



## PRELIMINARY SCHEDULE:

	March 31 - Sunday	April 1 - Monday	April 2 - Tuesday	April 3 Wednesday	April 4 - Thursday	April 5 - Friday	April 6 - Saturday
Morning	Arrival and check in	<b>Welcome &amp; get together session</b>	Workshops	<b>Whole group</b>	Workshops	Workshops	Check out and departure
Lunch		<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	
Afternoon		Workshops	Workshops	<b>Social group activity</b>	Workshops	<b>Whole Group</b>	
Evening	<b>Meeting: all participants and tutors &amp; Welcome Dinner</b>	FREE	FREE		FREE	<b>Dinner &amp; Special Event at VIU or in Venice</b>	

## **Description of Workshop 1: Integration and vulnerability. Transition to adulthood of migrants' descendants**

Tutors: Dr. Jean-Marie Le Goff (Senior lecturer, University of Lausanne), Dr. Ingrid Tucci (CNRS Researcher, Aix Marseille Univ, LEST), Danilo Bolano (postdoc, University of Lausanne).

The literature underlines the scarcity of relations between the research tradition of migration and integration and the tradition of life course research (Wingens et al, 2011, Bolzman et al, 2016). The objective of the present workshop is to build bridges between these two research traditions by focusing on the transition to adulthood of children of migrants.

In one of the migration research perspectives, the segmented assimilation theory (Portes and Zhou, 1993), the analysis of migrants' descendants is apprehended in terms of integration pathways resulting from different combinations of the cultural and structural dimensions of integration. This idea of distinct pathways echoes directly the life course research perspective. In the transnationalism perspective, the relations between children of migrants and their parents' country of origin, invites to have a closer look at how young people develop transnational identities and activities in this particular life stage (Lauer and Wong 2010). In the life course research perspective, the transition to adulthood can be seen as a period of important changes occurring in different life domains (professional, family, etc., cf. Bühlmann and Levy, 2016). This is also a life stage at which young men and women forge independent identities that depend on their familial, social and local context. Experiences of otherness might also be more frequent in this period characterized by the intensification of contacts and by labor market entrance. In this phase of transition, the so-called second generation often cumulate social disadvantages in comparison to their "natives" pairs or/and might develop transnational ties and activities that play a role in this particular transition.

The aim of the workshop is to combine the life course research perspective with those two perspectives from migration research. The workshop is organized by researchers issued of the two research traditions and interested in articulating them. Theoretical elements (integration in society vs insertions in life course domains) as well as methodological elements (comparative studies vs longitudinal studies) will be introduced during the workshop week. Quantitative developments based on longitudinal data (i.e the NCCR LIVES cohort survey, cf. Dasoki et al., to be published) focusing on trajectories during the transition to adulthood will be proposed in order to become empirical results that will be used write one or two papers devoted to integration and cumulative disadvantages during the life course of children of migrants. A session will be also devoted to mixed methods designs and to the discussion of their potential and challenges in studying the second generation transition to adulthood.

### **References:**

Bolzman Claudio, Bernardi Laura & Le Goff Jean-Marie (2017). Introduction: situating children of Migrants across Borders and Origins. Bolzman Claudio, Bernardi Laura, Le Goff Jean-Marie (dir). *Situating children of Migrants across Borders and Origins. A Methodological Overview* (pp 1-21). Cham-Heidelberg: Springer. Coll Life Course research and Social Policies.

Levy R., Bühlmann F. (2016). Towards a Socio-Structural Framework for Life Course Analysis. *Advances in Life Course Research*, 30: 30-42.

Dasoki et al. (to be published). The LIVES Cohort survey: a longitudinal diversified sample of young adults who have grown up in Switzerland. *Longitudinal and Life Course Studies*.

Portes, A., & Zhou, M. (1993). The new second generation: Segmented assimilation and its variants. *Annals of the American Academy of Political and Social Sciences*, 530, 74–96.



Tucci, Ingrid, Jossin, Ariane, Keller, Carsten, et al. (2013). Labor market entry of children of immigrants in France and Germany: a comparative analysis. *Revue française de sociologie*, 2013/3 (Vol. 54), p. 567-596.

Wingens, M., de Walk, H., Windzo, M., & Aybek, C. (2011). The sociological life course approach and research on migration and integration. In M. Wingens, M. Windzio, H. de Walk, & C. Aybek (Eds.), *A life course perspective on migration and integration* (pp. 1–26). Dordrecht/Heidelberg: Springer.



## **Description of Workshop 2: Social representations of successful ageing**

Tutors: Dario Spini (University of Lausanne), Alberta Contarello (University of Padova), Daniela Jopp, Davide Morselli (University of Lausanne).

This workshop intends to present and possibly develop two cooperative research projects on the social representations of successful aging. The first is an international comparative study with interpretive focus on ageing well that is currently ongoing and which has partially been published by Jopp et al. (2017) on the successful aging role models. The second is a new project. The basic idea is to explore the discourses around aging well or badly in different groups/countries on the basis of social media (Twitter).

During the workshop, an introduction to the social representations approach, successful aging theories (including academic and lay perspective approaches) and empirical studies addressing ageing well will be given. We will also advance discussions of cultural sensitive study and analysis methods for optimal assessment of successful aging across different countries. Then on a participatory basis one or two research empirical projects will be defined. The workshop will continue in exploring data bases, discussions of generating and coding of qualitative data material, and learning new methodological tools (notably the analysis of social media contents using both qualitative and quantitative approaches). At the end of the week, we aim to have enough material to plan one or two collaborative papers that we will effectively write and publish together after the workshop.

## **References**

Jopp, D., Jung, S., Damarin, A., Jeswani, S., & Spini, D.. (2017). Who is your successful aging role model?. *Journals of Gerontology: Social Sciences*, 72(2), 237-247. doi: 10.1093/geronb/gbw138,

Jopp, D. S., Wozniak, D., Damarin, A. K., DeFeo, Jung, S., & Jeswani, S. (2015). How could lay perspectives on successful aging complement scientific theory? Findings from a US and a German life-span sample. *The Gerontologist*, 55, 91–106. doi:10.1093/geront/gnu059

Jung, S., & Jopp, D. S. (2018). Adult children's relationship to parent influences their personal views on own aging. *International Journal of Aging and Human Development*. Online first. doi.org/10.1177/0091415018784703

Romaioli D., & Contarello, A. (2017). Redefining agency in late life: the concept of 'disponibility.' *Ageing & Society*, p.1-23. <https://www.cambridge.org/core/journals/ageing-and-society/article/redefining-agency-in-late-life-the-concept-of-disponibility/3AED175C2E0DCCAC618E4C4EAB86C912>