

Guía docente de la asignatura

Sociology of the Life Course

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Grado	Grado en Sociología	Rama	Ciencias Sociales y Jurídicas				
Módulo	Sociología Aplicada al Ámbito de la Educación y la Cultura	Materia	Sociology of the Life Course				
Curso	2º	Semestre	1º	Créditos	6	Tipo	Optativa

PRERREQUISITOS Y/O RECOMENDACIONES

To ensure the viability and academic quality of teaching and learning in a foreign language, it is important that the students enrolled have the necessary competences to be able to deal with the course successfully. For this reason, and given that this course will use English as the only working language for all activities, a recommended B2 language level of English (CEFR's framework) is established for students intending to enroll in this course. Students with a B1 language level (or lower) are not advised to register.

BREVE DESCRIPCIÓN DE CONTENIDOS (Según memoria de verificación del Grado)

- Concepts and theories about age and ageing from a life-course perspective.
- Age stratification, integration and differentiation in social structures.
- The ageing and society paradigm.
- Life-course trajectories, transitions and institutionalization.
- Social problems and inequalities across the life course.

COMPETENCIAS ASOCIADAS A MATERIA/ASIGNATURA

COMPETENCIAS GENERALES

- CG01 - Capacidad de análisis y síntesis
- CG04 - Capacidad de gestión de información
- CG07 - Capacidad para comunicar resultados y conocimientos
- CG08 - Capacidad para trabajar en equipo
- CG10 - Capacidad para atender a la diversidad y la multiculturalidad
- CG11 - Capacidad de razonamiento crítico
- CG12 - Compromiso ético
- CG14 - Compromiso con el respeto a los derechos humanos y la no discriminación
- CG15 - Capacidad de aprendizaje autónomo
- CG16 - Capacidad para adaptarse a situaciones nuevas



- CG18 - Conocimientos de otras culturas y costumbres
- CG22 - Capacidades en reconocer el carácter global y local de los fenómenos sociales
- CG24 - Capacidades en reconocer la complejidad de los fenómenos sociales
- CG25 - Capacidades para relacionar los conocimientos de la Sociología con otras disciplinas afines

COMPETENCIAS ESPECÍFICAS

- CE01 - Conocer los principales conceptos y generalizaciones sobre la sociedad humana y sus procesos
- CE02 - Aprendizaje de la historia, de la teoría y sus principales escuelas hasta la actualidad.
- CE04 - Conocimiento de la metodología de las ciencias sociales y de sus técnicas básicas y avanzadas (cuantitativas y cualitativas) de investigación social; con especial atención a los aspectos de muestreo y de los programas informáticos de aplicación.
- CE06 - Conocimiento de los componentes básicos de las desigualdades sociales y las diferencias culturales.
- CE13 - Habilidades para plantear y desarrollar una investigación aplicada en las diferentes áreas de la sociedad.
- CE14 - Habilidades en la búsqueda de información secundaria en las diferentes fuentes (instituciones oficiales, bibliotecas, internet, etc.).
- CE15 - Habilidades técnicas para la producción y el análisis de los datos cuantitativos y cualitativos (interpretar y construir figuras, tablas, gráficos así como redactar informes, etc.).
- CE16 - Capacidades en elaborar, utilizar e interpretar indicadores sociales e instrumentos de medición social.
- CE18 - Saber elegir las técnicas de investigación social (cuantitativas y cualitativas) pertinentes en cada momento.
- CE20 - Capacidades en reconocer la complejidad de los fenómenos sociales.
- CE21 - Capacidades en contribuir al diseño en las políticas públicas orientadas a abordar problemas sociales.
- CE22 - Capacidades en establecer y ejecutar programas y proyectos de intervención social.
- CE23 - Capacidades en evaluar los proyectos de políticas públicas y de intervención social, así como sus resultados.
- CE34 - Capacidad de relacionar los conocimientos de Sociología y los de otras disciplinas afines.
- CE35 - Actitud crítica frente a las doctrinas y las prácticas sociales.
- CE37 - Actitud de compromiso frente a los problemas sociales y culturales.

RESULTADOS DE APRENDIZAJE (Objetivos)

- Being able to identify and critically assess the basic components and theories of the life-course paradigm through a sociological lens.
- Getting acquainted with and evaluating the ways in which social context, social history, and social structures affect and are affected by individual life courses.
- Understanding the basic quantitative and qualitative methodologies used to study the life course.
- Envisaging pathways for professionalisation in Sociology linked to life-course developments.



PROGRAMA DE CONTENIDOS TEÓRICOS Y PRÁCTICOS

TEÓRICO

1. The problem of time in Sociology. Concepts and theories of age and ageing. Life course: sociological aspects. Age and the life course: historical perspectives and foundation principles. The emergence and development of life course theory. Dimensions of the life-course theorizing.
2. Age, the life course, and the sociological imagination. On the significance of age in Sociology. Sociological research on age. Age and agency. The ageing and society paradigm. Generations, cohorts, and social change. The theory of cumulative dis/advantage: foundations of cumulative dis/advantage and life-course processes.
3. Structuration of the life course: transitions, trajectories and turning points. Age structuring and the rhythm of the life course. Age integration: conceptual and historical background. The institutionalization of the life course: standardisation and de-standardisation. Social generations, family generations, life courses and linked lives. The sociology of generations: Mannheim and after Mannheim. Life courses, cohorts, & generations.
4. Social contexts and life-course patterns. Social problems and inequalities across the life course. Educational pathways. Transitions to adulthood. Transitions from work to retirement. The life-course perspective applied to families over time. Changing family life-course patterns. Work-family life-course trajectories. Work over the gendered life course. Outdated careers and life-course templates. Life-course lens on ageing and health. Immigration as a life-course experience. Caregiving and the life course.
5. The craft of life-course studies. Old and new directions in life-course research. Methodological issues in research on the life course.

PRÁCTICO

1. Life-course Sociology and life-span Psychology. Integrating varieties of life-course concepts.
2. Identifying life-course events: timing, duration and sequencing. Social networks and the life course.
3. Distinguishing age, period, and cohort effects. Generational and intergenerational connections across the life course.
4. Ageing and social intervention: life-course perspectives. Inequalities and transitions in later life. Life course as a policy lens: rethinking social policy from a life-course perspective.
5. Data collection and measurement. Strategies for analysis. Causality in life-course studies.

BIBLIOGRAFÍA

BIBLIOGRAFÍA FUNDAMENTAL

- Alwin, D. F., Felmler, D. H., & Kreager, D. A. (2018). Social networks and the life course. Integrating the development of human lives and social relational networks. Springer.
- Dannefer, D. & Phillipson, C. (Eds.). (2010). The SAGE Handbook of Social Gerontology. Sage.
- Elder, G. H. (1999). Children of the great depression. Social change in life experience.



Westview Press.

- Elder, G. H., & Giele, J. Z. (2009). The craft of life course research. The Guilford Press.
- Mortimer, J. T., & Shanahan, M. J. (Eds). (2003). Handbook of the life course. Springer.
- Settersten, R. A. (2003). Invitation to the life course: toward new understanding of later life. Baywood Publishing Company, Inc.
- Settersten, R. A., & Angel, J. L. (2011). Handbook of Sociology of Aging. Springer.

BIBLIOGRAFÍA COMPLEMENTARIA

- Bristow, J. (2016). The sociology of generations. New directions and challenges. Palgrave.
- Dannefer, D. (2021). Age and the reach of sociological imagination. Power, ideology and the life course. Routledge.
- Gilleard, C., & Higgs, P. (2020). Social divisions of later life: difference, diversity and inequality. Policy Press.
- Mann-Feder, V. R., & Goyette, M. (2019). Leaving Care and the Transition to Adulthood: International Contributions to Theory, Research, and Practice. Oxford University Press.
- Moen, P. (2016). Encore adulthood: boomers on the edge of risk, renewal, and purpose. Oxford University Press.

ENLACES RECOMENDADOS

- [Gateway to Global Aging Data](#)

METODOLOGÍA DOCENTE

- MD01 Lección magistral/expositiva
- MD02 Sesiones de discusión y debate
- MD03 Resolución de problemas y estudio de casos prácticos
- MD06 Prácticas en sala de informática
- MD07 Seminarios
- MD08 Ejercicios de simulación
- MD09 Análisis de fuentes y documentos
- MD10 Realización de trabajos en grupo
- MD11 Realización de trabajos individuales

EVALUACIÓN (instrumentos de evaluación, criterios de evaluación y porcentaje sobre la calificación final)

EVALUACIÓN ORDINARIA

In order to emphasise continuous assessment, both with regard to the learning of content and the acquisition of competences, a diversified assessment system is established based on the following evaluation instruments:

- A) Assessment of cognitive competences:
 - A.1. Individual exams (compulsory). Assessment criteria: 1) understanding of the theoretical contents covered throughout the course; 2) use of specialised language; 3) handling of diverse theoretical content when analysing a given



issue. Weighting: 40% of the final grade.

- B) Assessment of instrumental competences:
 - B.1. Practical seminars focused on group presentations (compulsory). Assessment criteria: 1) topic contextualisation; 2) literature review; 3) clarity of presentation; 4) technical accuracy in the use of scientific knowledge; 5) methodological mastery. Weighting: 40% of the final grade. Students may obtain up to 15% of this grade by participating in activities developed within the framework of the Open Education Programme carried out in the Faculty of Political Sciences and Sociology.
- C) Evaluation of attitudinal competences:
 - C.1 In-attendance active participation in B.1. seminars (optional). Assessment criterion: participation diary. Weighting: 20% of the final grade.

EVALUACIÓN EXTRAORDINARIA

Students who, having followed continuous assessment, do not pass the course in the ordinary session, will be able to pass the course in the extraordinary one by means of the following evaluation instruments:

- D) Assessment of cognitive competences:
 - D.1. Individual exam on the course's theoretical content (optional depending on A.1. grade obtained in the ordinary session). Assessment criteria: 1) understanding of the theoretical contents covered throughout the course; 2) use of specialised language; 3) handling of diverse theoretical content when analysing a given issue. Weighting: 50% of the final grade.
- E) Assessment of instrumental competences:
 - E.1. Essay and/or exam on the course's practical content (optional depending on B.1. grade obtained in the ordinary session). Assessment criteria: 1) topic contextualisation; 2) literature review; 3) clarity of presentation; 4) technical accuracy in the use of scientific knowledge; 5) methodological mastery. Weighting: 50% of the final grade.

EVALUACIÓN ÚNICA FINAL

Students who have been granted the right to single final assessment must immediately contact the course lecturer to communicate their situation. This single final assessment will take place on the official day set by the Faculty and according to the following evaluation instruments:

- F) Assessment of cognitive competences:
 - F.1. Individual exam on the course's theoretical content (compulsory). Assessment criteria: 1) understanding of the course's theoretical contents; 2) use of specialised language; 3) handling of diverse theoretical content when analysing a given issue. Weighting: 50% of the final grade.
- E) Assessment of instrumental competences:
 - E.1. Individual exam on the course's practical content (compulsory). Assessment criteria: 1) understanding of the course's practical contents; 2) use of specialised language; 3) handling of diverse practical content when analysing a given issue. Weighting: 50% of the final grade.

These exams can be prepared with the materials made available to students on the PRADO platform.





INFORMACIÓN ADICIONAL

Following recommendations by Crue Universidades Españolas and the Secretariat for Inclusion and Diversity of the UGR, the systems of acquisition and evaluation of competences included in this guide will be carried out in accordance with the principle of design for all people, facilitating learning and knowledge demonstration according to the specific needs and functional diversity of the students.

