

**Ageing and Social Change, 3.0 credits**

Åldrande och social förändring, 3.0 hp

Third-cycle education course

7FIKO44

Department of Culture and Society

Valid from: Second half-year 2024

**Approved by**

**Approved**

**Registration number**

## Entry requirements

Doctoral students affiliated with SWEAH are given precedence in the course. However, other doctoral students may apply and take the course if there are places available.

## Learning outcomes

On the completion of the course, the students shall be able to:

- Explain how individual and population ageing can be understood from a perspective of ageing and social change,
- Reflect on the interaction between social and economic policies on the one hand and population ageing and individual ageing processes on the other in a multidisciplinary perspective,
- Compare and contrast how social security systems and their development over time interdepends with wider social dynamics on the macro, meso and micro level,
- Apply the various theories/approaches and key concepts introduced in the course with an interdisciplinary ambition on their own research topic.

## Contents

Ageing is one of the key issues in today's changing societies, which requires more research-based understanding, as well as knowledge about adequate policies. The Ageing and Social Change course provides students with knowledge about individual and population ageing in contemporary societies and an understanding of relevant societal dynamics as a mutual societal challenge.

The purpose of the course is to advance the understanding of the interdependence between social change, population and individual ageing with a focus on ageing and policies on the national and European level.

It provides students with the relevant skills to focus on the interdependencies between policies, welfare institutions, population dynamics and individual lives. It addresses the complexity and intersectionality of ageing in the dynamics between different levels of society, considers its implications for individuals, institutions, and communities. It will focus on a critical analytical perspective from a gender, social class and diversity perspective when studying trends and policies, also taking into account sustainability issues.

The students will acquire relevant skills and knowledge to work in research, policy and practice.

## **Educational methods**

The course is offered in hybrid-mode and based on seminars and individual and group works. The online part of the course includes lectures, group work, written compilations and required readings. The onsite part of the course involves lectures, instructed workshops, group work, written compilations, required readings and supervision. Teachers are available as discussants and provide advice to the students.

Active participation in all the activities is compulsory.

## **Examination**

The course involves assessment on different components. Participants are required to participate actively in the seminars, workshops and group discussions. They are expected to make presentations at workshops, to work in groups on specific tasks, to work on individual written assignments and review other students' assignments.

The specific components which are assessed are:

- Active participation in the group discussions, workshops and seminars with presentation.
- Join written summary of group discussion.
- Individual written assignment and peer-reviews.
- Final paper.

## **Grading**

Two-grade scale

## Course literature

Below is the list of mandatory literature:

- Elder, G. H. (1994). Time, Human Agency and Social Change: Perspectives on the Life Course. *Social Psychology Quarterly*, 57, 4-15.  
(<https://www.jstor.org/stable/2786971>)
  - European Commission. (2021). GREEN PAPER ON AGEING - Fostering Solidarity and Responsibility between Generations. European Commission, Brussels.  
([https://ec.europa.eu/info/sites/default/files/1\\_en\\_act\\_part1\\_v8\\_o.pdf](https://ec.europa.eu/info/sites/default/files/1_en_act_part1_v8_o.pdf))
  - Specific literature for the seminars and the two workshops will be added before the events
- Additional introductory reading:
- Alwin, D. F., & McCammon, R. J. (2006). Generations, cohorts, and social change. In J. T. Mortimer & M. J. Shanahan (Eds.), *Handbook of the life course* (pp. 23-49). New York: Springer.  
([https://link.springer.com/chapter/10.1007/978-0-306-48247-2\\_2](https://link.springer.com/chapter/10.1007/978-0-306-48247-2_2))
  - Jane, F., Maria, E., & Athina, V. (2020). *Handbook on Demographic Change and the Lifecourse*. In: Edward Elgar Publishing.  
(<https://china.elgaronline.com/edcollbook/edcoll/9781788974868/9781788974868.xml>)
  - Ballard, R., & Barnett, C. (2023). *The Routledge Handbook of Social Change*. Abingdon, Oxon; New York, NY: Routledge.  
(<https://www.taylorfrancis.com/books/edit/10.4324/9781351261562/routledge-handbook-social-change-richard-ballard-clive-barnett>)
  - Specific literature for the seminars and the two workshops will be added before the event

## General information

This course is offered within the context of the Swedish Graduate School for Competitive Science on Ageing and Health (SWEAH) and organised by the Division Ageing and Social Change (ASC) at the Department for Culture and Society (IKOS), Linköping University.

The course is a part-time course combining online teaching moments and self-work with onsite lectures and workshops requiring physical attendance.

Language of instruction is English.