

# Anthropology

## Anth025, Human Lifecourse in Context Sec 01, Fall 2015

### Contact Information

<b>Instructor:</b>	Nicole Conand
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<b>Office Hours:</b>	Tuesday Thursday 1:45-2:45 Wednesdays 1:30-2:30
<b>Class Days/Time:</b>	TTH 3:00-4:15
<b>Classroom:</b>	Clark 204
<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.

### Learning Outcomes and Course Goals

#### 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>

## **Course Learning Objectives (CLO)**

1. Students will be able to identify the authoritative voices that influence the decision-making processes relative to various life stages.

2. 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.

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 advisors, and investigating potential career opportunities.

4. Students will learn to write a college level essay which includes correctly cited material and a reference page.

## **Required Texts/Readings**

*Human Development in Multicultural Contexts* edited by Michele Paludi (Prentice Hall, 2002)

*Kids: How Biology and Culture Shape the Way We Raise Young Children* by Meredith Small (Anchor, 2001)

*Aman: Story of a Somali Girl* by Virginia Lee Barnes (Knopf Doublday 1995)

## **Other Readings**

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>.

1. Midterm Examinations. There are two midterms in this course. Each assesses your mastery of assigned reading materials and lectures. They will include a combination of multiple choice and true/false questions, and an essay portion.
2. Final Examination. The course final covers both readings and lectures since the second midterm. It will be comparable in format to the midterm examinations.
3. Life History. You are asked to select someone to interview about his or her life. The life history that you submit for a grade presents that life history and your analysis of it. You will be given meticulous guidelines for conducting the interview and analyzing it.
4. Portfolio. You will complete five portfolio assignments that allow you to reflect upon your own life and future.

**The required assignments are weighted as follows.**

<b>Midterm Exam #1</b>	<b>20%</b>
<b>Midterm Exam #2</b>	<b>20%</b>
<b>Final Exam</b>	<b>20%</b>
<b>Life History</b>	<b>20%</b>
<b>Planning Portfolio(5)</b>	<b>20%</b>

All assignments must be submitted on the due date in person, in class. Late assignments will be penalized, and will only be accepted if arrangements are made with me IN ADVANCE, or if you have a VALID, documented reason for your inability to submit the assignment on time.

Remember that **you must submit all assignments** in order to receive a grade for the course.

Finally, you are responsible for any changes in the course calendar that are announced in class.

## Grading Policy

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.

### Passing Grade

According to university policy on “E” level classes, a passing grade is “C” or better.

## Classroom Protocol

Late Papers, Missed Exams. All assignments must be completed by their due dates. A make-up exam will only be allowed if you contact me **immediately** and have a **compelling and documented** excuse. If you know in advance that you will not be able to make an exam or due date, contact me to make arrangements for turning it in in advance. 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. Late assignments will be marked down 5 points for every day that it is late.

Plagiarism. If you pass off someone else's work as yours then you are plagiarizing. Visit <http://www.sjsu.edu/depts/SocialSciences/integrity.htm> if you have any doubt that you understand this concept. Plagiarism will result in a failing grade on the assignment and it will be reported to the university. If you cheat on an exam you will receive a failing for that exam and that too, will be reported to the university.

Technology. **Please turn off all cell phones at the beginning of the class and keep them off. Laptops are not allowed to be used in class for any reason unless otherwise specified. 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, and you will be asked to leave the classroom.**

## 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.

## **Departmental Goals**

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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>

## **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**

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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](#) 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-dbggen/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>

[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

[Accessible Education Center](http://www.sjsu.edu/aec) http://www.sjsu.edu/aec

## Resources

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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

## Anth25 / Human Lifecourse in Context, Fall 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.**

### Course Schedule

Module	Date	Topics, Readings, Assignments
1	8/20/2015	<ul style="list-style-type: none"><li>Topic: Class overview, "Introduction to Anthropology"</li></ul>
2	8/25/2015	<b><u>The Idea of Life Course</u></b> <b>Read:</b> Paludi pp.1-14
3	8/27/2015	<b><u>Stages of Life and Anthropology</u></b> <b>Read:</b> Small Introduction
4	9/1/2015	<b><u>Bipedalism and Birth</u></b> <b>Read:</b> Allday "Fewer Options For Those Who Seek Natural Births" & "Writing Ethnography of Birth"
5	9/3/2015	<b><u>Biology of Infancy</u></b> <b>Read:</b> Paludi Ch. 1 <b>DUE:</b> Portfolio #1 Film: Adhiambo: Born in the Evening
6	9/8/2015	<b><u>Infancy and Culture</u></b> <b>Read:</b> Small ch. 2-4

7	9/10/2015	<b><u>Childhood: Biology and Cognition</u></b> <b>Read:</b> Paludi ch. 2
8	9/15/2015	<b><u>Childhood: History of a Category</u></b> <b>DUE:</b> Portfolio #2 <b>Read:</b> Small ch. 5-9
9	9/17/2015	<b><u>Childhood: Cross-Cultural Variation and Constancy</u></b> Review of Small <b>Read:</b> Barnes ch. 1-4
10	9/22/2015	<b><u>Raising Kids: A U.S Tradition</u></b> Midterm Review
11	9/24/2015	<b><u>MIDTERM #1</u></b>
12	9/29/2015	<b><u>The Genetic Human</u></b> <b>Read:</b> Barnes ch. 5-9
13	10/1/2015	<b><u>Adolescence: Biology and Cognition</u></b> <b>Read:</b> Paludi ch. 4
14	10/6/2015	<b><u>Adolescence: History of a Category</u></b> <b>Read:</b> Barnes ch. 10-15 <b>DUE:</b> Portfolio #4
15	10/8/2015	<b><u>Adolescence: Cross-Cultural Variation and Constancy</u></b> <b>Read:</b> Barnes ch. 16-20
16	10/13/2015	<b><u>Adolescence: Youthful Trends</u></b> <b>Read:</b> Hoffman "Let Them Be"
17	10/15/2015	<b><u>College</u></b> <b>DUE:</b> Portfolio #4
18	10/20/2015	<b><u>Adulthood: Biology and Cognition</u></b> <b>Read:</b> Paludi ch. 5 Finish Barnes
19	10/22/2015	<b><u>Adulthood: History of a Category</u></b> Review Barnes Midterm Review
20	10/27/2015	<b><u>MIDTERM #2</u></b>

21	10/29/2015	<b><u>Contexts: Family</u></b> <b>Read:</b> Hatfield and Rapson “The Susceptibility of Love” & “Divorce”
22	11/3/2015	<b><u>Contexts: Community</u></b> <b>Read:</b> Caron “Lives of College Students”
23	11/5/2015	<b><u>Contexts: Work and Jobs</u></b> <b>Read:</b> Silicon Valley and Age Discrimination <b>DUE:</b> Portfolio #5
24	11/10/2015	<b><u>Contexts: Things</u></b> <b>Read:</b> Rowley “The Wedding Industrial Complex Exposed”
25	11/12/2015	<b><u>Contexts: States</u></b> <b>Read:</b> Laurence “Debt and Marriage”
26	11/17/2015	<b><u>Old Age: Biology and Cognition</u></b> <b>DUE:</b> Life History
27	11/19/2015	<b><u>Old Age: History of a Category</u></b> <b>Film:</b> Departures (131 minutes)
28	11/24/2015	<b><u>Old Age: Cross-Cultural Variation and Constancy</u></b> <b>Film:</b> Finish Departures (131 minutes)
<b>11/26/2015 Thanksgiving Vacation</b>		
29	12/1/2015	<b><u>Death and Dying</u></b> <b>Read:</b> Krieger “The Cost of Dying” & Berk “Death Dying and Bereavment”
30	12/3/2015	<b><u>Course Wrap-up</u></b>
31	12/8/2015	<b><u>Review for Final Exam</u></b>
<b>Final Exam</b>	Monday 12/15/2015	2:45pm-5:00pm Clark Hall