

## Subject Description Form

<b>Subject Code</b>	APSS1A01														
<b>Subject Title</b>	From Cradle to Grave – Life Course Transitions in Modern Society														
<b>Credit Value</b>	3														
<b>Level</b>	1														
<b>GUR Requirements Intended to Fulfill</b>	<p>This subject intends to fulfill the following requirement(s) :</p> <p><input type="checkbox"/> <b>Healthy Lifestyle</b></p> <p><input type="checkbox"/> <b>Freshman Seminar</b></p> <p><input type="checkbox"/> <b>Languages and Communication Requirement (LCR)</b></p> <p><input type="checkbox"/> <b>Leadership and Intra-Personal Development</b></p> <p><input type="checkbox"/> <b>Service-Learning</b></p> <p><input checked="" type="checkbox"/> <b>Cluster-Area Requirement (CAR)</b></p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Human Nature, Relations and Development</p> <p style="padding-left: 20px;"><input type="checkbox"/> Community, Organization and Globalization</p> <p style="padding-left: 20px;"><input type="checkbox"/> History, Cultures and World Views</p> <p style="padding-left: 20px;"><input type="checkbox"/> Science, Technology and Environment</p> <p><input type="checkbox"/> <b>China-Study Requirement</b></p> <p style="padding-left: 20px;"><input type="checkbox"/> Yes or <input checked="" type="checkbox"/> No</p> <p><input type="checkbox"/> <b>Writing and Reading Requirements</b></p> <p style="padding-left: 20px;"><input type="checkbox"/> English or <input type="checkbox"/> Chinese</p>														
<b>Pre-requisite / Co-requisite/ Exclusion</b>	<p>The following students are not allowed to take this subject :</p> <p>All APSS students</p>														
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 30%;">100% Continuous Assessment</th> <th style="width: 30%;">Individual Assessment</th> <th style="width: 30%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Term Essay</td> <td>40 %</td> <td></td> </tr> <tr> <td>2. Projects</td> <td></td> <td>40 %</td> </tr> <tr> <td>3. Quiz</td> <td>20 %</td> <td></td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Term Essay	40 %		2. Projects		40 %	3. Quiz	20 %	
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<b>Objectives</b>	<p>Drawing on the different historical, societal, institutional and legal context of different societies, this course aims at enabling students place their personal and private life experiences of their various life course transitions in a macro and comparative perspective. Major life course transitions into childhood, adolescence, adulthood and to old age will be covered.</p>														
<b>Intended Learning Outcomes</b>  <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <p>(a) Understand the ways historical events like war, economic, political or social events like large-scale revolution, legal changes, economic depression and boom lead to changes in the normative delineation of life stages and life course transitions of an individual in different societies;</p> <p>(b) Critically examine the ways transitions from childhood, through</p>														

	<p>adolescence, adulthood to old age in modern society evolve under different institutional and social contexts;</p> <p>(c) Relate the way globalization brings about ruptures, uncertainties and differentiation in life course transitions;</p> <p>(d) Appreciate how different cultures and societies shape, define, assist or hinder the development of alternative life course transitions;</p> <p>(e) Grasp basic terms and concepts in life course transitions studies.</p> <p>Please explain how the stated learning outcomes relate to the following three essential features of GUR subjects: Literacy, Higher order thinking, and Life-long learning</p> <p>Life course transitions are experienced at a personal level. Yet, they are heavily shaped and defined by macro social and historical changes as well as institutions. These forces influence heavily the parameters, constraints, opportunities, social and legal norms for different life courses and transitions between them. This course will take students to higher order thinking by linking up personal life experiences with broader historical and social changes as well as institutional settings. They will be able to relate micro- and personal experiences to macro social and political forces.</p> <p>Historical and social changes, social norms and institutional setting vary from one society to another. These variations are also modified by the advent of economic and cultural globalization. Alternative life courses and transitions (or non-transitions) have emerged in different societies. The cross-national comparative perspective of this course is another way to engage students in higher order thinking and life-long learning.</p> <p>The project part of the course requires students to conduct interviews and write narrative accounts of biographies. Reading of references and the required written assignment is also another way to enhance the literacy of students.</p>
<p><b>Subject Synopsis/ Indicative Syllabus</b></p> <p><i>(Note 2)</i></p>	<ol style="list-style-type: none"> <li>1. Introduction to the life course paradigm <ol style="list-style-type: none"> <li>a) Sequencing , transitions and turning points</li> <li>b) Normative and institutional structuring of life course trajectories</li> <li>c) Movements through life course – roles , order, disorder and rituals</li> </ol> </li> <li>2. Life course construction <ol style="list-style-type: none"> <li>a) Connections between early and subsequent life phases</li> <li>b) Agency and planful behaviours</li> <li>c) Constraints to human agency</li> </ol> </li> <li>3. Intergenerational influences – continuities and discontinuities <ol style="list-style-type: none"> <li>a) social structure , child-rearing practices and personality</li> <li>b) intergenerational transmission of life chances and social norms</li> </ol> </li> <li>4. Childhood <ol style="list-style-type: none"> <li>a) Historical changes in the meaning of childhood</li> <li>b) Rites of passage and role configuration</li> <li>c) Are disadvantages and development cumulative ? The effects of earlier life courses on subsequent life courses</li> </ol> </li> <li>5. Transition to adulthood <ol style="list-style-type: none"> <li>a) Adolescence - identity formation, navigating between school and</li> </ol> </li> </ol>

	<p>work</p> <p>b) Non-normative and off-time trajectories in young adulthood</p> <p>c) Leaving parental home</p> <p>d) Unplanned parenthood.</p> <p>6. Transitions in adulthood</p> <p>a) the stability and changes in worklife</p> <p>b) the union and dissolution of marriage</p> <p>c) parenthood and family formation</p> <p>7. Aging and retirement</p> <p>a) navigating between retirement and work</p> <p>b) social support inside and outside the later-life families</p> <p>c) health, health policy and aging</p> <p>8. Globalization and individual life paths</p> <p>a) Destructuration of life course transitions under globalization</p> <p>b) The self-reflexive ability of human agency</p> <p>c) Life-paths that transcend national boundaries – migration and the life course</p> <p>9. The influence of birth cohort and historical context</p> <p>a) Historical events and life course transitions : economic depression, war, revolution, large scale political campaigns and economic changes</p> <p>b) Historical time, family time and individual time</p> <p>10. State, state policies and the orderliness of life course transitions</p> <p>a) Welfare policies and their impact on various life course transitions</p> <p>b) Families policies and demography</p> <p>11. Macro-comparison of different life course transition paths</p> <p>a) Comparison between different welfare regimes</p> <p>b) East-west distinction in terms of transitions to childhood, adolescence and adulthood</p> <p>c) The effects of historical events (revolution, war) and major political and economic upheavals on different cohorts’ timing of lifecourse transitions in different societies</p>																						
<p><b>Teaching/Learning Methodology</b></p> <p><i>(Note 3)</i></p>	<p>1. Through lectures and audio-visual materials , students are introduced the evolution of life course transition in different societies;</p> <p>2. Through small projects in which students will conduct interviews with elderlies and adults they know and/or collect biographies, students will be able to learn how life course transitions differ in different historical epochs and cultures.</p>																						
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p> <p><i>(Note 4)</i></p>	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Term Essay</td> <td>40%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e		1. Term Essay	40%	√	√	√	√	√	
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	2. Projects	40%	√	√	√	√	√	
	3. Quiz	20%	√	√	√	√	√	
	Total	100 %						
<b>Student Study Effort Expected</b>	Class contact:							
	▪ Lecture		28 Hrs.					
	▪ Seminar		14 Hrs.					
	Other student study effort:							
	▪ Self-studies		56 Hrs.					
	▪ Assignments		56 Hrs.					
	Total student study effort		154 Hrs.					
<b>Medium of Instruction</b>	English							
<b>Medium of Assessment</b>	English							
<b>Reading List and References</b>	<p><b>Please indicate clearly in this section if the subject should have an “R” designation. If so, subject proposers should also indicate clearly which items on the Reading List constitute the expected reading requirement and include the page numbers.</b></p> <p>Binstock, Robert H and and Linda K. George. (eds.) 2006. <i>Handbook of aging and the social sciences</i>. Amserdam ; Boston : Academic Press</p> <p>Blossfeld, H-P, Bucholz, S. and D. Hofacker (eds.) 2006. <i>Globalisation, uncertainty and late careers in society</i>. New York/London : Routledge.</p> <p>Blossfeld, H-P, et al. (eds.) 2005. <i>Globalisation, uncertainty and youth in society</i>. New York/London : Routledge.</p> <p>Diewald, M., et al. (eds.) 2006. <i>After the fall of the wall</i>. Stanford, C.A. : Stanford University Press.</p> <p>Duncan, G.J. and J Brooks-Gunn (eds). <i>Consequences of growing up poor</i>. New York : Russell Sage Foundation.</p> <p>Elder G.H. Jr. 1974. <i>Children of the Great Depression</i>. Chicago : Chicago University Press.</p> <p>Heinz, Walter R. 2009. ‘Status Passages as micro-macro linkages in life course research. ‘ in <i>The Life course reader</i> edited by Walter R. Heinz, Johannes Huinink and Angsgar Weymann. University of Chicago Press. Pp. 473-486.</p> <p>Heinz, Walter R. ‘From work trajectories to negotiated career’ in Mortimer, J. T. and M.J. Shanahan. (eds.) 2003. <i>Handbook of the life course</i>. New York : Kluwer</p>							

	<p>Acad/Plenum. Pp.185-204.</p> <p>Kerckhoff, Alan. 2003. 'From student to worker' in Mortimer, J. T. and M.J. Shanahan. (eds.) 2003. <i>Handbook of the life course</i>. New York : Kluwer Acad/Plenum. Pp. 251-267.</p> <p>McLeod, Jane D. and Elbert P. Almazan. 2003. 'Connections between childhood and adulthood.' In Mortimer, J. T. and M.J. Shanahan. (eds.) 2003. <i>Handbook of the life course</i>. New York : Kluwer Acad/Plenum. Pp.391-411.</p> <p>Laub, John H. and Robert J. Sampson. 2003. <i>Shared beginnings, divergent lives : delinquent boys to age 70</i>. Cambridge, Mass. : Harvard University Press.</p> <p>Leisering, Lutz. 2003.'Government and the life course' In Mortimer, J. T. and M.J. Shanahan. (eds.) 2003. <i>Handbook of the life course</i>. New York : Kluwer Acad/Plenum. Pp.205-225.</p> <p>MacMillan. R. (ed.) 2005. <i>Advances in life course research</i>. Oxford : JAI/Elsevier.</p> <p>Liefbroer, Aart C. 2009. 'From youth to adulthood : understanding changing patterns of family formation from a life course perspective.' in <i>The Life course reader</i> edited by Walter R. Heinz, Johannes Huinink and Angsgar Weymann. University of Chicago Press. Pp.311-337.</p> <p>Mayer, Karl Ulrich (2009) 'New Directions in Life Course Research.' <i>Annual Review of Sociology</i>. Vol. 35 , pp. 413-33.</p> <p>Shananhan, M.J. and Ross Macmillan. 2008. <i>Biography and the sociological imagination : contexts and contingencies</i>. Chapter one : 'What is the life course?'pp.3-43.</p> <p>Schoon, Ingrid. 2006. <i>Risk and resilience : adaptations in changing times</i>. Cambridge, UK ; New York : Cambridge University Press.</p> <p>Settersten, Jr. Richard A., et al. (eds.) 2006. <i>On the frontier of adulthood : theory, research, and public policy</i>. Chicago : Chicago University Press.</p> <p>Wilmoth, J.M. et al. (eds.) 2007. <i>Gerontology : perspectives and issues</i>. New York : Springer.</p> <p>Zhou, X. 2004. <i>The state and life chances in urban China</i>. Cambridge : CUP.</p> <p>Zarit, Steven H., Leonard I. Pearlin, K. Warner Schaie. (eds.) 2003. <i>Personal control in social and life course contexts</i>. New York : Springer.</p>
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.