

**San José State University  
Anthropology Department  
47949, Anthropology 25, Section 02, Fall, 2016**

**Course and Contact Information**

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<b>Office Hours:</b>	Monday, Wednesday; 8:00am-8:45am, 3:00pm-4:00pm
<b>Class Days/Time:</b>	Monday, Wednesday 1:30PM-2:45PM
<b>Classroom:</b>	Clark Hall 310
<b>GE/SJSU Studies Category:</b>	E

**Course Format**

You can find course materials such as the syllabus, major assignment handouts, lecture outlines, study guides and grades on **Canvas** ([sjsu.instructure.com](http://sjsu.instructure.com)), the learning management system at SJSU. I will communicate with you about assignments and updates through your e-mail address there, so **please make certain Canvas has a working e-mail address for you and that you check your e-mail regularly.**

**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.

## 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, 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

### Textbook

*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 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, true/false and short answer questions.
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, but including an essay portion.
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 #1</b>	<b>50 Points</b>
<b>Midterm #3</b>	<b>50 Points</b>
<b>Planning Portfolio (5)</b>	<b>50 Points</b>
<b>Life History</b>	<b>50 Points</b>
<b>Final Exam</b>	<b>75 Points</b>
<b>TOTAL</b>	<b>275 Points</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 Information**

"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 u"

"niversity policy on "E" level classes, a passing grade is "C" or better."

### **Classroom Protocol**

- You can download the greensheet for this course at the Anthropology Department page or on CANVAS
- Download course assignments and readings on CANVAS
- Students will be informed about changes to the schedule ahead of time. **Students are responsible for noting those changes.**
- Read the guidelines carefully to ensure course assignments are completed according to instructions. Students are responsible for being aware of assignment due dates, midterm dates, and the final exam schedule.
- **No electronic submission of work – do not email me your papers!**
- **Late assignments** will *only* be accepted with documentation and permission. **Please note:** five (5) points will be deducted for each day past the due date. No exceptions.
- If you know in advance that you will be unable to attend an exam, it is your responsibility to contact me immediately by either e-mailing, leaving a message for me in the Anthropology Department office, or by coming by during my office hours. *Email is the best and fastest way to reach me.*
- **Only** students with a **documented** excuse will be able to take a make-up exam.
- If you have any concerns about your class performance or comprehension, see me in my office hours or schedule an appointment. I am always willing to help students and I care about whether students are grasping the material and enjoying the class.

I understand that multi-tasking may be essential to getting through life. BUT NOT THROUGH THIS CLASS. You need to be FULLY PRESENT to be successful. Therefore, **please do not text, do not surf the web, do not go on Facebook, e-mail** or anywhere else during class. If you are distracting me or others, I will call you out by name, you will have to put your computer/cell phone away, and/or I will simply ask you to leave the classroom. No computer note taking.

### **Class Participation**

Class participation means active participation in regular class sessions. Attendance will be considered in adjustment of marginal grades.

## 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 Schedule

Week	Date	Topics, Readings, Assignments
1	8/24/2016	Class overview, "Introduction to Anthropology"
2	8/29/2016	<b><u>The Idea of Life Course</u></b> Read: Paludi pp.1-14
2	8/31/2016	<b><u>Stages of Life and Anthropology</u></b> Read: Small Introduction
3	9/5/2016	<b>NO CLASS-Labor Day</b>
3	9/7/2016	<b><u>Bipedalism and Birth</u></b> Read: Allday "Fewer Options For Those Who Seek Natural Births" & "Writing Ethnography of Birth"
4	9/12/2016	<b>NO CLASS</b>
4	9/14/2016	<b><u>Biology of Infancy</u></b> Read: Paludi Ch. 1 DUE: Portfolio #1
5	9/19/2016	<b><u>Infancy and Culture</u></b> Read: Small ch. 2-4
5	9/21/2016	<b><u>Childhood: Biology and Cognition</u></b> Read: Paludi ch. 2
6	9/26/2016	<b><u>Childhood: History of a Category</u></b> DUE: Portfolio #2 Read: Small ch. 5-9
6	9/28/2016	<b><u>Childhood:</u></b> Cross-Cultural Variation and Constancy
7	10/3/2016	<b><u>Raising Kids: A U.S Tradition</u></b> Midterm Review
7	10/5/2016	<b><u>MIDTERM #1</u></b>

8	10/10/2016	<b><u>The Genetic Human</u></b> <b>Read:</b> Barnes ch. 5-9
8	10/12/2016	<b><u>Adolescence: Biology and Cognition</u></b> <b>Read:</b> Paludi ch. 4
9	10/17/2016	<b><u>Adolescence: History of a Category</u></b> <b>Read:</b> Barnes ch. 10-15 <b>DUE:</b> Portfolio #3
9	10/19/2016	<b><u>Adolescence: Cross-Cultural Variation and Constancy</u></b> <b>Read:</b> Barnes ch. 16-20
10	10/14/2016	<b><u>Adolescence: Youthful Trends</u></b> <b>Read:</b> Hoffman "Let Them Be"
10	10/26/2016	<b><u>College</u></b> <b>DUE:</b> Portfolio #4
11	10/31/2016	<b><u>Adulthood: Biology and Cognition</u></b> <b>Read:</b> Paludi ch. 5 Finish Barnes
11	11/2/2016	<b><u>Adulthood: History of a Category</u></b> Review Barnes Midterm Review
12	11/7/2016	<b><u>MIDTERM #2</u></b>
12	11/9/2016	<b><u>Contexts: Family</u></b> <b>Read:</b> Hatfield and Rapson "The Susceptibility of Love" & "Divorce"
13	11/14/2016	<b><u>Contexts: Community</u></b> <b>Read:</b> Caron "Lives of College Students"
13	11/16/2016	<b><u>Contexts: Work and Jobs</u></b> <b>Read:</b> Silicon Valley and Age Discrimination <b>DUE:</b> Portfolio #5
14	11/21/2016	<b><u>Contexts: Things</u></b> <b>Read:</b> Rowley "The Wedding Industrial Complex Exposed"
14	11/23/2016	<b>NO CLASS-Thanksgiving Break</b>
15	11/28/2016	<b><u>Contexts: States</u></b> <b>Read:</b> Laurence "Debt and Marriage"
15	11/30/2016	<b><u>Old Age: Biology and Cognition</u></b> <b>DUE:</b> Life History
16	12/5/2016	<b><u>Old Age: History of a Category</u></b> <b>Film:</b> Departures (131 minutes)



16	12/7/2016	<b><u>Old Age: Cross-Cultural</u></b> <b>Film:</b> Finish Departures (131)
17	12/12/2016	<b><u>Death and Dying</u></b> Read: Krieger “The Cost of Dying” & Berk “Death, Dying and Bereavement” FINAL EXAM REVIEW
17	12/15/2016	<b><u>FINAL EXAM</u></b> <b>12:15-2:30</b> <b>Clark 310</b>