

From Diversity to Inequality – A social science perspective

Från olikhet till ojämlikhet – ett samhällsvetenskapligt perspektiv
7.5 credits

Single subject and programme course

708A04

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	
	Other Subjects within Social Science	
Offered first time	Offered for the last time	
Autumn semester 2020	Spring semester 2022	
Department	Replaced by	
Institutionen för kultur och samhälle	755A22	

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 will be able to:

- describe and review social science concepts of diversity and inequality in changing contemporary societies in a Swedish, European and global perspective with a specific focus on age, cohort and generational structures.
- critically reflect on the relevance of diversity and inequality dynamics in ageing societies and corresponding problems for national, European and global policies.
- discuss and critically consider scenarios for future developments of diversity, inequality and exclusion patterns and their policy implications on the national, European and global level.
- contribute own research questions and to discuss analytical designs.

Course content

Two features more than any other define the world we live in at the start of the twenty-first century: rising economic inequality and population aging. In this course the interconnections between these two defining features – rising inequalities and populations ageing – will be examined, especially how ageing defines and affect trends and patterns of inequality. It will first introduce into classical and contemporary approaches on diversity and inequality. Second it intends to consider the interplay between diversity, inequality and social change. Third, evidence from Sweden, Europe and Global analyses is discussed, before, fourth, research on diversity and inequality in times of accelerated social and demographic change is analysed. The interdisciplinary and intersectional correspondences of the issue will be emphasized.

Teaching and working methods

Teaching is through lectures, seminars, individual and group exercises and the corresponding scientific literature.

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.