

**San José State University**  
**HUMAN LIFECOURSE IN CONTEXT Spr 2009 (3 Units, E)**  
**SYLLABUS – Anthropology 25, Section 2 (#22040)**

**Contact Information**

Instructor: Dr. Jennifer L. Anderson  
Meeting Time: MW 1:30-2:45  
Course Number: ANTH 025-2  
Room: Dudley Moorhead Hall 234  
Office: Clark 461  
Office hours: MW 8:00 to 8:45, 12:00-1:15, 3:00-4:15 and by arrangement  
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Course URL: [http://www.sjsu.edu/faculty\\_and\\_staff/course\\_detail.jsp?id=3317](http://www.sjsu.edu/faculty_and_staff/course_detail.jsp?id=3317)  
The password to open is "people."

**Course Description**

**Introduction to Human Lifecourse In Context**

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. No prerequisites.

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 life times. 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.

**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.

### **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

### **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.** Ten 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. As many as 15 additional points may reflect participation in class discussion, extra effort taken to improve writing, etc.

**1. Autobiographical Worksheet (15 points, 7.5% of total grade) (800 Words minimum) Due Wednesday, January 28. This assignment assesses your ability to meet Area E Learning Objective No. 1.**

**2. Ethnographic Interview (15 points, 7.5% of total grade) (800 words minimum) Due Wednesday, February 4. This assignment assesses your ability to meet Area E Learning Objective No. 3.**

**3. "Five Year Plan for Incoming Freshmen" (10 points, 5% of total grade). Due**

**Monday, March 30.** You must do this even if you are a senior! This assignment assesses your ability to meet Area E Learning Objective No. 4.

**4. Portfolio (50 points total, 25% of total grade, 10 points per assignment) (800 words minimum for each assignment.) #1 due Monday, February 16, #2 due Monday, March 2, #3 due Monday, April 1, #4 due Monday, April 13, #5 due Wednesday, April 29.** These assignments assess your ability to meet Area E Learning Objectives No. 2 and 4.

**5. Life History (20 points, 10% of total grade) (1000 words minimum) Due Monday, April 20.** 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 total grade) Due Wednesday, March 18.**

**7. Comprehensive Open Note Open Book Take-Home Final Exam (50 points, 25% of total grade) Due in our classroom Monday, May 15 between 12:15 and 2:30 PM. You must bring hard copy to class, no email submissions! No late submissions!**

#### 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

If you wish to know your final grade before grade reports are issued, give Dr. Anderson a stamped self-addressed postcard or email a grade request (please do not phone).

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

A+ 98-99 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)

“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.”

#### 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-322.html>

The policy regarding incompletes can be found at:

<http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-29.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.

#### Internet Resources

Anthropology 25 readings and assignments are posted to the class website:  
[http://www.sjsu.edu/faculty\\_and\\_staff/course\\_detail.jsp?id=3317](http://www.sjsu.edu/faculty_and_staff/course_detail.jsp?id=3317)

Any changes to the schedule will be printed to the website syllabus. Please check it regularly.

### **Schedule**

(The schedule may be changed on fair notice. Readings are to be done before the class with which they are associated.)

#### **Monday, January 26**

- Lecture: "Course Overview" and "Introduction to Anthropology"
- Download Autobiographical Worksheet from class website. (Ask a peer mentor for help if you have trouble downloading or accessing the class website. They can be found in the peer mentor center on the first floor of Clark Hall. The worksheet must be typed and answered in full sentences.)

#### **Wednesday, January 28**

- **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

### Monday, February 2

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

### Wednesday, February 4

- **Typed version of Ethnographic interview form due (15 points). Use full sentences and include detail.**
- 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.

### Monday, February 9

- Lecture: PP3 “Birds, Bees, and Petri Dishes” (Fertility)
- Download and Read: “The New Reproductive Landscape” by Liza Mundy
- Download and begin filling out “**Five Year Plan for Incoming Freshmen**” due **Monday, March 30. (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.

### Recommended reading:

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

### Wednesday, February 11

- Lecture: PP4 “All You Need is Love” (Love and Sex)
- Download and Read: “The Susceptibility to Love” by Hatfield and Rapson

### Recommended reading:

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

### Monday, February 16

- **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.

### **Wednesday, February 18**

- Movie: *Adhiambo: Born in the Evening*
- Download and Read; Kay, Margarita Artschwager, "Writing an Ethnography of Birth". In *Anthropology of Human Birth*. M.A. Kay, ed.. Philadelphia: F.A. Davis. pp. 10-17

### **Monday, February 23**

- 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.

### **Wednesday, February 25**

- 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.

### **Monday, March 2**

- **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.

### **Wednesday, March 4**

- 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.

### **Monday, March 9**

- Lecture: PP9 "No Way Back" (Child labor, Child soldiers, Sex trafficking)

- Download and Read: Rosen, “Child Soldiers,” and Mengué, “Commercial Exploitation of Children in Cameroon,” “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.

**Wednesday, March 11**

- 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.

**Monday, March 16**

- **Review for Mid-term**

**Wednesday, March 18**

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

**March 23 to March 27 –Spring Vacation**

**Monday, March 30**

- **Five Year Plan for Incoming Freshmen Due**
- Lecture: PP11 “Betwixt and Between” (Adolescence)
- Reading: Nathan, 67-89

**Wednesday, April 1**

- **Portfolio Assignment 3 due (10 points)**
- Movie: *The Devil's Playground*
- Reading: Nathan, 89-106
- Download and Read: Shachtman, Excerpt from *Rumspringa*

**Monday, April 6**

- Discussion of *The Devil's Playground*
- Lecture: PP12 “All Work and No Play . . . ” (Student Life)
- Reading: Nathan, 107-131

### **Wednesday, April 8**

- 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”

### **Monday, April 13**

- **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

### **Wednesday, April 15**

- 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”

### **Monday, April 20**

- **Life History Assignment is due.**
- 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”

### **Wednesday, April 22**

- Movie: “A Touch of Pink”

### **Monday, April 27**

- Discussion: “A Touch of Pink”
- Lecture; PP16 “Breaking Up is Hard to Do” (Divorce Cross-Culturally)
- Download and Read: Hatfield and Rapson: “Divorce”

### **Wednesday, April 29**

- **Portfolio Assignment 5 due.**
- Lecture: PP17 “Caught in the Middle” (Middle Age)
- Download and Read: Gullette, “Socialization into Midlife Aging: Exposure”

### **Monday, May 4**

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

**Wednesday, May 6**

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

**Monday, May 11**

- Play the Game of Life!

**Wednesday, May 13**

- Review for Final Exam
- Final to be Handed Out

**Monday, May 18 between 12.15 and 2:30 PM  
OPEN BOOK, OPEN NOTE FINAL DUE IN CLASS – 50 Points  
NO EMAIL SUBMISSIONS, NO LATE SUBMISSIONS!**