



## SOCIOLOGY 9258

Inequality over the Life Course, Fall 2024.

Tue 9:30 - 12:30 SSC5235

Professor: Dr. Anders Holm

Office Hours: Wednesdays 1- 4 pm (or by appointment), Department of Sociology, Office: SSC 5327

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### **Enrollment Restrictions**

Enrollment in this course is restricted to graduate students in Sociology as well as any student that has obtained special permission to enroll in this course from the course instructor as well as the Graduate Chair (or equivalent) from the student's home program.

### **Course Description**

This class is designed to introduce you to a Life Course Perspective as a lens for viewing and understanding social inequality. A Life Course Perspective focuses on the intersection of individual lives, social structure and inequality, and social change. It emphasizes inequalities in experiences across individual lives and the way those patterns are shaped by broader social inequalities, history and change. This approach can be combined with other theoretical frames and applied to a wide range of substantive questions related to health, work, family, education, migration, political attitudes, and criminal careers and course readings provide some examples of these applications.

For information about course requirements, see Methods of Evaluation and Evaluation Breakdown below.

## **Learning Outcomes**

Students who complete this course successfully will be able to:

- Synthesize and critically evaluate theoretical arguments, current research and scholarship relating to life course sociology
- Demonstrate an ability to present and discuss ideas clearly and articulately through effective oral and written communication.
- Demonstrate an ability to engage in scholarly discussion and debate

## **Course Materials**

Readings:

You will be introduced to critical readings in the first few classes.

Lecture slides and other material will be available before lectures on Brightspace, and they are listed on the day on which you need to have them.

## **Tentative course schedule**

### **Sept. 10<sup>th</sup>**

Introduction to life course analysis.

Glen H. Elder, Jr. (1998) The Life Course as Developmental Theory Source. *Child Development*, 69(1), 1-12.

Glen H. Elder Jr. (1994) Time, Human Agency, and Social Change: Perspectives on the Life Course. *Social Psychology Quarterly*, 57(1), 4-15.

### **Sept. 17<sup>th</sup>**

Origins of life course analysis.

Meyer, Carl Ulrich (2009) New Directions in Life Course Research, *Annual Review of Sociology*, 35, pp. 413-433.

Fasang, Anette E., Silke Aisenbrey, Uncovering Social Stratification: Intersectional Inequalities in Work and Family Life Courses by gender and Race. *Social Forces*, 101(2), 576-605.

## **Sept. 24<sup>th</sup>**

Life course and ageing and health.

Foverskov, E, E.L. Mortensen, A. Holm, J.L.M. Pedersen, M. Osler and R. Lund (2019) Socioeconomic position across the life course and cognitive ability later in life: the importance of considering early cognitive ability. *Journal of Aging and Health*, 31(6), 947-966.

Foverskov, E. and A. Holm (2016). Socioeconomic inequality in health in the British household panel: Tests of the social causation, health selection and the indirect selection hypothesis using dynamic fixed effects panel models. *Social Science and Medicine*, 150. 172-183.

## **Oct. 1st**

Life course and education (1<sup>st</sup> reflection (two type written pages, written comments on articles in the first four lectures) due)

Buchmann, Claudia and Thomas A. DiPrete (2006) The Growing Female Advantage in College Completion: The Role of Family Background and Academic Achievement, *American Sociological Review*, 71(4), 515–541.

Domina, Thurston, AnneMarie Conley and George Farkas (2011) The Link Between Educational Expectations and Effort in the College-for-all Era. *Sociology of Education*, 82(1), 93-112.

## **Oct. 8<sup>th</sup>**

Life course and marriage

Orbuch, Terri L., James S. House, Richard P. Mero and Pamela Webster (1996) Marital Quality Over the Life Course. *Social Psychology Quarterly*, 59(2), 162-171.

Umberson, Debra, Kristi Williams, Daniel A. Powers, Meichu D. Chen and Anna M. Cambell (2005) *Social Forces*, 84(1), 493-511.

## **Oct. 15th**

Reading Week, no lecture.

## **Oct. 22nd**

Life course and employment

Rausher, Emily (2011) Producing adulthood: Adolescent employment, fertility, and the life course. *Social Science Research*, 40, 552-571.

Eisenberg-Guyot, Jerzy, Trevor Peckham, Sarah B. Andrea, Vanessa Oddo, Noah Seixas, and Anjum Hajat (2020). Life-course trajectories of employment quality and health in the U.S.: A multichannel sequence analysis, *Social Science and Medicine*, 264, 113327.

## **Oct. 29<sup>th</sup>**

Life course and care (2<sup>nd</sup> reflection (two type written pages, comment on articles in the preceding three lectures) due)

Koehly, L. M. and J. A. Manalel (2023) Interconnected social convoys: Understanding health and wellbeing through linked personal networks. *Advances in Life Course Research*, 56, 100541.

Keating, N., J. Eales, L. Funk, J. Fast, J. Ming (2019) Life course trajectories of family care. *International Journal of care and Caring*, 3(2), 147-163.

**Nov. 5<sup>th</sup>**

Presentations

**Nov. 12<sup>th</sup>**

Presentations (submit a one page on what your final paper will be about).

**Nov. 19<sup>th</sup>**

Presentations

**Nov. 26<sup>th</sup>**

Presentations

### **Methods of Evaluation and Breakdown**

Participation in class discussions 15%

Presentation and Leading seminar discussions 20%

Reflections, two type written pages (2 submissions) 20%

Final paper (no more than 10 type written pages): due December 5 45%

### **A Note About Attendance**

Because you cannot actively engage with the materials and your colleagues if you are not here, in order to receive a passing grade, students are expected to attend at least 80% of the class meetings for this course. This requirement will only be waived in exceptional circumstances with documentation. While attendance is not an explicit part of the evaluation breakdown, you will see your final grade lowered if you miss an excessive number of class sessions. Please inform me if you are unable to attend a class for medical or personal reasons.

Students are expected to participate in class, providing their thoughts and opinions on the day's topics and drawing connections across the readings and the weeks. Involvement will be promoted through seminar presentations that discuss important concepts from selected readings, raise questions, and encourage discussion of ideas. Everyone is expected to read all the assigned readings each week and actively participate in the discussion—to ask questions, speak to debates in the literature, challenge what class members have said, and relate the material to your own

interests. Also be prepared to discuss the contribution of the additional article of interest that you have chosen to read each week.

### **How to Contact Me**

If you have questions about the course content or logistics of the course that could be useful to the rest of the class, please post them to the Forum on Brightspace. If you have specific questions for me, I can be reached via email at [aholm@uwo.ca](mailto:aholm@uwo.ca). Students are encouraged to come to office hours.

### **How to Get Important information**

You will find course content and announcements posted to our Brightspace website. I will also announce any upcoming deadlines or changes to the course schedule in class.

### **Important Policies**

**Assignment Deadlines.** Students must submit their assignments by the date and time stated in the course outline and on the Brightspace website. Late final papers will be penalized 5% points for each day they are late.

### **A Note on Plagiarism**

Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major scholastic offence. See Scholastic Offences (below) for the link to Scholastic Discipline regulations.

### **Plagiarism Checking**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com: <http://www.turnitin.com>

### **Scholastic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_grad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf)

## **Accessible Education Western (AEW)**

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

## **Copyright of Lectures and Other Course Materials**

Any materials created by the instructor (e.g., notes, handouts, summaries, slide, assignments, exams, etc.) are protected by copyright law and may not be copied or distributed in any form without the explicit permission of the instructor. Any non-authorized use of these materials constitutes an academic offence.

## **Completion of Course Requirements**

Course requirements must be completed by the end of the term in which the course is offered (Fall-December 31; Winter-April 30, Summer-August 31). Only in exceptional circumstances may a student take additional time to complete the course requirements. In such a case, the student must first meet with the Graduate Chair to request permission to carry the incomplete. Medical documentation, where required, will be kept on file in the Sociology graduate program office. More details regarding incompletes are outlined in the Graduate Handbook:

[http://www.sociology.uwo.ca/graduate\\_handbook/course\\_information.html](http://www.sociology.uwo.ca/graduate_handbook/course_information.html)

## **Mental Health**

Students who are in emotional/mental distress should refer to Health and Wellness Western for a complete list of options to obtain help: [http://uwo.ca/health/mental\\_wellbeing/](http://uwo.ca/health/mental_wellbeing/) Health and Wellness As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority. Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), or other relevant administrators in their unit. The Wellness Education Centre (lower level UCC) assists students in finding mental health and other related resources best suited to their needs: <http://se.uwo.ca/wec.html> Western's School of Graduate and Postdoctoral Studies' Living Well website provides tips for thriving at

grad school and other helpful information:

[http://grad.uwo.ca/current\\_students/living\\_well/index.html](http://grad.uwo.ca/current_students/living_well/index.html)

Western provides several on-campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree. For example, to support physical activity, all students, as part of their registration, receive membership in Western's Campus Recreation Centre: <http://www.westernmustangs.ca/index.aspx?path=ims#> Numerous cultural events are offered throughout the year. Also, we encourage you to check out the Faculty of Music web page <http://www.music.uwo.ca/>, and our own McIntosh Gallery <http://www.mcintoshgallery.ca/>.

### **Standards of Professional Behaviour**

It is the responsibility of all members of the Department of Sociology to adhere to and promote standards of professional behaviour that support an effective learning environment. These include:

- respect for others both in and out of the classroom through words and actions (be professional, fair, and respectful in interactions with people on-line and in-person; understand and respect differences among classmates and colleagues; avoid disrupting the learning environment; respect others' expectations of confidentiality and privacy)
  - active engagement in learning and commitment to quality (being prepared for classes; participating and listening actively to other; using technology and social media appropriately, striving to do your best)
  - personal integrity (following through on commitments; doing own work)
- Students should also be aware of the UWO Student Code of Conduct found at <https://www.uwo.ca/univsec/pdf/board/code.pdf>

### **Statement on Gender-Based and Sexual Violence:**

Western is committed to reducing incidents of gender-based and sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website:

[https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html)

To connect with a case manager or set up an appointment, please contact [support@uwo.ca](mailto:support@uwo.ca).