

San José State University
School/Department
ANTH 025(2) Human Lifecourse in Context, Spring 2019 (26907)

Course and Contact Information

Instructor: Chuck Darrah
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Office Hours: Mondays & Wednesdays 1200-1330 and by arrangement
Class Days/Time: MW 1030-1145
Classroom: Clark Hall 204

GE/SJSU Studies Category: E

Faculty Web Page and MYSJSU Messaging (Optional)

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 no 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

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.

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.

Required Texts/Readings

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

William Dalrymple (2009). *Nine Lives*. Vintage (ISBN 9780307474469)

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

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

Several additional readings will be distributed during the semester.

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>.

There are two midterm examinations (20% each), a final examination (20%), a life history (20%), and a personal portfolio (20%) consisting of five individual assignments.

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. In order to complete an exam you must bring a blank T & E 200 answer sheet and a blank large bluebook to class on test date, as well as pen and #2 pencil. You will be given the essay questions in advance and may prepare an answer to one of them if you wish. You will have up to 45 minutes to answer the objective questions and the remainder of the class time to write your essay in the bluebook. Each exam is open book and open note, but you will only have time to look up a few facts during the test. This format allows you to retrieve something from notes or readings that you “blank on,” but it is no substitute for studying for the test. The final exam follows the format of the midterms except that students will have 90 minutes to complete it.

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

Personal Portfolio Exercises. You will be given five assignments to complete that require you to reflect upon, your own life and future.

Grading Policy

Course grades will be assigned as follows:

A plus = 98-100%

A = 94-97%

A minus = 90-93%

B plus = 88-89%

B = 84-87%

B minus = 80-83%

C plus = 78-79%

C = 74-77%

C minus = 70-73%

D plus = 68-69%

D = 64-67%

D minus = 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.

Classroom Protocol

Electronics. Unless a student has explicit, written permission from the Accessible Learning Center, electronic devices such as laptops, tablets, and smart phones should be turned off and are not allowed out in class; you may audio record class lectures but not share them publicly. Research has shown that (1) glowing screens distract other students in class and (2) learning is enhanced by taking manual notes that are rewritten later using with pen and paper or word processor.

Presence and Presenting. Roll will be taken rarely and only so I can learn names. If you wish to drop the course it is your responsibility to do so. If you vanish during the semester your name will appear on the final grade roster and you will receive a WU grade, which is equivalent to an F. If you fail to complete all the course assignments you will also receive a WU. Incompletes are only granted if I have been notified in advance and approved the request. Attendance is not graded, but I doubt you will get much out of the course, including a passing grade, if you are frequently absent. You are also expected to be present in the sense of paying attention and treating fellow students and the instructor with respect and civility.

Late Papers, Missed Exams. All assignments must be completed during the designated period. You may be allowed to make up an exam only if (1) you contact me immediately by phone or email and (2) you can provide a compelling *and documented* excuse for your absence (e.g. family emergency, sickness, injury, etc. Please remember that it is unfair to both your classmates and the instructor to request exceptions to the official examination dates or paper deadline.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>”

Course Number / Title, Semester, Course Schedule

This schedule is subject to change with fair notice and such changes will be communicated to you by the instructor in class and via email. You are responsible for any such changes.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	January 28	Introduction to class and anthropology DISTRIBUTE Portfolio #1
1	January 30	Anthropology and life course
2	February 4	Anthropology and life course What to read? Small: Introduction and Barnes: Foreword
2	February 6	Bipedalism and birth What to read? Paludi: pp. 1-14
3	February 11	Biology of infancy What to read? Paludi: Ch. 1

Week	Date	Topics, Readings, Assignments, Deadlines
		DUE: Portfolio #1
3	February 13	Infancy and culture What to read? Small: Chs. 2-4 DISTRIBUTE Portfolio #2
4	February 18	Childhood: Biology and cognition What to read? Paludi: Ch. 2
4	February 20	Childhood: Biology and cognition
5	February 25	Childhood: Cross-cultural variation and continuity What to read? Small: Chs. 5-9 DISTRIBUTE Midterm #1 Essay Questions
5	February 27	Raising kids What to read? Make sure you have read all the chapters listed in weeks 1-5 and especially make sure you have read the Small book. DUE: Portfolio #2
6	March 4	MIDTERM #1
6	March 6	Adolescence: Biology and cognition What to read? Barnes: Chs. 1-5 DSISTRIBUTE Portfolio #3
7	March 11	Adolescence: History of a category What to read? Paludi: Ch. 4
7	March 13	Adolescence: Cross-cultural variation and constancy What to read? Barnes: Chs. 6-10
8	March 18	Adolescence: Youthful trends What to read? Barnes: Chs. 11-16
8	March 20	Doing College DUE: Portfolio #3
9	March 25	Doing College What to read? Barnes 17-21 DISTRIBUTE Portfolio #4
9	March 27	Adulthood: Biology and cognition What to read? Paludi: Ch. 5 and Barnes: Chs. 22-27 & Afterword DISTRIBUTE Midterm #2 Essay Questions
10	April 1	SPRING BREAK
10	April 3	SPRING BREAK
11	April 8	Adulthood: Biology and cognition What to read? Make sure you have read all the chapters listed since the first midterm and be sure to finish the Barnes book, including the Afterword (in fact, you might even want to read it before the other chapters)
11	April 10	MIDTERM #2
12	April 15	Lifespan Concepts & <i>Nine Lives</i>

Week	Date	Topics, Readings, Assignments, Deadlines
		What to read? Dalrymple Introduction & Ch. 3
12	April 17	Contexts: Marriage, Cohabitation, & Families What to read? Dalrymple Ch. 2 DUE: Portfolio #4 DISTRIBUTE Portfolio #5
13	April 22	Contexts: Immigration What to read? Dalrymple: Chs. 3 & 4
13	April 24	Contexts: Watching and being watched What to read? Dalrymple Ch. 5 & 6
14	April 29	Contexts: Watching and being watched What to read? Dalrymple Ch. 7 DUE: Portfolio #5
14	May 1	Old age: Biology and cognition What to read? Dalrymple Chs. 8 & 9
15	May 6	Old age: Biology and cognition DUE: Life History Report
15	May 8	Old age: Cross-cultural variation and constancy DISTRIBUTE Final Exam Essay Questions
16	May 13	Death and dying and course finale What to read? Be sure you have read Dalrymple and can apply the lifespan concepts to each of the nine lives.
Final	May 15	1000-1130