gibson, 2017) Common ground and respect between the student representatives cause social uniting, which in turn creates prosperity.

The second hypothesis of the social uniting process is: “The lower the degree and number of defined conscious (closed awareness) consensualizing (mutual) unconditional positive valuing, caring, communicating, committing, collaborating, compromising, connecting, and confirming interactions between participants in any given social world, the higher the probability of those participants constructing defined social disuniting selves, getting, giving to get, distrusting, exclusivizing, dis-equalizing, disempowering, less productive, and more conflicting relationships.” At Modesto Community College much like anywhere else in our nations, relationships between people are prone to strain and difficulties due to phenomena such as miscommunication, misunderstanding, and different points of view. These phenomena tax the relationships formed between the student government and their constituents, and in and amongst the student government itself. These strains on relationships cause distrust, devaluing, and conflicting relationships that will bring failure to the attempt to create a successful, productive, prosperous and peaceful environment at Modesto Community College.

The predisposition and personal beliefs of the student senators that were researched for this project had a large impact on the social connection between the student senators and their constituents and each other. In the realm of social disconnect this research found that frustration,
laziness, miscommunication, disagreement on implementation of goals, and lack of motivation were key in sewing disconnection amongst students and student government at Modesto Community College. To start, the data showed that personal feelings can cause disconnect for a variety of reasons. When asked about specific issues that disconnect him from his fellow student representatives 23MHISSS stated that, “Distrust from disagreements, lack of communication, and sometimes I find people here overbearing.” These are all things that cause him grief and make it difficult for him to want to build connections with other student government officials. In other words polarization causes disconnect between political representatives. (Bougher, 2017). Furthering this feeling of frustration, he sees voters as equally difficult to deal with, when asked about low voter turnout 23MHISSS replied with, “People don’t see the importance, they always say, maybe next time, or they have no reasons to, they don’t have a sense of duty anymore.” His own sense of duty and work in the student government causes a schism between him and people who do not share his point of view, it frustrates him when other people do not believe in the importance of government as he does. He understands that it is the underlying personality traits in his constituents that in fact affects voter turn-out (Gallego and Oberski 2012). Furthermore, the tension was palpable when asked what he valued least about creating a positive peaceful Modesto Community College. 23MHISSS replied with, “Everyone is occupied with other things, it's all on the student government, clubs don't do anything, but it always seems like everyone is occupied with something else.” He feels abandoned by the students of the campus and feels the clubs who are supposed to help create a positive atmosphere, have left him and the student government, to figure everything out on their own. 23MHISSS is frustrated, with and no longer wishes to deal with the students of the campus, he feels that if they don’t want to take an interest
in what the student government is doing for them, he does not want to take an interest in helping them. When asked about voter participation 18FHISSS echoed frustration with younger voters, she stated, “I think laziness is a big problem, no one reads the propositions or does the research themselves. They think their vote doesn’t count anyway, it's just ignorant, all sides of the story are important, it's hard to find ways to motivate people into doing something that they don’t value.” Both student senators feel that voters have issues that need to be addressed or become frustrated and disconnected with voters when they do not value the same work or voting ethic. 18FHISSS finds it hard to connect with, or even give the time of day to people who vote without doing research first, who think that they don't matter. It seems as if the voters feeling about their own vote or ability is reflected in their representatives' own feelings and opinions of them. These feelings of disconnect are not restricted to voters and representatives, when having to work together for long periods of time representatives can find situations that challenge their relationships with each other. When asked about trying to get along with her fellow student government officials, 18FHISSS found that one of the biggest problems she faces is, “When we have to implement what we planned. Sometimes when setting up events we have a hard time with agreeing on the best way to get something done, like what looks good or works versus what doesn't.” Even when the representatives have a common goal and are working toward the same end, disagreements of the best way to achieve the goal cause disconnection between the student government representatives. When asked to elaborate, 18FHISSS also pointed to another issue that causes friction between student representatives, “There is a lot of miscommunications involved in that too. So, the problems can be hard to solve when no one really knows what is going on.” The common goal was agreed upon by all parties involved, but she claims that the
student government may still find difficulty in implementation. The goal may be common
ground, but the implementation of the goal is another matter entirely. Student representatives
disagree on the best way to implement a plan, which causes slowdowns in work and friction in
between what would normally be well connected people. However despite all of this the
problems faced by the student government are not permanent ones.

The third hypothesis of the social uniting process is: The higher the degree and number
of redefined conscious (reopening awareness) consensualizing (mutual) unconditional positive
valuing, caring, communicating, committing, collaborating, compromising, connecting, and
confirming interactions between participants in any given social world, the higher the probability
of those participants constructing redefined social reuniting selves, giving, trusting, inclusivizing,
equalizing, empowering, productive, and peaceful relationships.” The more connections and
positive interactions student senators at Modesto Community College have, the more likely
reconnection is to occur after conflicts or confrontations. The data gathered from the interviews
of these two student senators shows a varied way in which they reconnect with each other. These
reconnecting processes include: communicating, committing, collaborating, compromising,
connecting by, reconnection through leadership, finding common ground, face to face time, and
realizing the intrinsic motivation needed to want to reconnect.

On the topic of reconnecting through leadership, it is apparent that there are more
paradigms included than just listening to a superior officer of authority. Whan asked about the
difficulties of patching up damaged relationships 18FHiSSS responded with, “There was a big
long thing that happened where it looked like there were clicks forming in student government
and it took two months of meetings (with student government representatives and leadership) to figure it out. As it turned out we were only hanging out with people we were scheduled to work with. It wasn’t on purpose, but we realized it was something we needed to work out, and it all could have been prevented if we just talked to each other a little more.” It was shown here that the issue was solved through meetings and direction through conscious consensualizing on the part of the student leadership, which led to the resolution of the problem. On a similar note when asked the same question 23MHISSS responded with “Sometimes they refuse to be part of the group, others its resistance to changing things up, so we have had to have some (mandated) positive face to face recovery time.” On the direction of student counsel supervisory students have had to have mandated recovery time to solve problems, on the direction of their leadership student counsel has had compromising, connecting meetings through the direction of higher powers. This shows a strategy to reconnection that would otherwise not occur causing a further state of disconnection. In an almost opposing strategy that has the same result, 23MHISSS told me of his personal strategy for dealing with conflict and reconnecting with his peers, “I reconnect with people by talking to them personally, I don’t like having to call them out, but I will if they don’t listen, and if neither of those work, I appeal to a higher authority to see if they will listen then.” He is actively taking an active and personal (compromising and active) stance on dealing with the issues that arise in his relationships with his peers. Stating that when that does not work, he appeals to a higher authority, for advice or assistance. As is also the case with 18FHISSS, she shows the affinity to ask for help, or direction when it calls for it. When asked about solving problems with representatives she does not agree with, she replied with, “We appeal to someone who actually knows how to solve the problem and get clear direction straight
from them so there is very little doubt or miscommunication in what needs to be done.” In an attempt to cut the problem off at the head, 18FHISSS communicates and asks for clear direction from superior officers and leaders to limit the chance of conflict. She has found that conscious communication with a leader limits conflict, which limits disconnection. As this is a two-way street however, she has found that you may also find yourself on the other side of specific intervention from leadership. When asked about difficulties involved with working at Modesto Community College she responded with, “Letting go of the reins and letting other people take control can be difficult. We had a breast cancer awareness week where I took charge but shouldn’t have because it was supposed to be a group effort, I got talked to and stepped back.” She admitted to stepping on toes and causing conflict, for which she was actively engaged by authority and willingly consented to step back. A large part of reconnecting is willingness to internalize what you are trying to achieve, which seems to be the case with 23MHISSS, he stated “Although it seems like people are in their own little world sometimes and don’t want things to move forward, I think finding common ground, and working towards that is worth while. Having a common goal is very important to this.” He believes in the method he chooses, he wants to reconnect and work with his peers, which is why according to the social uniting-disuniting process, its effective. By internalizing his belief in uniting with his peers he has also found a way to encourage others to do the same, when asked about voter turnout for younger voters, he said “They have a lack of information, they don’t know what's important, or even know the importance of having a voice, they don’t think they have power, but they do.” Even when people devalue their own voice, he looks at them how he believes they should look at themselves. By
changing, or encouraging, how they have internalized their self-devaluing he is looking at the end result, the will to have a voice capable of connecting with representatives.

**Conclusion**

Through the process of researching The Social Uniting Theory, it has become apparent the one thing the students at Modesto Community College need above all is the will to consciously consensualize their relationships with each other and their direct authority figures. It is key for a student senator to first recognize the values necessary to respect their fellow students, and follow up by internalizing those values, because according to the research this is where Social Uniting begins, with the willingness to connect with people by deeming of them worthy to connecting with. Apart from this I have found that it is necessary to continue uniting and attempting to understand constituent and representatives’ points of view, because if one is not actively pursuing social uniting, social disuniting will occur. In short the absence of social uniting will cause disuniting, and the reapplication of consensualized relationships will cause reuniting. Everything boils down to the willingness to unite with people. As such I fell that at Modesto Community College would benefit from organized meeting time between students, student representatives and club representatives. Secondly it would be to everyone’s advantage if clear leadership was established between student representatives in defined positions, according to their faculty advisory. Lastly communication between members of the student government and their direct advisory could use improvement through whatever means they see fit.

**Appendix A**
Interview 1 18FHISSS

1. What is your age?
   a. 18

2. Are you married?
   a. No

3. Are you parenting dependent children who live with you?
   a. No

4. Is English your first language?
   a. Yes

5. What is your ethnic identification?
   a. Hispanic

6. How many years of education do you have?
   a. GED, Some college.

7. How long have you been in your political representative office? (Student representative office)
   a. "I started in August, so three months."

8. Are you employed in addition to your political (student) representative office?
   a. No

9. Do you have a religious or spiritual preference?
   a. Agnostic, it does not affect my political preferences.

10. What is your political party affiliation?
a. Democrat

11. What is your political vision and core values to optimize and sustain a successful, productive, prosperous and peaceful Modesto Community College?

   a. "I don’t have a “political” vision for the campus, but the most important things that I want other people to value, to me, are being honest and open, and having face to face time with the people I'm representing.”

12. What are positive ways you have connected and continue to connect with your constituents to optimize the application of your shared political visions and core values. Please give three examples. (Hypothesis 1)

   a. (As connecting with students is important to 18YOFMHSP her answers tended to reflect this.) “There are a lot of opportunities for us to connect with students, we hand out flyers to promote events, hang out with them at events, and have open office hours for anyone who wants to talk.” (Face to face meetings)

13. What are positive ways you have connected and continue to connect with other political representatives that share your political visions and core values? Please give three examples. (Hypothesis 1)

   a. “We are a really tightknit group.” (Referring to her fellow student representatives). “We spend a lot of time with each other in the office and have really become a family. We also try to spend time with each other, like eating at breaks and hanging out outside of school and the office.”
14. What are some of the specific issues that disconnect you from political representatives that do not share your point of view in Modesto Community college? Please give three examples. (Hypothesis 2)
   a. “We agree on a lot of things, but the biggest problems are when we have to implement what we planned. Sometimes when setting up events we have a hard time with agreeing on the best way to get something done, like what looks good or works versus what doesn't. There is a lot of miscommunications involved in that too. So, the problems can be hard to solve when no one really knows what is going on.”
15. Have you been able to reconnect with these political representatives that do not share your point of view in Modesto Community College? (Hypothesis 3)
   a. “We appeal to someone who actually knows how to solve the problem and get clear direction straight from them so there is very little doubt or miscommunication in what needs to be done.”
16. If you have not been able to reconnect with these political representatives that do not share your point of view in Modesto Community College, why not?
   a. “There was a big long thing that happened where is looked like there were clicks forming in student government and it took two months of meetings to figure it out. As it turned out we were only hanging out with people we were scheduled to work with. It wasn’t on purpose, but we realized it was something we needed to work out, and it all could have been prevented of we just talked to each other a little more.”
17. What do you value most about your vision for optimizing the creation and sustaining of a positive, prosperous and peaceful Modesto Community College? Please give three examples.
   a. "I value the students first off before anything else being able to talk to them and get face to face time in is important, like if it's my office time and someone needs help, I'll be late to class to make sure they get what they need. I value the time I get to invest in the events at school to make them worth going to. It's all self-sacrificing but it's worth it."

18. What do you value least about your vision for optimizing the creation and sustaining of a positive, prosperous and peaceful Modesto Community College? Please give three examples.
   a. "I'm part of the political development team, and part of that is actually reading real legislation, which I hate. Also letting go of the reins and letting other people take control can be difficult. We had a breast cancer awareness week where I took charge but shouldn't have because it was supposed to be a group effort, I got talked to and stepped back."

19. The united states rates 56th for voter turnout in comparison with 133 other countries, why is this from your political perspective and how can it be improved?
   a. "People ages 18-35 vote far less than older generations, were full time students, a lot of us have jobs, it's hard to take the time to care sometimes. People don't think their voice is valuable, but I try to encourage them by spreading the word to vote, get the word out on social media, and give other helpful reminders."
20. In the united states younger voters have a significantly lower voter participation than older voters. Why is that from your political perspective and how can it be improved?
   a. "I think laziness is a big problem, no one reads the propositions or does the research themselves. They think their vote doesn’t count anyway, it's just ignorant, all sides of the story are important, it's hard to find ways to motivate people into doing something that they don’t value."

   Interview 2 of 23MHISSS

1. What is your age?
   a. 23

2. Are you married?
   a. No

3. Are you parenting dependent children who live with you?
   a. No

4. Is English your first language?
   a. No, Spanish

5. What is your ethnic identification?
   a. Hispanic

6. How many years of education do you have?
   a. GED, some college

7. How long have you been in your political representative office? (Student representative office)
a. 6 Months.

8. Are you employed in addition to your political (student) representative office?
   a. I'm in the Nave reserve.

9. Do you have a religious or spiritual preference?
   a. No, it does not affect my decisions.

10. What is your political party affiliation?
    a. Democrat

11. What is your political vision and core values to optimize and sustain a successful, productive, prosperous and peaceful Modesto Community College?
    a. "I want a community of people who are open, honest and actively participate in the school."

12. What are positive ways you have connected and continue to connect with your constituents to optimize the application of your shared political visions and core values. Please give three examples. (Hypothesis 1)
    a. "Flyers are a big thing we do, and I really want to make sure we get the word of what's going on out to all the different places students are, to all parts of student life, I guess."

13. What are positive ways you have connected and continue to connect with other political representatives that share your political visions and core values? Please give three examples. (Hypothesis 1)
    a. "We need to find common ground a lot, we take turns speaking and listening to each other, hang out with each other at work, and on the side."
14. What are some of the specific issues that disconnect you from political representatives that do not share your point of view in Modesto Community college? Please give three examples. (Hypothesis 2)
   a. "Distrust from disagreements, lack of communication, and sometimes I find people here overbearing."

15. Have you been able to reconnect with these political representatives that do not share your point of view in Modesto Community College? (Hypothesis 3)
   a. "I reconnect with people by talking to them personally, I don't like having to call them out, but I will if they don't listen, and if neither of those work, I appeal to a higher authority to see if they will listen then."

16. If you have not been able to reconnect with these political representatives that do not share your point of view in Modesto Community College, why not?
   a. "Sometimes they refuse to be part of the group, others its resistance to changing things up, so we have had to have some positive face to face recovery time."

17. What do you value most about your vision for optimizing the creation and sustaining of a positive, prosperous and peaceful Modesto Community College? Please give three examples.
   a. "Although it seems like people are in their own little world sometimes and don't want things to move forward, I think finding common ground, and working towards that is worth their. Having a common goal is very important to this."
18. What do you value least about your vision for optimizing the creation and sustaining of a positive, prosperous and peaceful Modesto Community College? Please give three examples.

   a. "Everyone is occupied with other things, it's all on the student government, clubs don't do anything, but it always seems like everyone is occupied with something else."

19. The united states rates 56th for voter turnout in comparison with 133 other countries, why is this from your political perspective and how can it be improved?

   a. "People don't see the importance, they always say, maybe next time, or they have no reasons to, they don't have a sense of duty anymore."

20. In the united states younger voters have a significantly lower voter participation than older voters. Why is that from your political perspective and how can it be improved?

   a. "They have a lack of information, they don't know what's important, or even know the importance of having a voice, they don't think they have power, but they do."

Appendix B

My interviewees were chosen on a basis of availability. The first two student representatives that were available when I went into the student government offices were the people I interviewed, as many of the student government representatives were occupied with other tasks. Each interview lasted approximately 40 minutes. Some of the questions regarding specific political party disagreements based on opposing points of view had to be changed to
better fit the student atmosphere, as many issues on a college campus are not based in our dual political party system. For 23MHISS non-verbal cues I picked up included frustration when talking about clubs, distrust and skepticism when I asked about relationships with fellow student senators, it seemed to be rooted in distain or non-inclusiveness. As a whole however, both interviewees were calm and collected and sat at about a 9/10 in terms of comfort with the interview itself.

References


