

Life-course, Ageing, and Social Exclusion

Livslopp, åldrande och social exkludering
7.5 credits

Single subject and programme course

708A02

Valid from: 2020 Autumn semester

Determined by	Main field of study	
Course and Programme Syllabus Board at the Faculty of Arts and Sciences	Ageing and Later Life	
Date determined	Course level	Progressive specialisation
2020-05-11	Second cycle	A1N
Revised by	Disciplinary domain	
	Social sciences	
Revision date	Subject group	
	Social Studies	
Offered first time	Offered for the last time	
Autumn semester 2020		
Department	Replaced by	
Institutionen för kultur och samhälle	755A20	

Entry requirements

- 180 ECTS credits passed with 90 ECTS credits passed in one subject area
- English corresponding to the level of English in Swedish upper secondary education (Engelska 6)
(Exemption from Swedish)

Intended learning outcomes

After completing the course, the student will be able to:

- understand and illustrate social science concepts of life-course, ageing and social exclusion and their empirical applicability in the analysis of changing contemporary societies in a Swedish, European and global perspective.
- compare and contrast risk factors and outcomes of social exclusion from a life-course perspective.
- describe and critically reflect on the social and political relevance of the various aspects of social exclusion – economic, spatial, cultural, civic, services, social relations – in ageing societies and corresponding problems for national, European and global policies from an interdisciplinary perspective.
- apply knowledge and research skills to examine social exclusion with ageing using a life-course perspective.

Course content

Social exclusion is a process where individuals are prevented from participating fully in society and the concept of social exclusion is multidimensional and covers life domains such as production, activity, health and health behaviour, material/financial resources, social relationships, civic participation, and access to services. The course emphasises the issue of social exclusion, with health and life-course as crosscutting perspectives. A specific emphasis will be put on shifts related to the demographic transition and the extended importance of later life. The interdisciplinary and intersectional correspondences of the issue will be accentuated. Besides a Swedish focus, an international comparative perspective will be taken. The students will be enabled to contribute with their own research questions and to discuss analytical designs to process them.

Teaching and working methods

Teaching is through lectures, seminars, individual and group exercises and the corresponding scientific literature. Active student participation is key to assess the interdisciplinary and multi-thematic complexity of the issue.

Examination

The course is examined through

- active seminar participation, grading scale – UG
- written assignments. grading scale - UG

Active participation consists of presentations, assessment tasks and participation in the seminar discussion. Written examination is through an essay on a key course topic. To pass requires to be approved in all these fields.

If special circumstances prevail, and if it is possible with consideration of the nature of the compulsory component, the examiner may decide to replace the compulsory component with another equivalent component.

If the LiU coordinator for students with disabilities has granted a student the right to an adapted examination for a written examination in an examination hall, the student has the right to it.

If the coordinator has recommended for the student an adapted examination or alternative form of examination, the examiner may grant this if the examiner assesses that it is possible, based on consideration of the course objectives.

An examiner may also decide that an adapted examination or alternative form of examination if the examiner assessed that special circumstances prevail, and the examiner assesses that it is possible while maintaining the objectives of the course.

Students failing an exam covering either the entire course or part of the course twice are entitled to have a new examiner appointed for the reexamination.

Students who have passed an examination may not retake it in order to improve their grades.

Grades

Three-grade scale, U, G, VG

Other information

Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus.

The course is carried out in such a way that both men's and women's experience and knowledge is made visible and developed.

If special circumstances prevail, the vice-chancellor may in a special decision specify the preconditions for temporary deviations from this course syllabus, and delegate the right to take such decisions.

