# ldemo2611

*2020*

# Ageing and inter-generational relations

Due to the COVID-19 crisis, the information below is subject to change, in particular that concerning the teaching mode (presential, distance or in a comodal or hybrid format).

| 5 credits | 30.0 h | Q1 |
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| Teacher(s) | Rizzi Ester Lucia ;Schnor Christine ; |
| Language : | English |
| Place of the course | Louvain-la-Neuve |
| Main themes | The main themes developed are:<br><br>• Population ageing and individual ageing ;<br>• Causes of ageing: decrease of fertility, decrease of mortality, effect of migrations ;<br>• Measuring ageing: mean age, ageing ratios, dependency ratios, life expectancy without disability ;<br>• Rectangularization of the survival curve: what progress can still be expected?<br>• Physical, social and mental health among old people ;<br>• Feminization of ageing ;<br>• Traditional and new forms of solidarity between ages ;<br>• Economic and social consequences of society's ageing process: impact on employment, social security (dependency insurance) and health<br>  " Place of the aged in society: social policies adapted to ageing. |
| Aims | 1. understand social and demographic causes of the population ageing process and its economic, social, political consequences but also the simultaneous changing relations between generations.<br><br>- - - -<br><br>*The contribution of this Teaching Unit to the development and command of the skills and learning outcomes of the programme(s) can be accessed at the end of this sheet, in the section entitled "Programmes/courses offering this Teaching Unit".* |
| Evaluation methods | **Due to the COVID-19 crisis, the information in this section is particularly likely to change.**<br>- **Throughout the semester: Participation in the discussion (25%).** In 2 minutes, the student presents the particularities of the chosen country in relation to the theme covered during the session.<br>- **Once during the semester: Oral presentation of the student (25%).** On the defined date, the student will present in 20 minutes the subject of his choice applied to the country of his choice. Evaluation criteria: choose relevant information about the issue; present the information in a structured, clear, precise and reasoned way; interact with teachers and the class. For the preparation of the presentation, the student will schedule an appointment with one of the teachers at least one week in advance. The Power Point will be in English.<br>**- At the end of the semester: Final Essay (50%, in French or in English).** The student will submit a written paper on the subject and the chosen country by developing the question addressed in the course. Evaluation criteria: relevant information on the issue; depth of analysis in the case study; development of the literature; correct, structured, clear, precise and argued information; form (titles, references, figures, tables,...). |

| Teaching methods | **Due to the COVID-19 crisis, the information in this section is particularly likely to change.** |
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| | The course will combine methods of traditional teaching and active teaching based on interaction between students and teachers. In addition to the presentations given, the student will be asked to express preferences regarding the course content on multiple occasions. During the course we will ask you to: |
| | - Immerse yourself in the context of a country (which the student will present throughout the four-colour process) |
| | - Address a specific topic (which the student will present once during the course and which he or she will develop in a final written work) |
| | - Give priority to certain issues (which will be discussed during the last session) |
| | The first hour of the course (14:00-15:00) will consist of a classical lecture given by the teachers. It will begin with the presentation of a problem, a current event, and then deepen the subject by presenting the key concepts and scientific analyses that shed light on it. |
| | During the second hour (15:05-16:00), the role of the teacher is taken by a student who will present orally (20 min) the subject of the session with reference to a country of his choice. The student will end with 2 to 3 questions for the group discussion. Then, all students will have 2 minutes to present the particularities of the chosen country in relation to the theme addressed. This will be followed by a discussion on the differences between countries and the substantive questions asked by the student. The group discussion will be facilitated by the teachers and the student who presented. |
| | *Attendance is mandatory from the first session.* During the first session, each student chooses |
| | - A country for which he/she will conduct research and that he/she will present at the time of the discussion. |
| | - A subject from a list. This topic, developed around the country of choice, will be presented by the student at the session dealing with this theme (see course calendar). |
| Content | This course provides an in-depth look at the themes of aging and intergenerational relationships. Current issues related to ageing (retirement, care for the elderly, help from grandparents, etc.) will be addressed on the basis of the scientific literature. The view presented will be mainly demographic while integrating the broader social science perspective. |
| | After an introduction (1), in the first part of the course, we will discuss the notion of aging (2), in its biological, sociological and demographic aspects (what are the limits of longevity? How to define an elderly person? Why does ageing affect the structure of a society?). We will discuss indicators that will allow us to describe global ageing trends (3). Next, links will be made between population ageing and pension (4) and health (5) systems. The retirement age and years spent in retirement will be compared across different societies taking into account labour market conditions. Definitions of active/healthy/disability-free aging and mortality will be addressed. Then, we will talk about the living conditions of the elderly (6): how (what resources), where (in an institution or at home) and with whom (isolated or in a family) they are aging? |
| | The second part of the course will be devoted to intergenerational relations. After presenting definitions, trends and theories (7), we will focus on the relationship between parents and adult children. We will analyze the exit of the adult children from the parental home and, with the boomerang kids, the causes of a possible return. We will consider contacts and solidarity between generations (8). We will continue this empirical approach by analyzing the role of grandparents, its determinants and consequences (9). We will identify the "sandwich generation", caught between caring for younger and older family members (10). Finally, we will look at intergenerational ties in the time of COVID (11). |
| | The final sessions will be devoted to the challenges of aging in research and for our societies. We will identify recent sources and future data needs, as well as difficulties encountered in surveys of the very elderly (12). Finally, we will discuss some of the major societal issues raised by aging (13). The last session will be devoted to discuss topics choosen by students over the course of the semester. |
| Inline resources | see Moodle |
| Bibliography | Uhlenberg, P. (Ed.). (2009). *International handbook of population aging* (Vol. 1). Springer Science & Business Media. [accessible online https://link.springer.com/book/10.1007%2F978-1-4020-8356-3] |
| | Cruz-Saco, M. A. (2010). *Intergenerational solidarity*. Palgrave Macmillan, New York. [access online http://hdl.handle.net/2078/ebook:136578] |
| Other infos | To prepare for the weekly course, students will be asked to |
| | - Read 1 (max 2) text in English relevant to the understanding of the lecture. Possible sources will be indicated on Moodle. |
| | - Conduct a short research on the selected country and topic of the session |
| | - During the course, the main concepts will be presented in English, but there will be flexibility for the language of the discussion and the students' presentation. |
| | - COVID: In yellow code, the auditorium is large enough to accommodate all the students in person. |
| Faculty or entity in charge | PSAD |

| Programmes containing this learning unit (UE) | | | | |
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| Program title | Acronym | Credits | Prerequisite | Aims |
| Master [120] in Population and Development Studies | SPED2M | 5 | | 🔍 |

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