

**San José State University**  
**From Cradle to Grave in the 21st Century Fall 2009**  
**SYLLABUS – ANTH25FQ, Section 1 (#Anth25FQ)**

### Instructor Information

Instructor: Dr. Jennifer L. Anderson

Meeting Time: Tuesday and Thursday 1:30-2:45

Room: Clark 133

Office: Clark 461

Office hours: MW 8:00-8:45, 10:30-11:45, TTH 10:00-1:15 and by arrangement

Phone: 924-5561 (office), 924-5348 (FAX)

E-mail: Jennifer.Anderson @sjsu.edu (preferred)

Course URL: <http://www.sjsu.edu/people/jennifer.anderson/courses/c7/>

The password to open is “people”.

### Course Description

#### *Introduction to From Cradle to Grave in the 21<sup>st</sup> Century*

In this MUSE course on the human life-cycle, you will study and compare the life stages that all human beings experience. They will also examine their particular life experience as an undergraduate student at San José State University. Since this is an anthropology course, emphasis will be placed on viewing the human experience in a holistic way from a cross-cultural perspective, particularly as it relates to your experience as a first year student and your relationship to your peers. We will examine the physiological, psychological, and cultural changes that individuals from various societies experience in their life times. This will include infancy, childhood, adolescence, adulthood, aging, and death. Topics such as virginity, in-vitro fertilization, sexual choices, natural childbirth, the sexualization of children, disability, choosing a partner, the history of adolescence, changing perceptions of middle-age, depression, euthanasia, and grieving will be discussed as they are manifested in different cultural environments. 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 essay development

### Learning Objectives and Activities for this Course

This course qualifies as an Area E (Social Sciences-Human Understanding and Development) course in your General Education requirements. It is designed to enable you to achieve the following learning outcomes:

*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.

## Introduction to MUSE

University-level study is different from what you experienced in high school. The Metropolitan University Scholars' Experience (MUSE) is designed to help make your transition into college a success by helping you to develop the skills and attitude needed for the intellectual engagement and challenge of in-depth university-level study. Discovery, research, critical thinking, written work, attention to the rich cultural diversity of the campus, and active discussion will be key parts of this MUSE course. Enrollment in MUSE courses is limited to a small number of students because these courses are intended to be highly interactive and allow you to easily interact with your professor and fellow students. MUSE courses explore topics and issues from an interdisciplinary focus to show how interesting and important ideas can be viewed from different perspectives.

### *MUSE and GE Goals:*

- To understand the learning process and their responsibility and role in it.
- To know what it means to be a member of a metropolitan university community.
- Issues of diversity shall be incorporated in an appropriate manner.
- Writing: The minimum writing requirement is 1500 words in a language and style appropriate to the discipline. [GE]
- Social sciences: Content to promote all of the above GE competencies. [GE]
- University scholar: Course activities should be designed to enable students to improve critical thinking skills, information competencies, critical writing and reading skills, and group interactions. [MUSE]
- University life: Students should attend workshops and participate in group activities to help them learn about university resources and activities and to improve in areas they have identified. [MUSE]

## Learning Objectives of the Anthropology Department

### **Understand culture, and the relationships of human life, biology**

- Awareness of past/present cultures
- Knowledge of significant findings: archaeology, cultural anthropology, physical anthropology
- Knowledge of the history of anthropological thought and its place in modern intellectual history
- Comprehension of multiculturalism as central phenomenon in modern society
- Familiarity with forms of data, literature, ability to access
- Awareness of anthropology's importance to issues of contemporary society; ability to apply knowledge to social issues

- Knowledge of qualitative & quantitative research methods in one sub-discipline
- Ability to present & communicate anthropological knowledge, results to different audiences

Following are the Student Learning Objectives related to subject matter content for this course:

In the context of learning about the human lifespan in a cross-cultural perspective, the student is will be encouraged to:

- Obtain an overview of the processes and events which have shaped concepts of the “normal” life plan in each culture;
- Learn to identify and analyze key cultural concepts related to social and psychological development and to recognize the manner in which they impact the processes of change and continuity;
- Learn to analyze specific changes in and challenges to the concept of an ideal lifecourse in the context of universal trends in the development of complex societies and cultural themes;
- Learn how selected ideas about what is appropriate for each stage of life have changed throughout history and how they have impacted society and the environment;
- Investigate the manner in which key ideas about the human lifespan developed centuries ago impact modern life;
- Investigate the manner in which key concepts about the normal lifespan have contributed to perceptions of ethnic identity both locally and globally.

## Course Requirements

### *Required Text*

Nathan, Rebekah. 2005. *My Freshman Year*. New York: Penguin Group. (ISBN 0 14 30.3747)

### *Grading*

A total of 200 points for **written** work are possible in the course. **No late work will be accepted. The assignments are on the class website. Be prepared.** Fifteen written points are awarded for completing the “Five Year Planner.” The instructor reserves the right to take class participation into consideration when determining the final grade. An additional 15 points will reflect participation in class discussion, extra effort taken to improve writing, etc.

1. Autobiographical Worksheet (15 points, 7.5% of grade total) **(800 Words minimum) Due Thursday, August 27. This assignment assesses your ability to meet Area E Learning Objective No. 1.**
2. Ethnographic Interview (15 points, 7.5% of grade total) **(800 words minimum) Due Thursday, September 3. This assignment assesses your ability to meet Area E Learning Objective No. 3.**
3. “Five Year Plan for Incoming Freshmen” **(10 points, 5% of grade total). Due Tuesday, September 17. This assignment assesses your ability to meet Area E**

**Learning Objective No. 4.**

4. Portfolio (50 points total, 25% of grade total, 10 points per assignment) (800 words minimum for each assignment.) Portfolio 1 due **Tuesday, September 15**, Portfolio 2 due **Tuesday, September 29**, Portfolio 3 due **Thursday, October 22**, Portfolio 4 due **Tuesday November 3**, Portfolio 5 due **Tuesday, November 17**. These assignments assess your ability to meet Area E Learning Objectives No. 2 and 4.

5. Life History (20 point, 10% of grade total) (1000 words minimum) Due **Thursday, October 29**. This assignment assesses your ability to meet Area E Learning Objective No. 2 and No 3.

6. Open Note (Not open book) Midterm (40 points, 20% of grade total) **Thursday, October 15**

7. Comprehensive Open Note Open Book Take-Home Final Exam (50 points, 25% of grade total)

Due in our classroom **Tuesday, December 15 between 12:15 and 2:30**. You must bring hard copy to class, no email submissions! No late submissions! I will leave the room at 12:30!

*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**

*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.

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.

### Other Class Policies

#### *Academic Integrity*

Academic integrity statement (from the Office of Student Conduct and Ethical Development):

“Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Conduct and Ethical Development.” The policy on academic integrity including definitions of plagiarism and cheating and sanctions for violations can be found at:

[http://www.sa.sjsu.edu/download/judicial\\_affairs/Academic\\_Integrity\\_Policy\\_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf)

Academic dishonesty will be dealt with following San José State University Academic Integrity Policy: “The University emphasizes responsible citizenship and an awareness of ethical choices inherent in human development. Academic honesty and fairness foster ethical standards for all those who depend upon the integrity of the university, its courses, and its degrees. University degrees are compromised and the public is defrauded if faculty members or students knowingly or unwittingly allow dishonest acts to be rewarded academically”. See this website for a complete statement:

[http://sa.sjsu.edu/download/judicial\\_affairs/Academic\\_Integrity\\_Policy\\_S07-2.pdf](http://sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf)

“Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the university’s reputation and the value of the degrees it offers. We all share the obligation to maintain an environment which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Student Conduct & Ethical Development for disciplinary action which could result in suspension or expulsion from San José State University.

### *Cheating:*

At SJSU, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to:

Copying in part or in whole, from another's test or other evaluation instrument;  
Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy. Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by departmental policy. Altering or interfering with grading or grading instructions; Sitting for an examination by a surrogate, or as a surrogate; any other act committed by a student in the course of his or her academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

“If you would like to include in your paper any material you have submitted, or plan to submit, for another class, please note that SJSU's Academic Integrity policy F06-1 requires approval by instructors.”

### *Plagiarism:*

At SJSU plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to:

The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substances of another's work, without giving appropriate credit, and representing the product as one's own work; and representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, painting, drawing, sculptures, or similar works as one's own.” (Office of Student Conduct & Ethical Development)

If you would like to include in your paper any material you have submitted, or plan to submit, for another class, please note that SJSU's Academic Integrity policy S07-2 requires approval by instructors.” See this website for a complete statement:

[http://sa.sjsu.edu/download/judicial\\_affairs/Academic\\_Integrity\\_Policy\\_S07-2.pdf](http://sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf)

### *Late Papers*

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

### *Adds/Drops/Incompletes, etc.*

You are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. The SJSU procedure for adding classes can be found at: <http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-311.html>

The procedure for dropping a class can be found at::

<http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-323.html>

The policy regarding incompletes can be found at:  
<http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-30.html>

### *Disabilities*

If you require accommodation, please advise me. I will be happy to help. “Campus policy in compliance with the Americans with Disabilities Act:

“If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability.” For more information on accommodations contact the Disability Resource Center at <http://www.drc.sjsu.edu/>.

### *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 and sign a contract saying that you will not abuse the privilege of using a laptop.

“Cradle to Grave” readings and assignments may be found on the “Cradle to Grave” class website: <http://www.sjsu.edu/people/jennifer.anderson/courses/c7/>

Any changes to the schedule will be printed to the “Cradle to Grave” website syllabus. Please check it regularly

## Schedule

(The schedule may be changed on fair notice. Furlough days for this class are Tuesday, September 22 and Tuesday, October 27)

Tuesday, August 25

- Lecture: “Course Overview” and “Introduction to Anthropology”
- Autobiographical Worksheet to be distributed in class
- *Learning Focus*: What does it mean to be a MUSE scholar? Your role and responsibility. (MUSE 1)

Thursday, August 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
- *Learning focus:* Time Management (MUSE 2)

Tuesday, September 1

- Lecture: PP1 “The Game of Life”
- Read: Nathan, 19-40
- *Learning focus:* Teachers and Professors (MUSE 3)

Thursday, September 3

- **Typed version of Ethnographic interview form due (15 points)**
- 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
- *Learning focus:* Plagiarism (MUSE 11)
- **Five Year Plan for Incoming Freshman is Due September 22. You must make an appointment to see advisor now.**

Recommended reading:

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

Tuesday, September 8

- Lecture: PP3 “Birds, Bees, and Petri Dishes” (Fertility)
- Download and Read: “The New Reproductive Landscape” by Liza Mundy
- *Learning focus:* Grades in High School and College (MUSE 8)

Recommended reading:

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

Thursday, September 10

- Lecture: PP4 “All You Need is Love” (Love and Sex)
- Download and Read: “The Susceptibility to Love” by Hatfield and Rapson
- *Learning focus:* Punctuation (MUSE 16)

Recommended reading:

Hatfield, Elaine and Richard Rapson. 1996. *Love and Sex: Cross Cultural Perspectives*. Needham Heights, Mass.: Allyn and Bacon.

Tuesday, September 15

- **Portfolio Assignment 1 Due (10 points)**
- 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. 1-9.

Thursday, September 17

- **“Five Year Plan for Incoming Freshmen” due. (10 points).**
- 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 Kay, Margarita Artschwager, “Writing an Ethnography of Birth”. In *Anthropology of Human Birth*. M.A. Kay, ed.. Philadelphia: F.A. Davis. pp. 10-17

**Tuesday, September 22 – No Class, Campus Required Furlough Day!**

Thursday, September 24

- Movie: *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.

Tuesday, September 29

- **Portfolio Assignment 2 Due (10 points)**
- 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.

Thursday, October 1

- 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.

Tuesday, October 6

- Lecture: PP9 “No Way Back” (Child labor, Child soldiers, Sex trafficking)
- Download and Read: Rosen, “Child Soldiers,” and Mengue, “Commercial Exploitation of Children in Cameroon,” pp. 29-49, “Report on the Sexualization of Girls, pp. 5-15.

Recommended Reading:

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

Thursday, October 8

- 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”

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.

Tuesday, October 13

- Review for Mid-term

Thursday, October 15

- **Mid-term (40 points)**

Tuesday, October 20

- Lecture: PP11 “Betwixt and Between” (Adolescence)
- Reading: Nathan, 67-89

Thursday, October 22

- Lecture: PP12 “All Work and No Play . . . “ (Student Life)
- **Portfolio Assignment 3 due (10 points)**
- Reading: Nathan, 89-131

**Tuesday, October 27 – No Class – Class Furlough Day**

Thursday, October 29

- Lecture: PP13 “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”
- **Life History Due (20 points)**

Tuesday, November 3

- **Portfolio Assignment 4 due (10 points)**
- Movie: *The Beauty Academy of Kabul*
- Download and Read: Dingfelder, “Video Games May Harm Boy’s Body Image”, American Psychological Association, “Report on the Sexualization of Girls, pp. 15-17

Thursday, November 5

- Discussion on *The Beauty Academy of Kabul*
- Lecture: PP14 “Catching the Brass Ring” (Relationship Choices)
- Download and Read: Hatfield and Rapson: “Sex Here and Now”

Tuesday, November 10

- Movie: “A Touch of Pink”

Thursday, November 12

- Discussion of “A Touch of Pink”
- Lecture: PP15 “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”

Tuesday, November 17

- **Portfolio Assignment 5 due.**
- Lecture; PP16 “Breaking Up is Hard to Do” (Divorce Cross-Culturally)
- Download and Read: Hatfield and Rapson: “Divorce”

Thursday, November 19

- Lecture: PP17 “Caught in the Middle” (Middle Age)
- Download and Read: Gullette, “Socialization into Midlife Aging: Exposure”

Tuesday, November 24

- Lecture: PP18 “Silver Hairs Amongst the Gold . . .” (Old Age)
- Download and Read: Egelko, “Old Guy Gets Another Chance in Google Age Discrimination Suit”

Thursday, November 26– No Class Thanksgiving

Tuesday, December 1

- Lecture: PP19 “The Keys to the Kingdom” (Death and Freedom of Choice)
- Download and Read: Berk, “Death, Dying, and Bereavement,” pp. 635-659

Thursday, December 3

- Film: Play the Game of Life!

Tuesday, December 8

- Review for Final Exam
- Final to be Handed Out

## **Final – Tuesday, December 15 between 12:15 and 2:30**

OPEN BOOK, OPEN NOTE FINAL DUE IN CLASSROOM  
NO EMAIL SUBMISSIONS, NO LATE SUBMISSIONS!