

San José State University
ANTH 25(2) The Human Lifecourse in Context, Fall 2019 (50357)

Course and Contact Information

Instructor:	Dr. Jay Ou
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Office Hours:	MW 1015-1115
Class Days/Time:	MW 1200-1315
Classroom:	BBC 324

GE/SJSU Studies Category:	E
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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 university education in the life-cycle.

This course will examine and compare the life stages that all humans experience. Students will also examine their particular life experiences at San Jose State University. Since this is an anthropology course, emphasis will be placed on viewing the human experience from a cross-cultural perspective, particularly as it relates to life as a student and relationships to peers. We will examine the physiological, psychological, and socio-cultural changes that individuals from various societies experience in their lifetimes through lectures, readings, discussions, and writing assignments.

Learning Objectives of the Anthropology Department

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

ALL ELECTRONIC DEVICES (CELL PHONES, LAPTOPS, TABLETS) MUST BE TURNED OFF AND PUT AWAY OUT OF SIGHT DURING CLASS TIMES. The first infraction will prompt a formal warning by the instructor. The second infraction 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.

LATE ASSIGNMENTS WILL NOT BE ACCEPTED. THERE WILL BE NO MAKEUP EXAMS. Exceptions to this rule will only be made if official documents can be presented at least 24 hours in advance showing evidence of illness, death in family, or legal duties.

Required Texts/Readings

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

Meredith Small. *Kids*. Knopf Doubleday ISBN 9780385496285

Rebekah Nathan. *My Freshman Year*. ISBN 9781101042502

ALL ADDITIONAL REQUIRED READINGS ARE ON CANVAS UNDER FILES

Course Requirements and Assignments

20% Midterm Exam

20% Final Exam

20% Life History Paper

20% Portfolio assignments (4 x 5%)

10% Reading Presentation

10% Reading Quizzes (5 x 2%)

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 Paper. 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.

Course grades will be assigned as follows:

Grade	Points	Percentage
A plus	960 to 1000	96 to 100%
A	930 to 959	93 to 95%
A minus	900 to 929	90 to 92%
B plus	860 to 899	86 to 89 %
B	830 to 829	83 to 85%
B minus	800 to 829	80 to 82%
C plus	760 to 799	76 to 79%
C	730 to 759	73 to 75%
C minus	700 to 729	70 to 72%
D plus	660 to 699	66 to 69%
D	630 to 659	63 to 65%
D minus	600 to 629	60 to 62%

13	11/11	Veterans Day Holiday
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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 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	8/21	Course Introduction
2	8/26	Life Cycle Studies and the Human Life Course Readings Paludi, Introduction
2	8/28	Anthropology and Human Life Course Studies Readings: Small, Introduction Film: N!ai, The Story of a !Kung Woman (58m)
3	9/2	Labor Day Holiday
3	9/4	Infancy Readings: Paludi, Ch 1 Due: Portfolio 1 Film: <i>The Raising of America</i> (59m)
4	9/9	Infancy and culture Readings: Paludi, Ch. 1 Film: <i>Motherland</i> (60m)
4	9/11	Preschool Years Readings: Paludi, Ch.2 Film: <i>Once Upon a Time</i> (33m)
5	9/16	Preschool Years and Culture Readings: Paludi, Ch 2 Readings Film: <i>Are We Crazy About Our Kids?</i> (33m)

5	9/18	The “Development” of Childhood Readings: Small, Ch. 1
6	9/23	The Evolution of Childhood Readings: Small, Ch. 2
6	9/25	Growth in Childhood Readings: Small, Ch. 3 Due: Portfolio 2
7	9/30	Language in Childhood Readings: Small, Ch. 4 Film: <i>DNA Is Not Destiny</i> (37m)
7	10/2	Cognition in Childhood Readings: Small, Ch.5
8	10/7	Socialization in Childhood Readings: Small, Ch.6 Film: <i>Race: The Power of an Illusion</i> (58m)
8	10/9	Gender in Childhood Readings: Small, Ch.7 Midterm Exam
9	10/14	Childhood Trauma Readings: Small, Ch.8 Film: <i>Wounded Kids</i> (43m)
9	10/16	The End of Childhood Readings: Small, Ch. 9 Due: Portfolio 3
10	10/21	Middle Childhood Readings: Paludi Ch. 3 Film
10	10/23	Middle Childhood and Culture Readings: Paludi Ch. 3 Readings
11	10/28	Adolescence Readings: Paludi Ch. 4
11	10/30	Adolescence and Culture Readings: Paludi, Ch. 4 Readings
12	11/4	College Readings: Nathan, Preface-Ch. 1

12	11/6	College Readings: Nathan, Ch. 2-3 Due: Portfolio 4
13	11/11	Veterans Day Holiday
13	11/13	College Readings: Nathan, Ch. 4
14	11/18	College Readings: Nathan, Ch. 5
14	11/20	College Readings: Nathan, Ch. 6
15	11/25	College Readings: Nathan, Ch. 7-Afterword Workshop: Life History Paper
16	12/2	Adulthood Readings: Paludi Ch. 5 Film: <i>Coming of Age in Aging America</i> (57m)
16	12/4	Adulthood and Culture Readings: Paludi Ch. 5 Readings Peer Review: Life History Paper
17	12/9	Course Review Due: Life History Paper
	12/16 Mon	Final Exam 9:45-12:00

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.

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 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, 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>