

**Anthropology**  
**Anth025 (#22875), Human Lifecourse in Context (02),**  
**Spring 2015**

**Contact Information**

<b>Instructor:</b>	Dr. Jennifer L. Anderson
<b>Office Location:</b>	Clark 461
<b>Telephone:</b>	408-925-5561
<b>Email:</b>	Jennifer.Anderson@sjsu.edu
<b>Office Hours:</b>	TTH 1:30 to 2:45, and by arrangement
<b>Class Days/Time:</b>	TTH 3:00-4:15
<b>Classroom:</b>	Clark 204
<b>Prerequisites:</b>	None
<b>GE/SJSU Studies Category:</b>	E

**Course Description**

Catalog: Human development and its physiological, psychological and sociocultural contexts. Cross-cultural perspectives on infancy, childhood, adolescence, adulthood and old age. The role of university education in the life span.

Supplement: In this lower-division lecture course on the human life-cycle, you will study and compare the life stages that all human beings experience. You will also examine your particular life experience as an undergraduate student at San José 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. This will include infancy, childhood, adolescence, adulthood, aging, and death. We will investigate these topics in lectures, discussions, readings, films, and through individual and group projects. Emphasis will be placed on proper academic writing and research paper development.

**Course Goals and Learning Objectives**

**GE Learning Outcomes (GELO)**

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

Learning Objective 1: Students shall recognize the physiological, social/cultural, and psychological influences on their well-being.

Learning Objective 2: Students shall recognize the interrelation of the physiological, social/cultural, and psychological factors on their development across the lifespan.  
Learning Objective 3: Students shall use appropriate social skills to enhance learning and develop positive interpersonal relationships with diverse groups and individuals.  
Learning Objective 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.

## **Departmental Goals**

Learn about the goals of the anthropology department and how it can benefit your education.

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

## **Human Lifecourse Course Content Learning Objectives**

- Students will be able to identify the authoritative voices that influence the decision-making processes relative to various life stages.
- Students will be able to compare the way in which people from various cultures and historical periods choose to make decisions relative to the human lifecourse.
- 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 advisors, and investigating potential career opportunities.
- Students will learn to write a college level essay which includes correctly cited material and a reference page.

## **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.

## Required Texts/Readings

Textbook

Nathan, Rebekah. 2005. *My Freshman Year*. New York: Penguin Group. (ISBN 0 14 30.3747) It is available as an e-book at <http://www.barnesandnoble.com/s/My-Freshman-Year-Nathan?store=ALLPRODUCTS&keyword=My+Freshman+Year+Nathan>

Other Readings will be made available through Canvas.

## Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

A total of 300 points for **written** work are possible in the course. **No late work will be accepted. The assignments are on Canvas. The due dates are in the modules. Be prepared.**

**1. Autobiographical Worksheet (15 points, 5% of total grade) (800 Words minimum) SLO1**

**2. Ethnographic Interview (15 points, Approximately 5% of total grade) (800 words minimum) SLO 3**

**3. Choosing a Path (120 points total, 40% of total grade) SLO 3 and 4**

**4. Open Note (Not open book) Midterm (50 points, about 16% of total grade) SLO 1,2,4**

**5. Graduation Planner (10 points, 3% of total grade). You must do this even if you are a senior! SLO 4**

**6. Comprehensive Open Note Open Book Take-Home Final Exam (90 points, about 30% of total grade) SLO 1-4**

## Grading Policy

### Incompletes

Incompletes will be granted only if the instructor has been notified and has approved. Students with missing major assignments (over 50 points) will receive a WU (unauthorized withdrawal). **NO WORK WILL BE ACCEPTED AFTER THE FINAL**

### Notification of grades

Your final grade will appear in Canvas at the time it is calculated.

Marking Criteria for Written Work (Instructor reserves the right to take class participation into consideration in calculating the final grade)

A+ 98- A 94-97 A- 90-93

An “A” demonstrates originality, addresses the tasks effectively, shows effective organization and logical argumentation, uses clear, appropriate and accurate examples and a high level of writing competence and knowledge. Completes the task and consistently does extra work.

B+ 88-89 B 84-87 B- 80-83

A “B” may show a good level of competence, but uneven development of tasks. It may be generally well organized, uses appropriate examples, displays facility, with a few gaps, in argumentation, and demonstrates a good level of writing and knowledge. Completes the task and does some extra work.

C+ 78-79 C 74-77 C- 70-73

A “C” may show a fair level of competence, but may be uneven. It will address the task adequately, but only with parts of the task. It is adequately organized and may occasionally use examples. Argumentation may be inconsistent and writing and knowledge competence may be unclear.

D+ 68-69 D 64-67 D- 60-63 F < 60

A “D” will demonstrate poor competence with inadequate organization, task and argumentation development and inappropriate examples. It will display difficulty in using adequate academic language and errors in knowledge will be in evidence. A failure will only occur if no effort is made to address the question or topic.

### Participation and Miscellaneous Activities

Attendance and participation in class discussions is required. “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.” <http://www.sjsu.edu/senate/AS1475.pdf>

## Classroom Protocol

To Be Excused if you cannot make it to class to participate in an exercise, please leave an E-mail message THAT day or earlier, giving your name, class and reason for missing the activity. You will receive full credit (E) as long as the reason is significant and the privilege is not abused. Failure to participate might result in a significant loss of overall points.

You may not collaborate on work in this class. Group study for the midterm and final are permitted, but anything you write on the midterm or final must be in your own words. If the text of answers on the midterm or final are found to be identical to that of another student or cut and pasted from another source, you will receive an “F” on the exam.

### Student Rights and Responsibilities

For a statement of your rights and responsibilities, including classroom behavior, see

<http://www.sjsu.edu/senate/S90-5.pdf>

### Late Papers

No late papers will be accepted unless a genuine emergency arrives and the student notifies the professor in advance.

### Cell phones

**Please turn off all cell phones at the beginning of the class and keep them off. If you have a family emergency that may require you to keep the cell phone on, inform me at the beginning of class. Text messaging in class will not be tolerated.**

Laptops – Students are permitted to use laptops in class for note-taking **only**. Students who abuse this policy by surfing the web or playing games during class will be asked not to use laptops in class. If you want to use a laptop, you must sit in the front row of class.

### Evacuation Procedures

Information from the campus police on evacuating a classroom can be found at:

[http://www.sjsu.edu/police/docs/ept/ept\\_procedures\\_flyer.pdf](http://www.sjsu.edu/police/docs/ept/ept_procedures_flyer.pdf)

Note that in case of an earthquake, you should get under a sturdy desk or table, or move against interior walls and away from windows. Do not run out of the building. In case of fire, use the stairs, not an elevator.

## **University Policies**

Here are some of the basic university policies that students must follow.

### **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**      <http://info.sjsu.edu/static/catalog/policies.html>.

**Add/drop deadlines**      [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/)

**Late Drop Policy**      <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) <http://www.sjsu.edu/senate/docs/S07-2.pdf>

[Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) <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) [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf)

## Resources

The university provides resources that can help you succeed academically. Just look here.

[Academic Success Center](http://www.sjsu.edu/at/asc/) <http://www.sjsu.edu/at/asc/>

[Peer Connections website](http://peerconnections.sjsu.edu) <http://peerconnections.sjsu.edu>

[Writing Center website](http://www.sjsu.edu/writingcenter) <http://www.sjsu.edu/writingcenter>

[Counseling Services website](http://www.sjsu.edu/counseling) <http://www.sjsu.edu/counseling>

## Anth025 / Human Lifecourse, Spring 2015, Course Schedule

(The schedule may be changed on fair notice. Readings are to be done before the class with which they are associated. **You are responsible for turning in assignments on the due date. I will not remind you!**)

### Module 1 Thursday, January 22

- **Topic: “Introduction to Class,” “Ethnographic Interviewing”**
- **Download the “Ethnographic Worksheet” and bring it to the next class.**

### Module 2 Tuesday, January 27

- Autobiographical Worksheet due in class (15 points)
- Download “Ethnographic Worksheet” from class website, bring it to class.
- Lecture: “Ethnographic Interviewing”
- Practice: Ethnographic interview of classmate
- Read: Nathan, 1-18

### Module 3 Thursday, January 29

- Lecture: PP1 “The Game of Life”
- Read: Nathan, 19-40

### Module 4 Tuesday, February 3

- **Typed version of Ethnographic interview form due (15 points). Use full sentences and include detail. Use essay format. See website for essay standards.**
- Lecture: PP2 “Like a Virgin” (Virginity)
- Download and Read Naylor, “Desperate to Hide Taboo Sex,”

- Handouts: “Authoritative Knowledge” and “Eight Kinds of Logic”
- Read: Nathan, 41-66

**Recommended reading:**

Blank, Hanne. 2007. *Virgin: The Untouched History*. New York: Bloomsbury.

**Module 5 Thursday, February 5**

- Lecture: PP3 “Birds, Bees, and Petri Dishes” (Fertility)
- Download and Read: “The Booming Baby Business” by Deborah Spar

**Recommended reading:**

Mundy, Liza. 2007. *Everything Conceivable: How Assisted Reproduction is Changing Men, Women, and the World*. New York: Alfred A. Knopf.

**Module 6 Tuesday, February 10**

- **Choosing a Path Assignment 1 Due** (20 points)
- Lecture: PP4 “All You Need is Love” (Love and Sex)
- Download and Read: “Regrettable Sex” by Sandra Caron and Eilean Moskey

**Module 7 Thursday, February 12**

- Lecture: PP5 “In The Family Way” (Pregnancy)
- Download and Read: Robbie E. Davis-Floyd, Ph.D. and Eugenia Georges, Ph.D, “On Pregnancy” and Kay, Margarita Artschwager, “Writing an Ethnography of Birth”. In *Anthropology of Human Birth*. M.A. Kay, ed. Philadelphia: F.A. Davis. pp. 1-17 and Johnson, Nathanael. 2010. “More Women Dying during Pregnancy Complications.”

**Module 8 Tuesday, February 17**

- Film: *Adhiambo: Born in the Evening*

**Module 9 Thursday, February 19**

- Lecture: PP6 “Always Something New” (Birth)
- Download and Read: Lazarus, Ellen. 1997. “What Do Women Want? Issues of Choice, Control, and Class in American Pregnancy and Childbirth”. In *Childbirth and Authoritative Knowledge*, edited by R. E. a. C. F. S. Davis-Floyd. Berkeley, California: University of California Press. pp. 1-12 and Johnson, Nathanael, 2010. “For Profit Hospitals Performing More C-Sections.”

**Module 10 Tuesday, February 24**

- **Choosing a Path Assignment 2 Due (20 points)**
- Film: *Giving Birth: Challenges and Choices*
- Download and Read: Lazarus, Ellen. 1997. “What Do Women Want? Issues of Choice, Control, and Class in American Pregnancy and Childbirth”. In *Childbirth and Authoritative Knowledge*, edited by R. E. a. C. F. S. Davis-Floyd. Berkeley, California: University of California Press. pp. 13-23 and Allday, Fewer Options For Those Who Seek Natural Births



**Recommended Reading:**

Davis-Floyd, Robbie E. and Carolyn F. Sargent, ed. 1997. *Childbirth and Authoritative Knowledge*. Berkeley and Los Angeles: University of California Press.

**Module 11 Thursday, February 26**

- Lecture: PP7 “Babies: Gotta Love’em!” (Infant Development)
- Download and Read: Small, “Our Babies, Our Selves,” pp. 1-7,

**Recommended Reading:**

Small, Meredith F. 1999. *Our Babies, Ourselves: How Biology and Culture Shape the Way We Parent*. New York: Random House.

**Module 12 Tuesday, March 3**

- Lecture: PP8 “Child’s Play” (Child Development)
- Download and Read: Lancy, “Accounting for Variability in Mother-Child Play”

**Recommended Reading:**

DeLoache, Judy and Alma Gottlieb, ed. 2000. *A World of Babies: Imagined Childcare Guides for Seven Societies*. Cambridge: Cambridge University Press.

**Module 13 Thursday, March 5**

- Lecture: PP9 “No Way Back” (Child labor, Child soldiers, Sex trafficking)
- Download and Read: Rosen, “Child Soldiers,” and “Sex Trafficking a Blight in Progressive Bay Area” from SFGate.com

**Recommended Reading:**

Beah, Ishmael. 2007. *A Long Way Gone: Memoirs of a Boy Soldier*. New York: Farrar, Straus, and Giroux.

**Module 14 Tuesday, March 10**

- **Choosing a Path Assignment 3 Due (20 points)**
- Lecture: PP10 “Negotiating Difference” (Bullying, disabilities, gender variant children)
- Download and Read: Hoffman: “Let Them Be”, Baynton: “Disability and the Justification of Inequality in American History”
- Review for the Midterm

**Recommended Reading:**

Longmore, Paul K. and Lauri Umansky, ed. 2001. *The New Disability History: American Perspectives*. New York: New York University Press.

Small, Meredith F. 2001. *Kids: How Biology and Culture Shape the Way We Raise Young Children*. New York: Random House.

**Module 15 Thursday, March 12****Mid-term (50 points)**

### **Module 16 Tuesday, March 17**

- **Choosing a Path Assignment 4 Due (10 points)**
- Lecture: PP11 “Betwixt and Between” (Adolescence)
- Reading: Nathan, 67-89

### **Module 17 Thursday, March 19**

- **Start work on Choosing a Path Assignment Five, it will take some planning to arrange the interview!**
- Film: *The Devil’s Playground*
- Reading: Nathan, 89-106
- Download and Read: Shachtman, Excerpt from *Rumspringa*

## Spring Vacation – March 23-27, Cesar Chavez Day March 30

### **Module 18 Tuesday, March 31**

- Lecture: PP12 “At the Ready . . . “ (Military Life)
- Download and Read: Volkin, “How to Survive Military Boot Camp”, Alvarez, “Women in Combat”

### **Module 19 Thursday, April 2**

- Download and begin filling out “Graduation Planner” (10 points). This may take some time and you will need an appointment with either an SJSU counselor or an advisor in your major department. Their signature is required on your form. Start now! You must do this even if you are a senior! If you need help finding an advisor or information about a major, ask someone at the peer mentor center to help you. It would be best to find a peer mentor who has declared the major you are interested in.
- Lecture: PP13 “All Work and No Play . . . (Student Life)
- Reading: Nathan, 107-131

### **Module 20 Tuesday, April 7**

- Lecture: PP14 “Just Perfect” (Body Image in a Cross Cultural Context)
- Read: Nathan, 132-156
- Download and Read: Kowner, “Japanese Body Image: Structure and Esteem Scores in a Cross-Cultural Perspective”

### **Module 21 Thursday, April 9**

- Film: *Beauty Academy of Kabul*

### **Module 22 Tuesday, April 14**

- Lecture: PP15 “Catching the Brass Ring” (Relationship Choices)
- Download and Read: Caron “The Sex Lives of College Students”.

### **Module 23 Thursday, April 16**

- **Choosing a Path Assignment 5 due (30 points).** Start writing your “Thank you note”.
- Lecture: PP16 “The Happiest Day of Your Life” (The Complexities of Marriage)
- Download and Read: Rowley: “The Wedding Industrial Complex”, Pender, “Just Wed, Cash In on This Advice” and “Wedding Bells Might Give You the Tax Blues”, and Hatfield and Rapson: “Who Decides? Arranged Marriages to Marriage for Love”

### **Module 24 Tuesday, April 21**

- **Graduation Planner (10 points) and Choosing a Path Assignment 6 (Thank you note, 5 points) are due.**
- Lecture; PP17 “Breaking Up is Hard to Do” (Divorce Cross-Culturally)
- Download and Read: Hatfield and Rapson: “Divorce”

### **Module 25 Thursday, April 23**

- Lecture: PP18 “Caught in the Middle” (Middle Age)
- Download and Read: Baumann, "Silicon Valley Age Discrimination"

### **Module 26 Tuesday, April 28**

- Lecture: PP19 “Silver Hairs Amongst the Gold . . .” (Old Age)
- Download and Read: Hickman, “Seniors in Every State Struggling to Afford Retirement”

### **Module 27 Thursday, April 30**

**No Class – I am attending Southwestern Anthropological Association Conference**

### **Module 28 Tuesday, May 5**

- **Choosing a Path Assignment 7 Due (15 points)**
- Lecture: PP20 “The Keys to the Kingdom” (Death and Freedom of Choice)
- Download and Read: Berk, “Death, Dying, and Bereavement,” pp. 635-659

### **Module 29 Thursday, May 7**

- Film: *Departures* (131 minutes)
- Download and Read: Krieger “The Cost of Dying”

### **Module 30 Tuesday, May 12**

- Finish Film: *Departures* (131 minutes)
- Review for Final Exam
- Final to be Handed Out

**Final – Monday May 18 2:45-5:00**  
**OPEN BOOK, OPEN NOTE FINAL DUE IN CLASSROOM –**

**90 Points**  
**NO EMAIL SUBMISSIONS, NO LATE SUBMISSIONS!**