

## **Methods of Analysis on Individual Development, Life-course, and Social Change**

Metoder för att analysera individuell utveckling, livslopp och social  
förändring  
7.5 credits

Single subject and programme course

708A03

Valid from: 2020 Autumn semester

<b>Determined by</b>	<b>Main field of study</b>	
Course and Programme Syllabus Board at the Faculty of Arts and Sciences	Ageing and Later Life	
<b>Date determined</b>	<b>Course level</b>	<b>Progressive specialisation</b>
2020-05-11	Second cycle	A1N
<b>Revised by</b>	<b>Disciplinary domain</b>	
	Social sciences	
<b>Revision date</b>	<b>Subject group</b>	
	Other Subjects within Social Science	
<b>Offered first time</b>	<b>Offered for the last time</b>	
Autumn semester 2020		
<b>Department</b>	<b>Replaced by</b>	
Institutionen för kultur och samhälle	755a21	

## Entry requirements

- 180 ECTS credits passed with 90 ECTS credits passed in one subject area including an academic paper of 15 ECTS credits
- 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 should be able to:

- understand and critically reflect on concepts of ageing, life-course, social change, and the methodological challenges of research in this field.
- describe, critically reflect on and implement research methodologies to investigate issues of ageing and social change using a life-course perspective.
- develop research questions and hypothesis to examine key research issues in social sciences by using a life-course perspective involving individual dynamics and societal transformation over time.

## Course content

Accelerating social change, population ageing but also improved methodological tools have further stimulated the interest in the empirical examination of individual dynamics and societal shifts. The efficient use of advanced research methodologies for life-course trajectories is necessary in order to further understand ageing processes, life-courses and social change across individual and historical time. This course aims to equip students with a thorough understanding for the role of time in social research and with advanced research skills in order to apply knowledge and techniques.

## 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
- individual written essay, grading scale: UV

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.