



DEPARTMENT OF NEUROBIOLOGY, CARE SCIENCES AND SOCIETY

H1F5688, Societal and Life-course Perspectives on Inequalities in Aging, 3 credits (hec)

Ojämnt åldrande ur ett samhälls- och livsloppsperspektiv, 3 högskolepoäng

Third-cycle level / Forskarnivå

Approval

This syllabus was approved by the The Committee for Doctoral Education on 2023-12-27, and was last revised on 2025-02-19. The revised course syllabus is valid from autumn semester 2025.

Responsible department

Department of Neurobiology, Care Sciences and Society, Faculty of Medicine

Prerequisite courses, or equivalent

No prerequisite courses, or equivalent, demanded for this course.

Purpose & Intended learning outcomes

Purpose

The purpose of the course is for students to gain an increased understanding of inequalities in aging and older age from a structural societal perspective and from an individual life-course perspective. Furthermore, the course aims to give the students an understanding of the importance of considering structural and individual factors in their own and fellow doctoral students' doctoral projects and how they can be understood and applied based on an interdisciplinary approach.

Intended learning outcomes

After completing this course, students are expected to be able to:

1. Identify and describe factors that contribute to late-life inequalities, from a structural societal perspective and from an individual life-course perspective.
2. Critically reflect on and discuss how structural and individual factors both independently and

in interplay may shape differences in aging.

3. Apply key concepts related to inequalities in aging to their own and other students' research.

Course content

The course provides an interdisciplinary perspective on social and health inequalities in aging and late life. Additionally, the course focuses on how these inequalities arise and change over the life course, as well as differences globally and across time. Key concepts and theories related to inequalities in aging will be presented and discussed, such as ageism, healthy aging, old age poverty, social exclusion, health and social care, informal care, and sexuality. Inequalities in aging will also be viewed from the perspective of the sustainable development goals (SDGs). The students will be trained to identify main reasons for the development of inequalities as people age, both from a structural societal perspective and from an individual life-course perspective.

Forms of teaching and learning

Different strategies for teaching and learning will be used, such as lectures, seminars, group discussions, and peer reviewing, to promote an analytical and critical approach to the course content and to facilitate multidisciplinary learning. Activities will take place on campus as well as digitally on the learning platform. The doctoral students' active participation will be required.

Assignments:

1. Group work, presented at a seminar (online or hybrid format).
2. Written individual assignment, which is presented and discussed at a final examination seminar at KI (physical meeting).
3. Peer review of another student's individual assignment, discussed at the final examination seminar.

Language of instruction

The course is given in English

Grading scale

Pass (G) /Fail (U)

Compulsory components & forms of assessment

Compulsory components

The students are required to actively participate in scheduled activities, including lectures, group discussions and seminars. The course includes both physical and online activities. The course directors assess how absence should be compensated, for exempel by additional written assignments.

Forms of assessment

To pass the course the student must achieve the learning outcomes. This will be assessed through

active participation in mandatory seminars, group work, an individual written assignment reflecting on the course content in relation to her/his own research, and a written and oral reflection on another student's individual assignment.

Course literature

Recommended course book: Kuh D, Cooper R, Hardy R, Richards M, Ben-Shlomo Y. (eds). *A Life Course Approach to Healthy Ageing*. Oxford, 2013; online edn, Oxford Academic, 23 Jan. 2014; <https://doi.org/10.1093/acprof:oso/9780199656516.001.0001>

In addition, a list of scientific articles, reports and book chapters related to the course content will be distributed before and during the course, corresponding to about 10-15 scientific articles/book chapters.