

San José State University
ANTH 25(3) The Human Lifecourse in Context, Fall 2018 (51115)

Course and Contact Information

Instructor:	Dr. Jay Ou
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Office Hours:	MW 1330-1430
Class Days/Time:	TR 0900-1015
Classroom:	WSQ004

GE/SJSU Studies Category: E

Faculty Web Page and MYSJSU Messaging

Some course materials will be distributed in class sessions and others will be sent to students via the email address which appears in the course roster. This course makes use of the Canvas learning management system and you are responsible for all assignments and changes to them. You should plan to attend class, talk with other students in the class, and regularly check your email for information about the class.

Course Description

This course examines human development and its physiological, psychological, and sociocultural contexts. It covers cross-cultural perspectives on infancy, childhood, adolescence, adulthood, old age, and the role of university education in the life span.

In this lower division lecture course on the human life-cycle, you will study and compare the life stages that all humans experience. You will also examine your particular life experience as an undergraduate student at San Jose State University. Since this is an anthropology course, particular emphasis will be placed on viewing the human experience in a holistic way from a cross-cultural perspective, particularly as it relates to your life as a student and your relationship to your peers. We will examine the physiological, psychological, and cultural changes that

individuals from various societies experience in their lifetimes through lectures, a textbook, discussions, and projects. Emphasis is placed on proper academic writing.

Learning Outcomes and Course Goals

GE Learning Outcomes (GELO)

Upon successful completion of this course, students will be able to:

GELO 1 Students shall recognize the physiological, social/cultural, and psychological influences on their well-being. This will be accomplished through lectures and (all) course readings and synthesizing knowledge that is expressed in midterm examinations and the final exam (combination of objective and essay questions).

GELO 2 Students shall recognize the interrelation of the physiological, social/cultural, and psychological factors on their development across the lifespan. This will be accomplished through course lectures and reading, completion of several personal portfolio exercise, and preparing a life history of another person.

GELO 3 Students shall use appropriate social skills to enhance learning and develop positive interpersonal relationships with diverse groups of individuals. This will be accomplished through lectures and readings via examinations and through the preparation of a life history.

GELO 4 Students shall recognize themselves as individuals undergoing a particular stage of human development, how their well-being is affected by the university's academic and social systems, and how they can facilitate their development within the university environment. This will be accomplished by completing personal portfolio assignments.

Course Learning Outcomes (CLO)

Students who satisfactorily complete this course will:

CLO 1 Students will be able to identify stages of human development and the influences upon them.

CLO 2 Students will be able to compare the ways in which people from various cultures and historical periods choose to make decisions relative to the human lifespan.

CLO 3 Students will be able to develop a plan for their education at San Jose State University which will include comparing several potential majors, locating appropriate academic resources, and investigating potential career opportunities.

CLO 4 Students will learn to write a well-organized college-level paper using correct grammar and punctuation.

California Council on Teacher Credentialing (CCTC) Standards

In compliance with the California Teacher Credentialing Commission's Teaching Performance Expectations (TPEs) for the Single Subject Credential Program and Program Standards for the Education Specialist Instruction in Mild to Moderate Disabilities Credential Program, students will address, examine, and/or employ techniques that will help them develop the ability to meet the following Program Standards and Teaching Performance Expectations:

Multiple Subject and Single Subject Teaching Performance Expectations

TPE 1 Engaging and Supporting All Students in Learning

Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.

(Addressed by Portfolio Assignments 2-5)

1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection. (Addressed in midterm and final exam essay questions; Portfolio Assignments 4 & 5)

TPE 2: Creating and Maintaining Effective Environments for Student Learning

2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive. (Addressed in the Readings)

2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn.

(Addressed in readings, lectures, and assignments)

TPE 6 Developing as a Professional Educator

6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues. (Portfolio Assignments 3-5 and the midterm and final exam essay questions).

Classroom Protocol

Cell phones must be turned off during class to avoid disruption and out of sight or else the instructor will collect the device from the student until the end of class. Text messaging is strictly prohibited. Any student who allows a cell phone to ring during class, or who texts messages will be given a formal warning by the instructor. A second infraction of this rule will be promptly reported to the Office of Student Conduct with a recommendation that the student be immediately expelled from the course. Students should be aware that according to Title 5 of the California Code of Regulations, "Standards for Student Conduct," grounds for student discipline includes: "Participating in an activity that substantially and materially disrupts the normal

operations of the University," {Section 41301(b)(4)} which could include use of electronic devices in classroom settings.

All assignments must be completed in order to pass. I will not accept late assignments nor will I administer makeup exams unless documents can be presented as evidence of illness, death in family, jury duty, etc. No assignments will be accepted via e-mail—I must receive hard copies of all assignments.

Required Texts/Readings

Virginia Barnes (1995). *Aman*. Knopf Doubleday (ISBN 9780679762096)

Michele Paludi (2001). *Human Development in Multicultural Contexts*. Pearson (ISBN 9780130195234)

Meredith Small (2002). *Kids*. Knopf Doubleday (ISBN 9780385496285).

Course Requirements and Assignments

40% Two midterm examinations (20% each)

20% Final examination

20% Life history

20% Five portfolio assignments (4% each)

Examinations. Each examination consists of two parts, each of which is worth 50% of the exam grade: (1) objective questions based on lectures and readings and (2) an essay question, also based on lectures and readings.

Life History. You will interview someone of your choice, prepare their life history, and analyze it using concepts presented in lecture.

Personal Portfolio Assignments. These assignments will allow you to reflect upon your own life and future.

Grading Policy

Course grades will be assigned as follows:

A+ = 98-100%

A = 94-97%

A- = 90-93%

B+ = 88-89%

B = 84-87%

B- = 80-83%

C+ = 78-79%

C = 74-77%

C- = 70-73%

D+ = 68-69%
D = 64-67%
D- = 60-63%
F = lower than 60%

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details. The instructor will return materials submitted for grade within 10 days. I am happy to discuss student grades during office hours, but I will not do so by phone or email or in class.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	August 21	Introduction to class and anthropology
1	August 23	The idea of a life course Readings Paludi: pp. 1-14
2	August 28	Stages of life and anthropology Readings Small: Introduction and Barnes: Foreword
2	August 30	Bipedalism and birth Readings Allday “Fewer options for those who seek natural birth” & Kay “Writing the ethnography of birth”
3	Sept 4	Biology of infancy Readings: Paludi Ch. 1 DUE: Portfolio #1

Week	Date	Topics, Readings, Assignments, Deadlines
3	Sept 6	Infancy and culture Readings: Small: Chs. 2-4
4	Sept 11	Childhood: Biology and cognition Readings: Paludi: Ch.2
4	Sept 13	Childhood: History of a category
5	Sept 18	Childhood: Cross-cultural variation and constancy Readings: Small: Chs. 5-9
5	Sept 20	Raising kids DUE: Portfolio #2
6	Sept 25	MIDTERM #1
6	Sept 27	The genetic human Readings: Barnes: Chs. 1-5
7	Oct 2	Adolescence: Biology and cognition Readings: Paludi: Ch. 4
7	Oct 4	Adolescence: History of a category Readings: Barnes: Chs. 6-10
8	Oct 9	Adolescence: Cross-cultural variation and constancy Readings: Barnes: Chs. 11-16
8	Oct 11	Adolescence: Youthful trends DUE: Portfolio #3
9	Oct 16	College Readings: Barnes: Chs. 17-21
9	Oct 18	Adulthood: Biology and cognition Readings: Paludi: Ch. 5 and Barnes: Chs. 22-27 & Afterword

10	Oct 23	Adult: History of a category
10	Oct 25	MIDTERM #2
11	Oct 30	Contexts: Family Readings: Hatfield & Rapson “The susceptibility of love” & Divorce”
11	Nov 1	Contexts: Community DUE: Portfolio #4
12	Noc 6	Contexts: Work
12	Nov 8	Contexts: Things Readings: Rowley “The wedding industrial complex exposed”
13	Nov 13	Old age: Biology and cognition DUE: Portfolio #5
13	Nov 15	Old age: History of a category
14	Nov 20	Old age: Cross-cultural variation and constancy DUE: Life History Report

Week	Date	Topics, Readings, Assignments, Deadlines
14	Nov 22 TD	THANKSGIVING HOLIDAY
15	Nov 27	Death and dying Readings: Krieger “The cost of dying”
15	Nov 29	Death and dying Readings: Berk “Death, dying, bereavement”
16	Dec 4	Course Review
16	Dec 6	Course Review
	Dec 14 (9:45-12:00)	Final Exam

Departmental Goals

<http://www.sjsu.edu/anthropology/departmentinfo/goals/index.html>

Credit Hours

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90–5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Find the procedures and deadlines for adding and dropping classes.

[Catalog Policies Add/drop deadlines Late Drop Policy](#)

<http://info.sjsu.edu/static/catalog/policies.html>. http://www.sjsu.edu/provost/services/academic_calendars/ <http://www.sjsu.edu/aars/policies/latedrops/policy/>

Consent for Recording of Class and Public Sharing of Instructor Material

All students must obtain the instructor's permission if they wish to record lectures or distribute materials from the class.

[University Policy S12-7](#) <http://www.sjsu.edu/senate/docs/S12-7.pdf>

Academic Integrity

Learn about the importance of academic honesty and the consequences if it is violated.

[University Academic Integrity Policy S07-2](#) <http://www.sjsu.edu/senate/docs/S07-2.pdf> [Student Conduct and Ethical Development website](#) <http://www.sjsu.edu/studentconduct/>

Campus Policy in Compliance with the American Disabilities Act

Here are guidelines to request any course adaptations or accommodations you might need.

[Presidential Directive 97-03](#) http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf
[Accessible Education Center](#) <http://www.sjsu.edu/aec>

Resources

The university provides resources that can help you succeed academically.

<http://www.sjsu.edu/counseling> <http://www.sjsu.edu/at/asc/>

<http://peerconnections.sjsu.edu> <http://www.sjsu.edu/writingcenter>