

**Lakehead University  
Department of Sociology  
Sociology 3515WA/Gerontology 3515WA/Social Work 3515WA  
Life Course Studies**

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**Winter Semester: 2023**

**Class Times: Tuesday and Thursday 8.30-10.00**

**Classes are held in: AT 2021**

**Office Hours: Monday 11.00 to 2.00**

**Course Description**

Sociology of Life Course will examine the social aspects of aging from birth to old age: including the differences in experiences due to age, historical periods, sequencing and timing of life events, social change, cultural constructions, interdependence of individual lives and the social milieu the individual lives in, methods for the sociological study of lives, and the role of theory in shaping intellectual understanding. Life Course provides an overview of the sociological approach to the study of lives focusing on the paths and turning points that socially situate individual lives.

While this course will touch upon older adults, the focus of this course will be on the earlier years of life. Exploration of childhood, teenagers, young adulthood, and middle adulthood will be accomplished using theoretical perspectives to examine life transitions. Substantive topics include: life course development, theories, challenges to the life course model, normative and non-normative shifts, childhood, youth and identity formation, dating, leaving home, early adulthood, entering the labour force, getting married, having children, middle adulthood, and later adulthood.

**Required Texts**

Green, Lorraine. 2017. Understanding the Life Course Sociological and Psychological Perspectives. Cambridge, UK: Polity Press. This is the second addition of the book.

Additional readings are posted on the Life Course Studies 3515 D2L site.

**Learning Objectives**

1. Understand the importance of examining social life from Life Course Perspective.
2. Recognize the impact of age, historical periods, and the sequence and timing of events on the Life Course of individuals and groups.
3. Explain Life Course from a theoretical perspective.
4. Explain how innovation impacts Life Course.
5. Improve research skills.
6. Develop critical thought in relation to Life Course.
7. Understand methods used to study Life Course.

## Course Requirements

Students are expected to attend class regularly and actively participate in class discussions. As well, reading assignments are to be completed for the date they are assigned. The reading list is attached to this syllabus. The in-class midterm examination is listed below and is held during a regularly scheduled class. The final examination is scheduled by the registrar. It is your responsibility to check the examination schedule posted by the registrar.

<u>Evaluation</u>	<u>Marks</u>	<u>Due Dates</u>
Mid-term Examination	30%	February 28, 2023
Research Assignment	30%	March 30, 2023
Participation	10%	Throughout the Semester
Final Examination	<u>30%</u> 100%	Set by Registrar

Late assignments and rescheduling of examinations must be accompanied by a note from a physician or counsellor. Please refer to Lakehead University Calendar.

## Examinations

Examinations will incorporate lectures, class discussions, films and assigned readings.

## Research Poster Assignment

You are to choose an innovation, it can be from any historical era, and explain how the innovation impacted on some aspect of the life course. For example, the drive-in movie theatre was invented in 1933 and by the 1970s and 1980s thousands had closed with the advent of television and multiplex theatres. While in operation drive-in movie theatres were popular as a form of family entertainment and a dating venue for teenagers. Today, the nostalgia of drive-in movies, by the baby boomers, has created a resurgence of this form of entertainment. Alternatively, you might choose a policy that changed the life course for numerous people. For example, during World War II, the need for women workers, in Canada, led to the establishment of day care centres. The war's end led to a closure of these day care centres. These day care centres impacted on the life course of those who utilized them and societal views of childcare. What impact did these day care centres have on the life course: working women, the children who attended them, what did their closure mean to the individuals who utilized them and to our view of working women and childcare? **Your poster is to include at least 6 academic sources (peer reviewed).**

**The poster you design is to be handed in online, in the D2L site for this class.**

Google has a number of sites that tell you how to design a poster. Type in academic posters and you will find a number of examples. **If you were handing in a hardcopy of the poster, it would be on standard Bristol board, which is 22 X 28 inches; this is the size your poster is to be. You will be creating your poster online, based on the instructions found in content. You are to use the site posted in the link or google**

docs to create your poster. There is an example of a poster in content on the D2L site.

**The poster is to be submitted in PDF form.**

You are to use the American Sociological Association (ASA) style guide when formatting your poster. You must cite all your sources, a reference page is not citing sources, they must be cited in the poster.

**To be clear: you must cite direct quotes, paraphrasing, any idea or thought not your own, including any information taken from online sources. The citations are to appear in the body of the poster, for example, (Smith 1942:86). Each citation includes the author, date, and page. All sources are to appear in the reference page. Failure to cite all sources is plagiarism.**

**We will go over the poster in detail on March 2. Librarian, Debra Gold, will come to our class and do a presentation designed specifically to help you with this assignment.**

The due date of your assignment is listed above. Assignments are due at the beginning of class. Late assignments are penalized at the rate of 5 marks a day, including weekends and holidays. No assignments will be accepted 7 days after the due date.

### Participation

Your participation mark is based on your contribution to class discussions. This entails engaging in meaningful discussion and handing in signed group reports. Should you choose to chat with your fellow classmates, play games, check your emails, etc. and not to be part of your group discussion you will forfeit your participation marks for the class.

### Office Hours

There are three regularly scheduled office hours each week. Office hours are set to provide students the opportunity to stop by if they have questions, concerns, or would just like to say hello. I am also happy to meet with students outside regularly scheduled office hours, by appointment.

**Please Note: I check and respond to emails during my working hours of Monday to Friday, 8:30 am to 4:30 pm. I will not regularly see or respond to emails outside of these hours. I do not discuss marks through email.**

### American Sociological Association (ASA)

All assignments in the Department of Sociology are to follow the ASA (American Sociological Association) style guide. The guide can be accessed on the web. Type in ASA Style Guide and a number of examples will be available for you to choose from.

**There is a very good copy of an ASA style guide posted in content, on the D2L site.**

### Plagiarism

Plagiarism is unacceptable and subject to various sanctions. Please see the university regulations section on academic dishonesty in the Lakehead University Calendar.

### Medical or Compassionate Consideration

Should you require academic consideration for medical or compassionate reasons, you will need a note from a physician or counsellor. Please refer to the current Lakehead University Calendar for detailed information.

### Technology

The use of phones during class is prohibited. Please turn your phone off and put it away during class. Use of computers is fine, as long as they are used for class work and not to play games, check emails, look at photographs, etc.

## Tentative Winter Semester Reading and Lecture Schedule

### **Tuesday, January 10:**

Welcome to Life Course Studies  
Introductions, Course Outline

### **Thursday, January 12:**

**Lecture:** Introduction to Life Course Studies  
**Reading:** Green Introduction  
**Reading:** Green Chapter 1

### **Tuesday, January 17:**

**Lecture:** Understanding the Life Course  
**Reading:** Giele and Elder Life Course Research Development of a Field

### **Thursday, January 19:**

**Lecture:** Understanding the Life Course  
**Reading:** Cain Life Course and Social Structure

### **Tuesday, January 24:**

**Lecture:** Childhood  
**Reading:** Green Chapter 2

### **Thursday, January 26:**

**Lecture:** Childhood  
**Reading:** Green Chapter 3

### **Tuesday, January 31:**

**Lecture:** Childhood  
**Reading:** Wall Back to Nature: Escaping the City, Ordering the Wild

**Thursday, February 2:**

**Lecture:** Youth

**Reading:** Green Chapter 4

**Tuesday, February 7:**

**Lecture:** Youth

**Reading:** Tillecze Toward Contemporary Youth Studies

**Thursday, February 9:**

**Lecture:** Youth

**Reading:** Mishna and Van Wert Defining and Determining the Frequency and Effects of Bullying

**Tuesday, February 14:**

**Lecture:** Life Course Methods

**Reading:** O'Rand The Craft of Life Course Studies

**Thursday, February 16:**

**Lecture:** ~~Lecture:~~ Theory

**Reading:** Gecas Self-Agency and the Life Course

**Tuesday, February 21: Family Day No Class**

**Thursday, February 23: Reading Week No Class**

**Tuesday, February 28:**

**Midterm Examination**

**Thursday, March 2:**

**Librarian Visit**

**Lecture:** Early Adulthood

**Reading:** Green Chapter 5

**Tuesday, March 7:**

**Lecture:** Early Adulthood

**Reading:** No reading assigned

**Thursday, March 9:**

**Lecture:** Middle Adulthood

**Reading:** Green Chapter 6

**Tuesday, March 14:**

**Lecture:** Middle Adulthood

**Reading:** Yoshihama Application of the Life History Calendar Approach.

**Thursday, March 16:**

**Lecture:** Middle Adulthood

**Reading:** Holstein, James, A. and Jaber F. Gubrium. 2007. Constructionist Perspectives on the Life Course. You can access this reading through the LU library. Sociology Compass 1/1 (2007): 335–352.

**Tuesday, March 21:**

**Lecture:** Challenges associated with Normative and Non-normative Shifts

**Reading:** The popular media is full of stories of celebrity divorces. You are to find one story or news report of a celebrity divorce and bring a hard copy of the story/news report to class for discussion.

**Reading:** Guerrero, Andersen, and Afifi Ending Relationships Disengagement and Termination

**Thursday, March 23:**

**Lecture:** Old Age

**Reading:** Green Chapter 7

**Tuesday, March 28:**

**Lecture:** Old Age

**Reading:** No Reading Assigned

**Thursday, March 30:**

**Assignments are due at the beginning of class.**

**Lecture:** Old Age

**Reading:** Log onto the CARP website and read their advocacy section

**Tuesday, April 4:**

**Lecture:** Death, Dying, Grief and Loss

**Reading:** Green Chapter 8

**Thursday, April 6:**

**Lecture:** This is a catch-up class

**Reading:** No Reading Assigned

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