



### COURSE UNIT DESCRIPTION

Course unit title	Code
Life Course Sociology	

Annotation
<p>This course aims to introduce students to the theoretical assumptions and empirical variables that shape people's lives from birth to death. Great emphasis is placed on life trajectory's development in cultural and historical contexts. Life stages are also discussed. Students are asked to conduct their own research on various life course topics.</p>

Lecturer(s)	Department, Faculty
<b>Coordinating:</b> Vikinta Rosinaitė  <b>Other:</b>	Department of Sociology, Faculty of Philosophy

Study cycle	Type of the course unit
Undergraduate studies	Elective

Mode of delivery	Semester or period when it is delivered	Language of instruction
In-class	Spring semester	English

Requisites	
<b>Prerequisites:</b> Introduction to Sociology and basics of Social Research Methods	<b>Co-requisites (if relevant):</b> None

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	125	48	77

Purpose of the course unit: programme competences to be developed		
Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
	Combination of traditional teaching and active learning methods: discussions, debates, brainstorming, individual and group works.	Testing unique life course research methods: time diary, event history calendar, family pictures analysis etc.
	Suggested article and film analysis.	Analyzing differences between two cohorts or describing one generation by using secondary data from various worldwide open databases.
	Field trip to Lithuanian Department of Statistics.	Conducting qualitative research on chosen life course topic.

	Active participation in in-class activities, lectures, seminars.
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Course content: breakdown of the topics	Contact hours							Individual work: time and assignments	
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship/work placement	Contact hours, total	Individual work	Assignments
1. Introduction to the course syllabus, main topics, assessments, general rules of the course.			2				2		Getting familiar with the syllabus.
2. Main concepts of the life course. Object and research questions. Interdisciplinary research approach.	2						2	4	Reading papers, textbook chapters, discussion.
3. Human development theories: biological and psychoanalytical human development theory, socio-psychological human stages' theory, life-span developments, social status and roles, age stratification. New research direction.	2		2				4	6	Reading papers, discussion.
4. Life course empirical research methods. Secondary data sources.	2		6				8	15	Planning research, working with databases.
5. Human life in historical time and place context. Events and life transitions. Culture and human life trajectory. Social norms and life decisions.	2		4				6	8	Individual tasks, watching and discussing documentary, analysing paper.
6. Babyhood, childhood, adolescence, and youth characteristics, symbolical transitions, social roles. Primary socialization.	2	3					5	7	Group work, watching and discussing documentary, reflection on the paper.
7. Adulthood stages, characteristics, main social roles and secondary socialization. Sandwich generation.	2		2				4	7	Analyzing paper, discussion.
8. Aging: characteristics, symbolic transitions. Intergenerational relationships. Death and dying. Aging of the population. Aging in different cultures.	2		3				5	7	Group work, individual tasks, and discussions.
9. Social institutions and life trajectory: family, education, work, leisure and others.	2		2				6	8	Analyzing paper, discussion.
10. Social stratification, inequality and social mobility. Ageism. Gender and age.	1		4				3	8	Individual task, discussion.
11. Life events and life course: theory and practice.	1		2				3	7	Reflection on documentary, discussion.
<b>Total</b>	<b>18</b>		<b>30</b>				<b>48</b>	<b>77</b>	

Assessment strategy	Weight %	Deadline	Assessment criteria
Case study I	20	Week 8	Ability to conduct research independently, application of life course concepts. Content (depth, accuracy); visual aids (PPT and infographic); delivery (verbal, non-verbal, use of language). Properly prepared and on-time submitted deliverable.
Case study II	20	Week 10	Ability to conduct research independently, application of life course concepts. Content (depth, accuracy); visual

			aids (PPT and infographic); delivery (verbal, non-verbal, use of language). Properly prepared and on-time submitted deliverable.
Research and Presentation	30	Week 15-16	Ability to conduct research independently, application of life course concepts. Content (depth, accuracy); visual aids (PPT and infographic); delivery (verbal, non-verbal, use of language). Properly prepared and on-time submitted deliverable.
Active participation in in-class activities	30	Throughout semester	Attendance of the seminars, proper preparation before class (homeworks), and active participation in discussions, individual and group works in the class.

Author	Publishing year	Title	Issue of a periodical or volume of a publication; pages	Publishing house or internet site
<b>Required reading</b>				
R.H. Binstock,, L.H. Schulz (Eds.)	2006	Handbook of Aging and the Social Sciences		Elsevier
G.H. Elder	1994	Time, Human Agency, and Social Change: Perspectives on the Life Course.	Social Psychology Quarterly. Vol. 57, No. 1, 4-15.	
J.T. Mortimer, M.J. Shanahan, (Eds.)	2006	Handbook of the life course		Springer
G.H. Mead	2015	Mind, Self and Society		University of Chicago Press
E.H. Erikson	1998	The Life Cycle Completed		W.W. Norton and Company
<b>Recommended reading</b>				
W. Thomas, F. Znaniecki	1996	The Polish Peasant in Europe and America		University of Illinois Press
J. Hockey, A.James	2003	Social identities across the life course		Palgrave Macmillan
T.K. Hareven	2000	Families, history, and social change : life course and cross-cultural perspectives		Westview Press
D.A. Matcha	2007	The sociology of aging: an international perspective		Sloan Publishing
A.Pinneli, F. Racioppi, R.Rettaroli	2010	Genders in the life course: demographic issues		Springer
K. U. Mayer	2002	The sociology of the life course and life span psychology - diverging or converging pathways?		Kluwer Academic Publishers
D. F. Alwin	2012	Integrating Varieties of Life Course Concepts	The Journals of Gerontology, Series B: Psychological Sciences and Social Sciences, 67(2), 206–220	
F. P. Stafford	2017	Timeline Data Collection and		SAGE Publications

		Analysis: Time Diary and Event History Calendar Methods		
D. Watanabe	2021	Understanding diversity in later life and new culture of aging: Sociology of aging in Japan	International Sociology Reviews, Vol. 36(2), p. 243-253	