



COURSE UNIT DESCRIPTION

Course Unit Title		Kodas					
Life Course Sociology							
Lecturers		Department, Faculty					
Coordinating: Dr. Gintė Martinkėnė Other: Dr. Dovilė Galdauskaitė		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			
Online		Spring semester		English			
Requisites							
Prerequisites: Introduction to Sociology and basics of Social Research Methods				Co-requisites (if relevant): None			
Number of ECTS credits allocated		Student's workload (total)		Contact hours		Individual work	
5		125		48		87	
Annotation							
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.							
Learning outcomes of the course unit			Teaching and learning methods			Assessment methods	
Students will be able to describe the aims of sociological inquiry and connect it to their own discipline.			Interactive lectures, reading assignment, workshop discussions, self-reflection.			Testing unique life course research methods: time diary, event history calendar, family pictures analysis etc. Analyzing differences between two cohorts or describing one generation by using secondary data from various worldwide open databases. Conducting qualitative research on chosen life course topic. Active participation in online activities, lectures, seminars.	
Students will develop a general understanding of social structures and the role of social groups and social institutions in contemporary societies.			Interactive lectures, analysis of multimedia examples, data interpretation exercises, think-pair-share activities.				
Students will know the key terms, concepts and ideas used by researchers to describe objects of social research covered during the course (e. g. family, gender, media, politics, social control, urban development, migration and other topics covered during the course).			Interactive lectures, analysis of multimedia examples, data interpretation exercises, think-pair-share activities, exploratory sociological neighbourhood tour.				

Course content: breakdown of the topics	Contact hours								Individual work: time and assignments	
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship work	E. mokymas(is)	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	8	Reading papers, textbook chapters, discussion.
3. Human development theories: biological and psychoanalytical human development theory, socio-psychological human stages' theory, lifespan developments, social status and roles, age stratification. New research direction.	2		2					4	8	Reading papers, discussion.
4. Life course empirical research methods. Secondary data sources.	2		4					6	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	2		3					5	8	Group work, watching and discussing documentary, reflection on the paper.

roles. Primary socialization.										
7. Adulthood stages, characteristics, main social roles and secondary socialization. Sandwich generation.	2		2					4	8	Analyzing paper, discussion.
8. Aging: characteristics, symbolic transitions. Intergenerational relationships. Death and dying. Aging of the population. Aging in different cultures.	2		3					5	8	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					5	8	Individual task, discussion.
11. Life events and life course: theory and practice.	1		2					3	8	Reflection on documentary, discussion
Iñ viso	20	0	28	0	0	0	0	48	87	

Assessment strategy	Weight %	Deadline	Assessment criteria
Case study I	20	During semester	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	During semester	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	During semester	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 inclass activities	30	During 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
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Required reading				
Beck-Gernsheim, E.	2002	We Want A Special Child. In: Beck-Gernsheim, E. Reinventing The Family.	Search of New Lifestyles; 2002: 86-103.	
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.	<i>Social Psychology Quarterly. Vol. 57, No. 1, 4-15.</i>	
Gotham KF.	2020	Time/Space. In: Kivisto P, ed. The Cambridge Handbook of Social Theory.		Cambridge University Press; 2020:206-226.
Klinenberg E.	2018	Palaces for the People: How Social Infrastructure Can Help Fight Inequality, Polarization, and the Decline of Civic Life		Crown
Leonard, M.	2016	M. Becoming and being developments in the sociology of childhood. In Leonard, M. The Sociology of Children	<i>Childhood and generation; 2016: 11-37.</i>	
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
Recommended reading				
W. Thomas, F. Znanieck	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 crosscultural 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 Analysis: Time Diary and Event History Calendar Methods		SAGE Publications
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	