

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

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**Winter Semester: 2021**

**Office Hours: Wednesday 9.30-12.30**

**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.

| <b><u>Evaluation</u></b> | <b><u>Marks</u></b> | <b><u>Due Dates</u></b> |
|--------------------------|---------------------|-------------------------|
| Mid-term Examination     | 20%                 | February 22, 2021       |
| Research Assignment      | 30%                 | March 22, 2021          |
| Participation            | 35%                 | Throughout the Semester |
| Final Examination        | <u>15%</u><br>100%  | Set by Registrar        |

## **Lectures**

Each week is designed to be a 3-hour class, not including weekly readings, assignments, or studying for examinations. The three hours is to go over the lecture material, clicking on and reading the links provided, searching for information when requested to do so, watch any videos listed, answer group questions, etc.

## **Examinations**

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

**Please note: as you have all the course material available to you, there will be no reviews. You might want to create your study notes as you go through each unit.**

**Please note: Should you have questions about your examination you can call me during office hours.**

## **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?

You must cite the sources you use in the body of your poster. Posters without citations will receive a grade of zero. ASA citations are in brackets, appearing after a cited source and include: the authors' name, date of publication, and page number. For this assignment, if you prefer, you can number the citations and include the full citation on a separate page. You are required to have a minimum of 6 academic sources. We will discuss this assignment in detail in class.

The research projects will be posted for the entire class to read. There will be time devoted to reading the posters, posing questions, and answering questions. Research Projects are to be posted by 9.00 am on March, 22, 2021. Posters posted after 9.00 am March 22, 2021 and before 9.00 am on March 23, 2021 will be docked 5 late marks. Should you submit your poster any time after 9.00 am and before 6.00 pm on March 23, 2021 you will be docked 10 late marks. No posters will be accepted after 6.00 pm on March 23, 2021.

Posters must be submitted in a readable format. Posters not in a readable format will be treated as late posters, with marks docked until they are readable. Should the poster not be resubmitted in a readable format by March 23, 2021, at 6.00 pm, there will be no grade assigned.

There will be a forum set up to post your poster. Classmates can ask questions or make comments simply by hitting reply under your posting and you can make your response in the same way. Responding in this way keeps all questions/comments/responses in one place, which makes it easier for all concerned. You can post your poster beginning March 20, 2021. Comments to posters can begin on March 22, 2021 at any time. Questions/comments must be made prior to Saturday, March 27, 2021 at 10.00 pm.

Remember to post your poster in the open poster forum specifically designed for posters. You also need to post your poster in assignments. The poster will be graded in the assignment folder and only you can see the comments and grade in the assignment folder. Should you choose not to submit your poster in the assignment folder, on or before 6.00 pm on March 23, 2021, no comments will be made on your poster, your grade will appear in myinfo.

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. If you type in how to make a poster online it will bring you to sites that will help you.

### **Participation**

Participation is a significant part of your overall mark. Your participation mark is based on your contribution to group discussions and asking questions/making comments and answering questions/comments on the poster assignment. This entails fulsome responses to group discussions/poster questions/comments; stating "I agree" or "I disagree" without adding why you agree or disagree is not considered a fulsome

discussion. Repeating what a group member has said in discussion posts/questions/comments is not a fulsome discussion. Participation means engaging with the material. You are to answer each discussion question in each lecture. While you certainly can agree or disagree with a post, you need to outline your rationale for doing so. Critical thinking is not about opinions. Critical thinking is rational, unbiased, evidence-based thought.

If you are concerned you will be repeating what a group member has posted you might want to answer the question offline, cut and paste it into the discussion forum, and then comment on what your group members have said.

Each of you was randomly assigned to a discussion group forum and will work with your group throughout the course. Discussion forums can only be viewed by the members of the group and me. Respectfulness of answers is to be practiced. You do not have to agree with your classmates, you can respectfully disagree. Academia is about discourse and critical thought.

Each question, in each lecture and the questions/comments on posters will be marked out of 4 possible marks, following the list below. Your answers should not only reflect that you have read the material/watched the videos in question, but have thought about and further analysed it. Additionally, you should read the responses of your peers to avoid repeating or copying their answers, as well as to further your group discussion regarding that question.

- 0 Marks: No answer or answer reveals a fundamental misunderstanding of the question or content being asked about.
- 1 Mark: Answer reveals you have read the relevant material and provided an answer.
- 2 Marks: Answer shows an understanding of the material being asked about and appropriately addresses the question.
- 3 Marks: Answer illustrates a full understanding of the material and the question, as well as the capacity to engage with the discussion beyond merely answering the question.
- 4 Marks: Answer proves that you have not only understood the material and question, but are able to deeply discuss the sociological relevance provoked by the question and the material.

Discussions are not marked for length, only for content. While each post is read and graded, those who post before 8.00 am, each Wednesday, can expect a comment on at least one post.

Discussion posts for lectures open at 8.00 am on Monday. The last posts for discussion questions need to be made by 2.00 pm on Thursday. Discussion posts will close each week on Thursday at 2.00 pm. The poster forum will open, for discussion, Monday March 22, 2021 and will close on Saturday, March 27, 2021, at 10.00 pm. For the last week of class, the posts are opened for an extended period.

While you are to read all the posters, you are to select at least 15 of your classmates' poster assignments to read in-depth and ask questions/make comments on these. As well, you are to answer questions/comments asked of your poster. Please ask questions/make comments of the posters of your group members before examining the posters of those in other groups. Doing so ensures everyone has questions/comments to address and everyone's work is read in-depth by some classmates. Respectfulness is expected when asking questions/making comments or responding to questions/comments. Questions/comments/responses are to be fulsome. Saying nice colours is not a fulsome comment.

**Please note: I will post participation grades once a month, should you have questions about your participation grade you can call me during office hours.**

### **Office Hours**

I will be in my office for office hours once a week, beginning the first week of classes, to meet via telephone. Should you have questions about course material, the assignment, grades, or other course related material please call.

**Please Note: As the course is online, I am online often and happy to answer questions. Participation grades and questions regarding examinations will be addressed over the phone, during office hours.**

### **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.

### **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.

**Please use Lakehead Email to converse with me [lforbes@lakeheadu.ca](mailto:lforbes@lakeheadu.ca) . Any notices I send will be through your Lakehead Email account.**

**As noted earlier on, I will be online often reading posts. Should you need any assistance or have a question I am only an email away and happy to help/answer questions.**

**The Following is Lakehead University's Policy for Students Engaged in Remote Learning at Lakehead University.**

### **(1) Copyright Compliance:**

I understand and agree that all instructional, reference, and administrative materials to which I am given access in this course (the "course materials"), whether they consist of text, still or kinetic images, or sound, whether they are in digital or hard copy formats, and in whatever media they are offered, are protected in their entirety by copyright, and that to comply with this copyright and the law:

(1) I may access and download the course materials only for my own personal and non-commercial use for this course; and

(2) I am not permitted to download, copy, store (in any medium), forward or share, transmit, broadcast, show, post or play in public, adapt, or change in any way any text, image, or sound component of the course materials for any other purpose whatsoever except as expressly authorized, and only to the extent authorized, in writing, by the course instructor.

I further understand and agree that, if I infringe the copyright of the course materials in any way, I may be prosecuted under the Lakehead University Student Code of Conduct – Academic Integrity, which requires students to act ethically and with integrity in academic matters and to demonstrate behaviours that support the University's academic values.

### **(2) Exam/Assignment Integrity:**

I understand and agree that:

(1) Unless otherwise allowed by the course instructor, I must complete the assignments in this course without the assistance of anyone else.

(2) Unless otherwise allowed by the course instructor, I must not access any sources or materials (in print, online, or in any other way) to complete any course exam.

I further understand and agree that, if I violate either of these two rules, or if I provide any false or misleading information about my completion of course assignments or exams, I may be prosecuted under the Lakehead University Student Code of Conduct – Academic Integrity, which requires students to act ethically and with integrity in academic matters and to demonstrate behaviours that support the University's academic values.

"A breach of Academic Integrity is a serious offence. The principle of Academic Integrity, particularly of doing one's own work, documenting properly (including use of quotation marks, appropriate paraphrasing and referencing/citation), collaborating appropriately, and avoiding misrepresentation, is a core principle in university study. Students should view the Student Code of Conduct – Academic Integrity – for a full description of academic offences, procedures when Academic Integrity breaches are suspected and sanctions for breaches of Academic Integrity."

## **Winter Semester 2021 Reading and Lecture Schedule**

### **Week: 1: Monday, Jan. 11 to Thursday, Jan. 14**

Welcome to Life Course Studies

Introductions, Course Outline

**Lecture 1:** Introduction to Life Course Studies

**Reading:** Green Introduction

**Reading:** Green Chapter 1

**Week: 2: Monday, Jan. 18 to Thursday, Jan. 21**

**Lecture 2:** Understanding the Life Course

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

**Reading:** Cain Life Course and Social Structure

**Week: 3: Monday, Jan. 25 to Thursday, Jan. 28**

**Lecture 3:** Childhood

**Reading:** Green Chapter 2

**Reading:** Green Chapter 3

**Week: 4: Monday, Feb. 1 to Thursday, Feb. 4**

**Lecture 4:** Childhood

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

**Lecture:** Youth

**Reading:** Green Chapter 4

**Week: 5: Monday, Feb. 8 to Thursday, Feb. 11**

**Lecture 5:** Youth

**Reading:** Tilleczek Toward Contemporary Youth Studies

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

**Week: 6: Monday, Feb. 15 to Thursday, Feb. 18**

**Family Day and Study Week No class**

**Week: 7: Monday, Feb. 22 to Thursday, Feb. 25**

**Midterm Examination Monday, February 22 at 6.00 pm Eastern Standard Time**

**Zoom Library Session with Librarian, Debra Gold**

**February 23, 10.00 am.**

**Week: 8: Monday, Mar. 1 to Thursday, Mar. 4**

**Lecture 6:** Life Course Methods and Theory

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

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

**Week: 9: Monday, Mar. 8 to Thursday, Mar. 11**

**Lecture 7:** Early Adulthood

**Reading:** Green Chapter 5

**Week: 10: Monday, Mar. 15 to Thursday, Mar. 18**

**Lecture 8:** Middle Adulthood

**Reading:** Green Chapter 6

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

**Week: 11: Monday, Mar. 22 to Thursday, Mar. 25**

**Posters are due at 9.00 am, Monday March 22**

**This week will be spent reviewing the posters and asking and answering questions on the posters.**

**Week: 12: Monday, Mar. 29 to Thursday, Apr. 1**

**Lecture 9:** Old Age

**Reading:** Green Chapter 7

**Week: 13: Tuesday, Apr. 6 to Tuesday, Apr. 13**

**Lecture 10:** Challenges associated with Normative and Non-normative Shifts

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

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

**Reading:** Green Chapter 8