

Approval date: 20/06/2022

COURSE GUIDE

Sociology of the Life Course (21411B8)

Grado (Bachelor's Degree)	Grado en Sociología	Branch	Social and Legal Sciences				
Module	Sociología Aplicada al Ámbito de la Educación y la Cultura	Subject	Sociology of the Life Course				
Year of study	2º	Semester	1º	ECTS Credits	6	Course type	Elective course

PREREQUISITES AND RECOMMENDATIONS

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, a **recommended B2 or higher level of English (CEFR's framework) is established for students intending to enroll in this course. Students with a B1 language level (or lower) should refrain from registering.**

PLEASE, TAKE THIS RECOMMENDATION INTO ACCOUNT SERIOUSLY WHEN CONSIDERING REGISTRATION FOR THIS COURSE. Should you have any question, please get in touch with the course's lecturer at marianos@ugr.es

BRIEF DESCRIPTION OF COURSE CONTENT (According to the programme's verification report)

- 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 institutionalisation.
- Social problems and inequalities across the life course.

SKILLS

GENERAL SKILLS

- CG01 - Ability to analyse and summarise
- CG04 - Ability to manage information
- CG07 - Ability to communicate results and knowledge
- CG08 - Ability to work in a team
- CG10 - Ability to cater for diversity and multiculturalism
- CG11 - Ability to engage in critical reasoning



- CG12 - Ethical commitment
- CG14 - Commitment to respect for human rights and non-discrimination
- CG15 - Ability to learn autonomously
- CG16 - Ability to adapt to new situations
- CG18 - Knowledge of other cultures and traditions
- CG22 - Ability to recognise the global and local character of social phenomena
- CG24 - Ability to recognise the complexity of social phenomena
- CG25 - Ability to relate knowledge of sociology to other related disciplines

SUBJECT-SPECIFIC SKILLS

- CE01 - Understand the main concepts and generalisations regarding human society and its processes
- CE02 - Learning of history, theory and its main schools to the present day
- CE04 - Knowledge of the methodology of the social sciences and its basic and advanced techniques (quantitative and qualitative) in social research, with special attention to aspects of sampling and applicable software
- CE06 - Knowledge of the basic components of social inequalities and cultural differences
- CE13 - Skills to propose and develop applied research in the different areas of society
- CE14 - Skills in the search for secondary information from different sources (official institutions, libraries, internet, etc.)
- CE15 - Technical skills for producing and analysing quantitative and qualitative data (interpreting and constructing figures, tables, graphs, as well as writing reports, etc.)
- CE16 - Abilities in developing, using and interpreting social indicators and social measurement instruments
- CE18 - Know how to choose the relevant social research techniques (quantitative and qualitative) at any given moment
- CE20 - Ability to recognise the complexity of social phenomena
- CE21 - Ability to contribute to the design of public policies aimed at addressing social problems
- CE22 - Ability to establish and implement social intervention programmes and projects
- CE23 - Ability to evaluate public policy and social intervention projects, as well as their results
- CE34 - Ability to relate knowledge of sociology to that of other related disciplines
- CE35 - Critical attitude towards social doctrines and practices
- CE37 - Attitude of commitment to social and cultural problems

LEARNING OUTCOMES

- 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.



PLANNED LEARNING ACTIVITIES**THEORY SYLLABUS**

1a. Life course: It is about time! The problem of time in Sociology: How does it translate into Sociology of the Life Course?

2a. Age, the life course, and the sociological imagination. On the significance of age in Sociology. Concepts and theories about age and ageing from a life-course perspective. The ageing and society paradigm. Generations, cohorts, and social change.

3a. Structuration and institutionalisation of the life course. Transitions, trajectories and turning points. Age integration: conceptual and historical background. The theory of cumulative dis/advantage: foundations of cumulative dis/advantage and life-course processes. The institutionalisation of the life course: standardisation and de-standardisation. The sociology of generations.

4a. Social contexts and life-course patterns. Social problems and inequalities across the life course.

5a. The craft of life-course studies. Old and new directions in life course research. Causality in life course studies. Methodological issues in research on the life course.

PRACTICAL SYLLABUS

1b. Life-course Sociology and Life-span Psychology. Integrating varieties of life-course concepts. Distinguishing age, period, and cohort effects.

2b. Identifying life-course events: timing, duration and sequencing.

3b. Generational and intergenerational connections across the life course. Social networks and the life course.

4b. Ageing and social intervention: life-course perspectives. Life course as a policy lens.

5b. Data collection and measurement. Strategies for analysis.

RECOMMENDED READING**ESSENTIAL READING**

- Abbott, A. (1997). *Time matters: On theory and method*. The University of Chicago Press.
- Crosnoe, R., & Elder, G. (2015). *Life Course: Sociological Aspects*. En J. D. Wright (Ed.), *International Encyclopedia of the Social & Behavioral Sciences* (pp. 80-84). Elsevier. <http://dx.doi.org/10.1016/B978-0-08-097086-8.34037-5>
- Dannefer, D. (2021). *Age and the reach of sociological imagination. Power, ideology and the life course*. Routledge.



- 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.
- Heinz, W. R., Huinink, J., & Weymann, A. (Eds.). (2009). *The life course reader. Individuals and societies across time*. Campus Verlag.
- Levy, R., Ghisleta, P., Le Goff, J.-M., Spini, D., & Widmer, E. (Eds.). *Towards an interdisciplinary perspective on the life course*. Elsevier.
- Mannheim, K. (1952). In P. Kecskemeti (Ed.), *Karl Mannheim: Essays* (pp. 276–322). Routledge. (Original work published 1928).
- Mortimer, J. T., & Shanahan, M. J. (Eds.). (2003). *Handbook of the life course*. Springer.
- Riley, M. W., Foner, A., & Riley, J. W. (1999). *The Aging and Society Paradigm*. In V. L. Bengtson & K. W. Schaie (Eds.), *Handbook of Theories of Aging* (pp. 327–343). Springer Publishing Company.
- Settersten, R. A. (2003). *Invitation to the life course: toward new understanding of later life*. Baywood Publishing Company, Inc.

COMPLEMENTARY READING

- Adam, B. (1990). *Time and social theory*. John Wiley & Sons.
- Bristow, J. (2016). *The sociology of generations. New directions and challenges*. Palgrave.
- Burnett, J. (2010). *Generations. The time machine in theory and practice*. Routledge.
- Laub, J. H., & Sampson, R. J. (2003). *Shared beginning, divergent lives: delinquent boys to age 70*. Harvard University Press.
- Levy, R., & Widmer, E. D. (2013). *Gendered life courses between standardization and individualization: a European approach applied to Switzerland*. Lit.
- Piccarreta, R., & Studer, M. (2019). *Holistic analysis of the life course: methodological challenges and new perspectives*. *Advances in Life Course Research*, 41. <https://doi.org/10.1016/j.alcr.2018.10.004>
- Šubrt, J. (2021). *The Sociology of Time. A Critical Overview*. Palgrave Macmillan.

RECOMMENDED LEARNING RESOURCES/TOOLS

- [Gateway to Global Aging Data](#)



- [LIVES. Swiss Centre of Expertise in Life Course Research](#)

TEACHING METHODS

- MD01 – Master class/lecture
- MD02 – Discussion and debate sessions
- MD03 – Problem solving and practical case studies
- MD06 – Computer room sessions
- MD07 – Seminars
- MD08 – Simulation exercises
- MD09 – Source and document analysis
- MD10 – Group projects
- MD11 – Individual work

ASSESSMENT METHODS (Instruments, criteria and percentages)

ORDINARY EXAMINATION DIET

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 instruments:

- A) Assessment of cognitive competences:
 - A.1. Individual exams. Assessment criteria: 1) understanding of theoretical content covered throughout the course; 2) use of specialised language; 3) use of diverse theoretical content when analysing a given issue. Weighting: 30% of the final grade (up to 3 points).
- B) Assessment of instrumental competences:
 - B.1. Practical seminars and activities. 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 (up to 5 points). Students may get up to 1.5 points by participating in activities within the framework of the Open Education Programme carried out at the Faculty of Political Sciences and Sociology.
- C) Evaluation of attitudinal competences:
 - C.1. In-attendance active participation in B.1. seminars. Assessment criterion: participation formats set by the course's lecturer. Weighting: 20% of the final grade (up to 2 points).

EXTRAORDINARY EXAMINATION DIET

Students who 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 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 in the case of students who have followed continuous assessment). Assessment criteria: 1) understanding of theoretical content covered throughout the course; 2) use of specialised



language; 3) use of diverse theoretical content when analysing a given issue.
Weighting: 30% of the final grade.

- E) Assessment of instrumental and attitudinal competences:
 - E.1. Essay and/or exam on the course's practical content (optional depending on B.1. & C.1. grades obtained in the ordinary session in the case of students who have followed continuous assessment). 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: 70% of the final grade.

SINGLE FINAL ASSESSMENT (evaluación única final)

Students who have been granted the right to single final assessment must immediately contact the course's lecturer. This single final assessment will take place the official day/time set by the Faculty. Assessment instruments will be as follows:

- 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 content; 2) use of specialised language; 3) use of diverse theoretical content when analysing a given issue. Weighting: 30% of the final grade.
- E) Assessment of instrumental and attitudinal competences:
 - E.1. Individual exam on the course's practical content (compulsory). Assessment criteria: 1) understanding of the course's practical content; 2) use of specialised language; 3) use of diverse practical content when analysing a given issue.
Weighting: 70% of the final grade.

These exams can be prepared through using sources and materials made available to students on PRADO.

ADDITIONAL INFORMATION

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.

