

Study Guide

2024-04-25

Welcome to the course *Ageing and Social Change*, 3 credits

This course is offered within the context of the Swedish Graduate School on Ageing and Health (SWEAH). It is included as one of the sets of courses in the specific SWEAH curriculum. Doctoral students affiliated with SWEAH are given precedence in the course. However, other doctoral students may take the course if there are places available.

The number of students is limited to 25. The responsible University for this course is Linköping University, Division Ageing and Social Change (ASC). The course is a part-time course combining online learning activities with a two-day workshop requiring physical attendance. The course starts in September 2024 and ends in November 2024.

Practical information

In this course, we use Microsoft Teams for all the online activities. Prior the online sessions, students will receive an invitation with a link to participate in the session. A dedicated Teams folder for this course will be available to the students to retrieve and upload relevant course materials. Before the start of the course, make sure you are able to log on to Microsoft Teams and take part in the online introductory session.

In addition to online learning activities, the course includes a two-day workshop at Linköping University, Campus Norrköping, in Norrköping. Assignments and attendance in the two-day workshop are mandatory. Communication between students, the course leader and the assistant course leader is carried out primarily through online meetings.

Important things to consider in e-meetings:

- *Check your devices: camera and microphone. Use a headset if possible.*
 - *Choose a calm and quiet place where you can participate without interruptions.*
 - *Check in to the meeting 5 minutes before the meeting starts.*
 - *Since this is an online course, it is nice to see who is participating. Please keep your camera on.*
 - *To support all participants to get to know each other, please upload a profile picture in Microsoft Teams. This is particularly useful for identifying your account in meetings, particularly during those moments when not using your video camera.*
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Persons involved in the course

The course leader for this course is Andreas Motel-Klingebiel (andreas.motel-klingebiel@liu.se), and the assistant course leader is Arianna Poli (arianna.poli@liu.se, 011 363582). Please refer to Arianna for any questions regarding the course.

Teachers for the course are:



Indre Genelyte (IG), Assistant Professor in Ageing and Social Change, Linköping University. Personal webpage: <https://liu.se/en/employee/indge48>



Susanne Kelfve (SK), Associate Professor in Social Work, Linköping University. Personal webpage: <https://liu.se/en/employee/suske57>



Kai Leichsenring (KL), Director, European Centre for Social Welfare Policy and Research, Austria. Personal webpage: <https://www.euro.centre.org/persons/detail/2>



Ittay Mannheim (IM), Department of Communication Studies, Ben-Gurion University of the Negev, Israel. Personal webpage: <https://www.linkedin.com/in/ittay-mannheim/>



Andreas Motel-Klingebiel (AMK), Professor in Ageing and Later Life, Linköping University. Personal webpage: <https://liu.se/en/employee/andmo09>



Arianna Poli (AP), Postdoc in Ageing and Social Change, Linköping University. Personal webpage: <https://liu.se/en/employee/aripo44>



Bianca Suanet (BS), Professor in Ageing and Social Change, Linköping University, Sweden. Personal webpage: <https://www.linkedin.com/in/bianca-suanet-80989519/?originalSubdomain=nl>

The purpose of the course

The course is a postgraduate course on ageing and social change within the SWEAH programme on ageing and health. Its purpose is to advance the understanding of the interdependence between social change, population and individual ageing with a focus on ageing and policies on the national and European level.

On the completion of the course, the students shall be able to:

- Explain how individual and population ageing can be understood from a perspective of ageing and social change,
- Reflect on the interaction between social and economic policies on the one hand and population ageing and individual ageing processes on the other, in a multidisciplinary perspective,
- Compare and contrast how social security systems and their development over time interdepends with wider social dynamics on the macro, meso and micro level,
- Apply the various theories/approaches and key concepts introduced in the course with an interdisciplinary ambition on their own research topic.

Content

Ageing is one of the key issues in today's changing societies, which requires more research-based understanding, as well as knowledge about adequate policies. The Ageing and Social Change course provides students with knowledge about individual and population ageing in contemporary societies and an understanding of relevant societal dynamics as a mutual societal challenge.

It provides students with the relevant skills to focus on the interdependencies between policies, welfare institutions, population dynamics and individual lives. It addresses the complexity and intersectionality of ageing in the dynamics between different levels of society, considers its implications for individuals, institutions, and communities. It will focus on a critical analytical perspective from a gender, social class and diversity perspective when studying trends and policies, also taking into account sustainability issues.

The students will acquire relevant skills and knowledge to work in research, policy and practice.

Overall learning activities

The course is offered in hybrid-mode and based on seminars and individual and group works. The online part of the course includes lectures, group work, written compilations and required readings. The onsite part of the course involves lectures, instructed workshops, group work, written compilations, required readings and supervision. Teachers are available as discussants and provide advice to the students.

The general rule applicable to this course is that active attendance in all the activities is compulsory. It can happen that students are unable to attend a lecture, seminar or exam, due to illness or other circumstances beyond own control. In such cases, students have to report this in advance to the assistant course leader or the course leader and will receive instructions on how to compensate for the missed activities. It can also happen that students cannot submit assignments on time because of illness or other circumstances beyond own control. In such cases, students have to contact in advance the assistance course leader or the course leader who will assess how to proceed.

Structure of the course

The course is structured into four main parts: (I) online thematic and practical introductory session, (II) three online seminars, (III) one 2-day face-to-face meeting in Norrköping with lectures and workshops and (IV) online final examination.

Part I: Introductory session (online)

THEMATIC INTRODUCTION (90 mins)

Ageing and Social Change – Exploring the dynamics of individual and population ageing in the light of social, cultural, economic and political transformations. Q&A.

AMK,
SK, BS,
AP

When: *Sept 30,*
2024, h. 10-12
Where: *online*

INFORMATION SESSION (30 mins)

Introduction to the structure of the course, the learning objectives and the assignments A-C

Part II – Seminar series (online)

SEMINAR 1 (90 mins) Key changes in work, health and innovation in ageing societies	BS, AP	When: <i>Oct 7, 2024, h. 10-12</i> Where: <i>online</i>
SEMINAR 2 (90 mins) Social, institutional and political environments of ageing	AP, AMK	When: <i>Oct 14, 2024, h. 10-12</i> Where: <i>online</i>
SEMINAR 3 (90 mins) National, European, and global priorities and policies in ageing societies	IG, AMK	When: <i>Oct 21, 2024, h. 10-12</i> Where: <i>online</i>
ASSIGNMENT A A.1: Group discussion (online) A.2: Joint written summary (submission – Oct 11, 18 & 25)		

Part III – 2-day meeting at Linköping University in Norrköping – a detailed schedule will follow

INTRODUCTION Ageing and Social Change – a recapitulation of the course themes	AMK	
LECTURE 1 Life course, health and learning policies, and the European strategies for ageing	KL	
WORKSHOP 1 From age segregation to age integration	KL	When: <i>Oct 28 and 29, 2024</i> Where: <i>Linköping University, Campus Norrköping</i>
LECTURE 2 The dynamic interplay between (self-)ageism, age discrimination, and design and policies – the case of digitalization	IM	
WORKSHOP 2 Ageing, age discrimination and policies	IM	
ASSIGNMENT B B.1: Active participation with workshop presentations (onsite) (submission – <i>Oct 25, 2024</i>) B.2: Active participation in group discussions (onsite)		

Part IV: Concluding session (online and submission)

EXAMINATION SEMINAR (180 mins) Individual presentations	AMK, SK, BS, AP	When: <i>Nov 25, h. 13-16</i>
ASSIGNMENT C		

- C.1: Individual written assignment and peer-reviews (submission – *Nov 18, 2024*)
C.2: Active participation in the seminar with presentations (online)
C.3: Final paper (submission – *Dec 9, 2024*)

Assignments

Assignment A1 – Group discussion

Students will work in small groups to discuss together the topics of the seminar. Everyone should have read the materials to be discussed in the group and has to actively contribute to the discussion. During the group discussions, students are expected to raise questions, make observations, elaborate on their own perspectives and ideas and get familiar with the ones from the others. Each individual in the group should be able to summarise the major issues on the discussed topic and share them with the whole class in a plenary moment.

Group discussions will take place during Seminar 1, 2 and 3.

Assignment A2 – Joint written summaries by groups

As an output of each group discussion, the groups of students are required to write a comprehensive summary of their discussions and upload them to the relevant Teams folder. This is done in connection to each seminar. The written summaries have to result from a collaborative effort of the group members. The summaries have to introduce the seminar topics discussed, detail the discussion points and show how the students' ideas and existing knowledge developed through discussion and interaction.

This is a collaborative group assignment and therefore is intended to be one where the entire group contributes to writing the assignment. Make a group writing plan and clarify responsibilities early enough.

Instructions to the written summaries:

- Maximum 2 A4 pages, written in Microsoft Word,
- Times New Roman, font size 12 and 1.5 line spacing,
- Label the document specifying the seminar and the group. For example, the written summary of seminar 1 submitted by group 2 will be labelled as follows: *Summary_Seminar1_Group2*,
- Upload the document into the dedicated Teams folder.

Written summary, Seminar 1. Submission: *Oct 11, 2024*.

Written summary, Seminar 2. Submission: *Oct 18, 2024*.

Written summary, Seminar 3. Submission: *Oct 25, 2024*.

Assignment B1 – Workshop presentations

Based on recommended literature that is provided before the workshops, students will prepare a 5-minute power point presentation on the topics of workshop 1 and workshop 2, in relation to their thesis work. The presentations have to elaborate on the links between the individual thesis work and the workshop concepts/topics. For each workshop, students will be divided into groups and give their presentations to their group members.

Instructions to the presentations:

- Maximum 4 slides, written in Microsoft Power Point,
- Label the document specifying the workshop and the name of the student. For example, a presentation for workshop 1 would be labelled as follows: *Workshop1_NameSurname*,
- Upload the presentation into the dedicated Teams folder.

Submission date for the workshop presentations: *Oct 25, 2024.*

Assignment B2 – Group discussions

Each student's workshop presentation will be followed by group discussions. The other students in the group are expected to give comments and raise questions to their peers' presentations. Active participation by all students is required.

Assignment C1 – Individual written assignments and peer-reviews

Students will submit an individual written assignment which is a first draft of the final paper. This text has to focus on a topic from the course and be linked to the individual thesis work. In their writing, students have to refer to the course literature, and the text has to show that the student has a good understanding and knowledge of the topic of choice and the relevant literature. The text has to be organised around a clear structure. For example, a possible structure could be:

- Title,
- Introduction/background,
- Linking the topic of choice to the thesis work,
- Conclusions,
- References.

In preparation to the final examination day, each student will peer-review the individual written assignment of another student and prepare to give comments and feedback.

Instructions to the individual written assignment

- Maximum 5 A4 pages (excluding references), written in Microsoft Word,
- Times New Roman, font size 12 and 1.5 line spacing,
- Label the document specifying the assignment and the student's name (i.e. *Assignment C1_NameSurname*)
- Upload the document into the dedicated Teams folder.

Individual written assignment. Submission date: Nov 18, 2024.

Assignment C2 – Active participation in the examination seminar with presentation

Students are expected to actively participate in the examination seminar. The examiners are Andreas Motel-Klingebiel, Susanne Kelfve and Bianca Suanet. Students will be divided into small groups and present their final texts to the group members. The groups will be chaired by a course teacher. Each student will be main commentator for another student. The main commentator is expected to provide critical feedback and comments on the text and suggest ways to improve the text. All students in the group are invited to give additional feedback and comments, and the course teacher will also complement with additional inputs where necessary.

Assignment C3 – Final paper

Based on the feedback received on the examination seminar, students will work and finalise their final paper.

Instructions to the final paper

- Maximum 5 A4 pages (excluding references), written in Microsoft Word,
- Times New Roman, font size 12 and 1.5 line spacing,
- Label the document specifying the assignment and the student's name (i.e. *Final Paper - NameSurname*)
- Upload the document into the dedicated Teams folder.

Final paper. Submission date: Dec 9, 2024.

Assessment criteria

To pass the course the student has to attend actively each part of the course and complete all the assignments according to the requirements detailed in the assignments' description above. The grade Pass (G) or Fail (U) is given in this course.

A student who has failed the examination is given the opportunity to resubmit the specific assignment(s) which did not fulfill the requirements. Re-submission is allowed three times. Details on the re-submission will be agreed with the examiner.

Literature

Below is the list of mandatory literature:

- Elder, G. H. (1994). Time, Human Agency and Social Change: Perspectives on the Life Course. *Social Psychology Quarterly*, 57, 4-15.
(<https://www.jstor.org/stable/2786971>)
- European Commission. (2021). GREEN PAPER ON AGEING - Fostering Solidarity and Responsibility between Generations. European Commission, Brussels.
(https://ec.europa.eu/info/sites/default/files/1_en_act_part1_v8_0.pdf)
- Specific literature for the seminars and the two workshops will be added before the events

Additional introductory reading:

- Alwin, D. F., & McCammon, R. J. (2006). Generations, cohorts, and social change. In J. T. Mortimer & M. J. Shanahan (Eds.), *Handbook of the life course* (pp. 23-49). New York: Springer.
(https://link.springer.com/chapter/10.1007/978-0-306-48247-2_2)
- Jane, F., Maria, E., & Athina, V. (2020). *Handbook on Demographic Change and the Lifecourse*. In: Edward Elgar Publishing.
(<https://china.elgaronline.com/edcollbook/edcoll/9781788974868/9781788974868.xml>)
- Ballard, R., & Barnett, C. (2023). *The Routledge Handbook of Social Change*. Abingdon, Oxon; New York, NY: Routledge.
(<https://www.taylorfrancis.com/books/edit/10.4324/9781351261562/routledge-handbook-social-change-richard-ballard-clive-barnett>)
- Specific literature for the seminars and the two workshops will be added before the events