

TU Dortmund University
Master of Ageing Societies

Seminar: “Participation and Engagement”
Syllabus Summer term 2021

Class Meeting: Thursdays 12:30-13:45 (online via Moodle)

Instructor: Nekehia T. Quashie, Ph.D.
Email: nekehia.quashie@tu-dortmund.de

Dear Students:

Thank you for making the decision to join this class. We are well into a year of the global pandemic of SARS-COV-2, also known as COVID-19, which has placed us in the midst of a historic moment in world history. The pandemic has disrupted our lives in many ways, most importantly by forcing us to rethink and reimagine social participation/engagement and interaction with family, friends, loved ones, and our social environments more generally. We are all trying to manage different intensities of anxiety and worry for our personal well-being, that of our loved ones, and people across the globe.

I urge you to use this class as an opportunity to temporarily escape the stress, underlying and obvious, related to the novel coronavirus pandemic. The ongoing pandemic also provides an ideal opportunity for us to examine, critically, different aspects of social participation, engagement, and social inclusion/exclusion. Unfortunately, we cannot have an in-class meeting during this term but we will continue to engage using the online teaching format. For this, it is very important that you check the Moodle frequently for any updates. We will have our weekly meetings via Zoom in Moodle.

Ideally, through your involvement/engagement in this class in the midst of the novel coronavirus pandemic, you can develop new questions and daydream about creative solutions to social participation and engagement for different groups in society beyond the current pandemic.

Sincerely,
Nekehia

Teaching and learning content

Taught Skills

- To understand and reflect on theoretical and empirical texts regarding “social participation and engagement.”
- The implementation of sociological terms.

- To explore the meaning of participation and engagement in the context of demographic change and across diverse social contexts.
- To identify research questions, social challenges, and necessary/desired changes for social participation and to reduce social exclusion of diverse segments of society.

It is my intention that students will leave this course with the following enhanced capacities:

- To critically engage with social science research on social participation and its relationship to other fields including, family, and health and illness.
- To get to know and understand the methods of social science research.
- Peer Assisted Learning
- To work cooperatively instead of working competitively

Organisation of the seminar

The seminar will be offered in **English instruction**. We will survey peer-reviewed journal articles, reports, and policy briefs on various topics related to social participation and engagement. Your understanding and engagement with the class material will be assessed through online discussions, written assignments, and a term paper.

1) Online Discussion.

- There will be online discussions every week of our class meeting using the Forum function in Moodle.
- The discussion topic will remain open for posts/commentary for one week- that is until the following Wednesday.
- It is important that your comments refer to class readings or other research that you find. When your comments are based on other research, please share this with the class as well.
- During the weeks where I provide an overview of the class material- **assigned as Quashie**- I will post a question to the class for everyone to comment.

Student Lead Discussions

- Each group will lead a moderated online discussion on the required reading(s) for the weeks that are assigned as **Student Group Lead Discussion**. This requires the respective team to post the discussion question at the beginning of the class (12 noon).
- To enhance discussions, the students leading the weekly discussion should provide a short presentation that summarizes the reading(s) in terms of the main themes and questions raised. **BE CREATIVE** with your presentation. I encourage you to share multimedia e.g. newspaper articles or appropriate videos from news outlets to highlight

the importance of the topic in current social debates. These can be incorporated in your discussion.

- Each student should post responses to the question(s) posed by the team leading the discussion for that given week. This will make a fruitful discussion throughout our online class time.

2) **Written Assignments**

- Each week you are expected to submit a one-page summary of the week's required reading(s). The purpose of this exercise is for me to assess your understanding of the reading material. This will also be helpful for you to 1) contribute to the discussion forum, and 2) formulate ideas for your term paper.
- The weekly summary should address the following questions:
 - 1) What is the topic and why is it important?
 - 2) What are the main conclusions? For weeks where there are two readings, please also summarize how the conclusions complement or contradict each other.
 - 3) What are limitations of the study(ies)?
 - 4) What new questions arise from the given research?
- The summary can be uploaded in the Moodle room.
- **NOTE: A weekly summary is not required by students who present and lead the discussion in their respective week.**

3) **Term Paper:**

Within this module, students who decide to submit a term paper will submit a 15-page research paper (including title page and references) at the end of the term. The term paper will be based a specific topic, chosen by the respective student, as it relates to the broader field of Social Participation and Engagement.

The purpose of this exercise is to encourage you to become familiar with the various outlets for research in the field of Sociology, different writing styles, and the communication of social research. More importantly, at the very least you have a template for future research papers within higher education and the very most, you will have a product that can be used as a writing sample should you aspire to apply to for further higher education, scholarships or employment in the near or distant future.

There will NOT be an ORAL Exam.

Each paper must include a minimum of 12 and maximum of 30 academic citations. Academic citations include peer-reviewed journal articles, policy briefs, books published by academic presses (e.g. Oxford University Press). The table below provides an overview of the areas that I will consider when grading your paper.

Term Paper Grading Overview

Outline	Completeness, logical structure, appropriate outline depth
Introduction	Description of topic and its importance for the sociology of ageing/ageing societies.
Theory	Description of the theoretical framework(s) that apply to your own research question
	Identifying alternative theoretical perspectives and their limitations for the current research question.
Literature Review and Discussion	Review of the current literature related to the topic and clear links to your own research question. What do you understand from the current state of research on the topic and the question you would like to study?
	What are the existing limitations of the current state of research? Conclusions and suggestions for future research
References	Number and Relevance of Sources: 30 references maximum
Formalities	Example: Table of contents, page numbering, incorrect citation.
Overall Impression	Difficulty of the topic, overall structure of the paper.
Miscellaneous	independent and structured way of working, contact with instructor, understanding of contexts, including one's own ideas

Weekly Plan

Date: 15.04.21	Introduction to course Social Participation/Engagement, Social Integration, Social Capital: Quashie (Levassuer, Rchard, Gauvin & Raymond, 2010)
Date: 22.04.21	Social and Political participation: Quashie (Hargittai & Karoglu, 2018)
Date: 29.04.21	Volunteer Engagement as Social Participation: Student Group Discussion (Morrow-Howell, 2010)
Date: 06.05.21	Social Participation in Later life: Quashie (Pavlova & Silbereisen, 2012)
Date: 13.05.21	NO CLASS MEETING (Public Holiday)
Date 20.05.21	Recent Forms of Participation in Later Life: Student Group Discussion (Kim, Lee, Christensen, & Merighi, 2017)
Date: 27.05.21	NO CLASS Meeting (Seminar Block Week)
Date: 03.06.21	NO CLASS Meeting (Public Holiday)
Date: 10.06.21	Participation and integration: Quashie (Merolla, Pantoja, Cargile & Mora, 2012)
Date: 17.06.21	Participation and migration: Student Group Discussion (Greenspan, Walk, & Handy, 2018)
Date: 24.06.21	New media and participation: Student Group Discussion (He, Huang, Li, Zhou, & Li, 2020)
Date: 01.07.21	Covid-19 and Digitalization: Implications for Older Adults (Arpino, Pasqualini, & Bordone, 2021)
Date: 08.07.21	Social Participation in Developing Countries (Teerawitchitchainan, Prachuabmoh, & Knodel, 2019)
Date: 15.07.21	Limits of Participation? Student Group Discussion (Benz, 2016; Boulianne, 2019)
Date: 22.07.21	Summary/Round up: Quashie Preliminary discussion of research papers, evaluation
Date: 10.09. 20	Research Paper Due

Reading list

Topic: Social Participation/Engagement, Social Integration, Social Capital

Required Reading

Levasseur, M., Richard, L., Gauvin, L., & Raymond, É. (2010). Inventory and analysis of definitions of social participation found in the aging literature: Proposed taxonomy of social activities. *Social science & medicine*, 71(12), 2141-2149.

Suggested Readings

Ang, S. (2019). Life course social connectedness: Age-cohort trends in social participation. *Advances in Life Course Research*, 39, 13-22.

Guillen, L., Coromina, L., & Saris, W. E. (2011). Measurement of social participation and its place in social capital theory. *Social Indicators Research*, 100(2), 331-350.

Pavlova, M. K., Silbereisen, R. K., & Sijko, K. (2014). Social participation in Poland: links to emotional well-being and risky alcohol consumption. *Social indicators research*, 117(1), 29-44.

Topic: Social and Political Participation

Required Reading

Hargittai, E., & Karaoglu, G. (2018). Biases of Online Political Polls: Who Participates?. *Socius*, 4, 2378023118791080.

Suggested Readings

Buente, W. (2015). Digital Citizenship or Inequality? Linking Internet Use and Education to Electoral Engagement in the 2008 US Presidential Election Campaign. *Bulletin of Science, Technology & Society*, 35(5-6), 145-157.

Pew Research Center, October, 2016, “Even in Era of Disillusionment, Many Around the World Say Ordinary Citizens Can Influence Government” Available online: <https://www.pewresearch.org/global/2016/10/24/even-in-era-of-disillusionment-many-around-the-world-say-ordinary-citizens-can-influence-government/>

Pew Research Center, October 2018, “Many Around the World Are Disengaged From Politics” Available online <https://www.pewresearch.org/global/2018/10/17/international-political-engagement/>

Sloam, J. (2014). New voice, less equal: The civic and political engagement of young people in the United States and Europe. *Comparative Political Studies*, 47(5), 663-688.

Topic: Volunteer engagement as social participation

Required Reading

Gil-Lacruz, A. I., Marcuello, C., & Saz-Gil, I. (2017). Individual and social factors in volunteering participation rates in Europe. *Cross-Cultural Research*, 51(5), 464-490.

Suggested Readings

Morrow-Howell, N. (2010). Volunteering in later life: Research frontiers. *Journals of Gerontology Series B: Psychological Sciences and Social Sciences*, 65(4), 461-469.

Niebuur, J., van Lente, L., Liefbroer, A. C., Steverink, N., & Smidt, N. (2018). Determinants of participation in voluntary work: a systematic review and meta-analysis of longitudinal cohort studies. *BMC public health*, 18(1), 1213.

Rotolo, T., Wilson, J., & Hughes, M. E. (2010, September). Homeownership and Volunteering: An Alternative Approach to Studying Social Inequality and Civic Engagement 1. In *Sociological Forum* (Vol. 25, No. 3, pp. 570-587). Oxford, UK: Blackwell Publishing Ltd.

Topic: Social Participation in Later life

Required Reading

Pavlova, M. K., & Silbereisen, R. K. (2012). Participation in voluntary organizations and volunteer work as a compensation for the absence of work or partnership? Evidence from two German samples of younger and older adults. *Journals of Gerontology Series B: Psychological Sciences and Social Sciences*, 67(4), 514-524.

Suggested Readings

Arpino, B., & Bordone, V. (2017). Regular provision of grandchild care and participation in social activities. *Review of Economics of the Household*, 15(1), 135-174.

Golinowska, S., Sowa, A., Deeg, D., Socci, M., Principi, A., Rodrigues, R., ... & Galenkamp, H. (2016). Participation in formal learning activities of older Europeans in poor and good health. *European journal of ageing*, 13(2), 115-127.

Lippke, S., & Cihlar, V. (2020). Social Participation during the Transition to Retirement: Findings on Work, Health and Physical Activity beyond Retirement from an Interview Study over the Course of 3 Years. *Activities, Adaptation & Aging*, 1-24.

Additional Optional Reading

Role of social policies and social norms linked to gender differences in caregiving for older adults

Haberkern, K., Schmid, T., & Szydlik, M. (2015). Gender differences in intergenerational care in European welfare states. *Ageing & Society*, 35(2), 298-320.

Schmid, T., Brandt, M., & Haberkern, K. (2012). Gendered support to older parents: do welfare states matter?. *European journal of ageing*, 9(1), 39-50.

Herlofson, K., & Brandt, M. (2020). Helping older parents in Europe: the importance of grandparenthood, gender and care regime. *European Societies*, 22(3), 390-410.

Gendered patterns of care during COVID-19

Collins, C., Landivar, L. C., Ruppner, L., & Scarborough, W. J. (2021). COVID-19 and the gender gap in work hours. *Gender, Work & Organization*, 28, 101-112.

Czymara, C. S., Langenkamp, A., & Cano, T. (2021). Cause for concerns: gender inequality in experiencing the COVID-19 lockdown in Germany. *European Societies*, 23(sup1), S68-S81.

Reichert, M., Makovi, K., & Sargsyan, A. (2021). The impact of COVID-19 on gender inequality in the labor market and gender-role attitudes. *European Societies*, 23(sup1), S228-S245.

Grandparenting and health in less developed countries

Grundy, E. M., Albala, C., Allen, E., Dangour, A. D., Elbourne, D., & Uauy, R. (2012). Grandparenting and psychosocial health among older Chileans: A longitudinal analysis. *Aging & mental health*, 16(8), 1047-1057.

Zeng, Y., Chen, Y. C., & Lum, T. Y. S. (2020). Longitudinal impacts of grandparent caregiving on cognitive, mental, and physical health in China. *Aging & Mental Health*, 1-8.

Chen, F., & Liu, G. (2012). The health implications of grandparents caring for grandchildren in China. *Journals of Gerontology Series B: Psychological Sciences and Social Sciences*, 67(1), 99-112.

Topic: Recent Forms of Participation in Later life

Required Reading

Kim, J., Lee, H. Y., Christensen, M. C., & Merighi, J. R. (2017). Technology access and use, and their associations with social engagement among older adults: Do women and men differ?. *Journals of Gerontology Series B: Psychological Sciences and Social Sciences*, 72(5), 836-845.

Suggested Readings

Ang, S., & Chen, T. Y. (2019). Going Online to Stay Connected: Online Social Participation Buffers the Relationship Between Pain and Depression. *The Journals of Gerontology: Series B*, 74(6), 1020-1031.

Berkowsky, R. W., Sharit, J., & Czaja, S. J. (2017). Factors predicting decisions about technology adoption among older adults. *Innovation in aging*, 1(3), igy002.

Choi, N. G., & Dinitto, D. M. (2013). Internet use among older adults: association with health needs, psychological capital, and social capital. *Journal of medical Internet research*, 15(5), e97.

Chopik, W. J. (2016). The benefits of social technology use among older adults are mediated by reduced loneliness. *Cyberpsychology, Behavior, and Social Networking*, 19(9), 551-556.

Czaja, S. J. (2017). The role of technology in supporting social engagement among older adults. *Public Policy & Aging Report*, 27(4), 145-148.

Forsman, A. K., & Nordmyr, J. (2017). Psychosocial links between Internet use and mental health in later life: a systematic review of quantitative and qualitative evidence. *Journal of Applied Gerontology*, 36(12), 1471-1518.

Gell, N. M., Rosenberg, D. E., Demiris, G., LaCroix, A. Z., & Patel, K. V. (2015). Patterns of technology use among older adults with and without disabilities. *The Gerontologist*, 55(3), 412-421.

Kim, J., Lee, H. Y., Christensen, M. C., & Merighi, J. R. (2017). Technology access and use, and their associations with social engagement among older adults: Do women and men differ?. *Journals of Gerontology Series B: Psychological Sciences and Social Sciences*, 72(5), 836-845.

Topic: Participation and Integration

Required Reading

Merolla, J. L., Pantoja, A. D., Cargile, I. A., & Mora, J. (2013). From coverage to action: The immigration debate and its effects on participation. *Political Research Quarterly*, 66(2), 322-335.

Suggested Readings

Cornwell, B., Laumann, E. O., & Schumm, L. P. (2008). The social connectedness of older adults: A national profile. *American sociological review*, 73(2), 185-203.

Crul, M., & Schneider, J. (2010). Comparative integration context theory: participation and belonging in new diverse European cities. *Ethnic and racial studies*, 33 (7), 1249-1268.

Curl, A. L., Stowe, J. D., Cooney, T. M., & Proulx, C. M. (2014). Giving up the keys: How driving cessation affects engagement in later life. *The Gerontologist*, 54(3), 423-433.

Fuller-Iglesias, H. R., & Rajbhandari, S. (2016). Development of a multidimensional scale of social integration in later life. *Research on Aging*, 38(1), 3-25

Liu, L., Huang, Y., & Zhang, W. (2018). Residential segregation and perceptions of social integration in Shanghai, China. *Urban Studies*, 55(7), 1484-1503.

Mezuk, B., & Rebok, G. W. (2008). Social integration and social support among older adults following driving cessation. *The Journals of Gerontology Series B: Psychological Sciences and Social Sciences*, 63(5), S298-S303.

Topic: Participation and migration

Required Reading

Greenspan, I., Walk, M., & Handy, F. (2018). Immigrant integration through volunteering: The importance of contextual factors. *Journal of Social Policy*, 47(4), 803-825.

Suggested Readings

Aleksynska, M. (2011). Civic participation of immigrants in Europe: Assimilation, origin, and destination country effects. *European Journal of Political Economy*, 27 (3), 566-585.

Bratsberg, B., Ferwerda, J., Finseraas, H., & Kotsadam, A. (2020). How settlement locations and local networks influence immigrant political integration. *American Journal of Political Science*.

De Rooij, E. A. (2012). Patterns of immigrant political participation: Explaining differences in types of political participation between immigrants and the majority population in Western Europe. *European sociological review*, 28(4), 455-481.

Klandermans, B., Van der Toorn, J., & Van Stekelenburg, J. (2008). Embeddedness and identity: How immigrants turn grievances into action. *American Sociological Review*, 73(6), 992-1012.

Ortensi, L. E., & Riniolo, V. (2020). Do Migrants Get Involved in Politics? Levels, Forms and Drivers of Migrant Political Participation in Italy. *Journal of International Migration and Integration*, 21(1), 133-153.

Palmer, N. A., Perkins, D. D., & Xu, Q. (2011). Social capital and community participation among migrant workers in China. *Journal of Community Psychology*, 39(1), 89-105.

Tillie, J. (2004). Social capital of organisations and their members: explaining the political integration of immigrants in Amsterdam. *Journal of Ethnic and Migration Studies*, 30 (3), 529-541.

Topic: New media and Participation

Required Reading

He, T., Huang, C., Li, M., Zhou, Y., & Li, S. (2020). Social participation of the elderly in China: The roles of conventional media, digital access and social media engagement. *Telematics and Informatics*, 48, 101347.

Suggested Readings

Boulianne, S. (2015). Social media use and participation: A meta-analysis of current research. *Information, communication & society*, 18 (5), 524-538.

Holt, K., Shehata, A., Strömbäck, J., & Ljungberg, E. (2013). Age and the effects of news media attention and social media use on political interest and participation: Do social media function as leveller?. *European journal of communication*, 28 (1), 19-34.

Wellbeing implications of new media use among older adults

Sala, E., Cerati, G., & Gaia, A. (2021). Are social media users more satisfied with their life than non-users? A study on older Italians. *Ageing & Society*, 1-13.

Quinn, K. (2021). Social media and social wellbeing in later life. *Ageing & Society*, 41(6), 1349-1370.

Stockwell, S., Stubbs, B., Jackson, S. E., Fisher, A., Yang, L., & Smith, L. (2020). Internet use, social isolation and loneliness in older adults. *Ageing & Society*, 1-24.

Quinn, K. (2018). Cognitive effects of social media use: A case of older adults. *Social Media+ Society*, 4(3), 2056305118787203.

Topic: COVID-19 and Digitalization: Implications for Older Adults

Required Reading

Arpino, B., Pasqualini, M., & Bordone, V. (2021). Physically distant but socially close? Changes in non-physical intergenerational contacts at the onset of the COVID-19 pandemic among older people in France, Italy and Spain. *European journal of ageing*, 18, 185-194. <https://doi.org/10.1007/s10433-021-00621-x>

Suggested Readings

Arpino, B., Pasqualini, M., Bordone, V., & Solé-Auró, A. (2021). Older people's nonphysical contacts and depression during the COVID-19 lockdown. *The Gerontologist*, 61(2), 176-186.

Dahlberg, L. (2021). Loneliness during the COVID-19 pandemic. *Aging & Mental Health*, 25(7), 1161-1164 <https://doi.org/10.1080/13607863.2021.1875195>

Seifert, A. (2020). The digital exclusion of older adults during the COVID-19 pandemic. *Journal of Gerontological Social Work*, 63(6-7), 674-676.

Wallinheimo, A. S., & Evans, S. L. (2021, April). More Frequent Internet Use during the COVID-19 Pandemic Associates with Enhanced Quality of Life and Lower Depression Scores in Middle-Aged and Older Adults. In *Healthcare* (Vol. 9, No. 4, p. 393). Multidisciplinary Digital Publishing Institute.

Xie, B., Charness, N., Fingerma, K., Kaye, J., Kim, M. T., & Khurshid, A. (2020). When going digital becomes a necessity: Ensuring older adults' needs for information, services, and social inclusion during COVID-19. *Journal of Aging & Social Policy*, 32(4-5), 460-470.

Topic: Social Participation in Developing Countries

Required Reading

Teerawichitchainan, B., Prachuabmoh, V., & Knodel, J. (2019). Productive aging in developing Southeast Asia: Comparative analyses between Myanmar, Vietnam and Thailand. *Social Science & Medicine*, 229, 161-171.

Suggested Readings

Amoah, P. A. (2018). Social participation, health literacy, and health and well-being: A cross-sectional study in Ghana. *SSM-population health*, 4, 263-270.

Grundy, E. M., Albala, C., Allen, E., Dangour, A. D., Elbourne, D., & Uauy, R. (2012). Grandparenting and psychosocial health among older Chileans: A longitudinal analysis. *Aging & Mental Health*, 16(8), 1047-1057.

Ko, P. C., & Yeung, W. J. J. (2019). Contextualizing productive aging in Asia: Definitions, determinants, and health implications. *Social Science & Medicine*, 229, 1-5.

Morrow-Howell, N., & Wang, Y. (2013). Productive engagement of older adults: elements of a cross-cultural research agenda. *Ageing International*, 38(2), 159-170.

Topic: Limitations of participation?

Option for German language and English language reading.

German Language Required Reading

Benz, Wolfgang. 2016. Hass im Internet. In *Fremdenfeinde und Wutbürger. Verliert die demokratische Gesellschaft ihre Mitte?*, Hrsg. Wolfgang Benz, 247-266. Berlin: Metropol.

English Language Required Reading

Boulianne, S. (2019). Revolution in the making? Social media effects across the globe. *Information, communication & society*, 22(1), 39-54.

Suggested Readings

Casteltrione, I. (2017). Facebook and political participation: Going beyond over-optimistic predictions. *Northern Lights: Film & Media Studies Yearbook*, 15(1), 131-148.

Primack, B. A., Shensa, A., Sidani, J. E., Whaite, E. O., yi Lin, L., Rosen, D., ... & Miller, E. (2017). Social media use and perceived social isolation among young adults in the US. *American journal of preventive medicine*, 53(1), 1-8.

Podcast: How Facebook is Undermining Black Lives Matter

<https://www.nytimes.com/2020/06/22/podcasts/the-daily/facebook-twitter-black-lives-matter-trump.html?>