

SAN JOSE STATE UNIVERSITY
COLLEGE OF SOCIAL SCIENCES

ANTH 25, Section 01 Human life Context FALL 2020

Instructor:	Dr. G. Bousquet
Email	gisele.bousquet@sjsu.edu
Office Hours (zoom meeting)	Thursday 9:30am-11:30am or by appointment
Prerequisites	N/A
GE/SJSU Studies Category:	Area D1
GE/SJSU Studies Category:	E

Course Format

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://one.sjsu.edu) on [Spartan App Portal](http://one.sjsu.edu) <http://one.sjsu.edu> to learn of any updates.

Course Description

This course examines human development and its physiological, psychological, and sociocultural contexts. It covers cross-cultural perspectives on infancy, childhood, adolescence, adulthood, old age, and 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. Using anthropological ethnographies, lectures and discussions we will examine the like experience of individuals from other cultures and across generations. 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 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

Wolseth M. Jon 2013 *Life on the Malecón: Children and Youth on the streets 12345 of Santo Domingo*. New Brunswick: Rutgers University Press.

Lamphere Louise, Eva Price, Carole Cadman and Valerie Darwin 2007 *Weaving Women's Lives: Three Generations in a Navajo Family*. University of New Mexico Press.

Communication and Netiquette Expectations

With freedom to voice your opinion and personal thoughts on the web comes responsibility. Keep the following guidelines in mind:

Identify yourself by your real name. Be mindful of your personal safety, and avoid including personal information, such as phone numbers or addresses, in discussion forums. All online communications should be transmitted with the intent to inform, inspire, etc. - not to offend or breach personal privacy. Never use private information about other individuals and be sensitive to the information you share about yourself.

Write in the first person (this is your opinion).

Use humor, joking, or sarcasm with caution. We often rely on non-verbal cues such as facial expressions to communicate joking or sarcasm; but these cues are not always clear in an online environment. These cues can be simulated with emoticons to reduce misunderstandings.

What you write is public—respect your audience and be mindful of proper netiquette. Netiquette, also known as 'net etiquette,' includes using language free of profanity, proper tone and mechanics (including full sentences), as well as courtesy and respect for others' opinions. Instructors may interpret breaches of netiquette as "disruptive behavior."

Be Professional, Clear and Respectful. Clear and effective writing translates to clear and effective communication. Writing the way you would speak is a good rule of thumb, use a positive tone and adhere to the same rules you would follow in face-to-face communications. As well, use proper grammar, spelling and formatting - checking all communications before sending. Check messages and respond in a prompt manner. Your professional image is an important part of credibility and all of your communications will factor into the big picture.

Read and Formulate Communications Carefully. Take the time to think about the information contained in all of your online communications. This will allow you to thoughtfully consider all points, reduces confusion and prepares you for a valid response. You can in return, research your facts and provide citations for information stated within your communications. This promotes a robust academic environment and adds credibility to any course. Re-read all communications before sending to avoid emotional and or "all capital letter" statements and keep communications meaningful and to the point.

Be Tolerant and Cooperative. Keep in mind that every student is participating to learn and anyone can make a simple mistake in research, knowledge or communication. Address the idea/concept, not the person. Keep an open mind and focus on the task at hand - learning. When adverse conditions arise and communications get strained - try to help rather than hinder. True cooperation means working together to the same end - everyone wants to be successful in any given course.

Remember, This Course is Online. Your instructor and fellow students may be located around the world or have very different schedules than you do. You may not always receive an immediate response. Make sure you plan for this and don't put things off until the last moment.

Use Proper Headings and Subject Lines. Emails and Discussion Forum topics should have subject lines that reflect the content of your message. "My Week 1 Reflections" is better than "submission" and "Week 3 Reading is Missing" is better than "Help!" Provide Context For Your Responses. If you are sending a reply to a message or a posting be sure you summarize the original at the top of the message, or include just enough text of the original to give a context. This will make sure readers understand when they start to read your response. Giving context helps everyone.

Provide Enough Detail in Your Messages. When asking for help, either from your instructor or from technical support, be sure to provide as much information as possible in order to help resolve the issue. Make sure to include the course name and activity name, what you were attempting to do, the full text of error messages and your browser/version information (if a technical issue), a screenshot displaying the problem, and any other relevant information. It may take a little more time up-front to compose your question, but it can help to eliminate some of the back and forth communication.

Assignments and Grading policy

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 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.

Assignments for this course include the following:

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

Personal Portfolio Assignments. These assignments will allow you to reflect upon your own life and future.

Assignments for this course include the following:

20% A Midterm Examinations consisting of five essays (150 words) based on lectures, readings, films, class discussions.

20% A Final Exam consisting of five essays (150 words) based on lectures, readings, films, class discussions)

40% Portfolio assignments (10 points each) consisting of: a) an autobiographical life history, b) a student's ethnographic interview, c) a student's academic plan, and d) a post graduation plan.

10% Discussions consist of posting meaningful comments on a topic and replying to at least one of your peers.

10% Group activities consist of small groups discussing and answering questions on the reading assignments. One grade will be attributed to all students in the same group.

Reading Assignments. Students are expected to read the weekly reading assignments and prepared to discuss them in small discussion groups

Grading Policy

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

Your final grade will appear in Canvas at the time it is calculated.

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

A plus = 98-100 points
A = 94-97 points
A minus = 90-93 points
B plus = 88-89 points
B = 84-87 points
B minus = 80-83 points
C plus = 78-79 points
C = 74-77 points
C minus = 70 -73 points
D plus = 68 -69 points
D = 64-67 points
D minus = 60-63 points
Below 63 points F

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).

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Final exam : [University Policy S06-4 \(http://www.sjsu.edu/senate/docs/S06-4.pdf\)](http://www.sjsu.edu/senate/docs/S06-4.pdf) states that “There shall be an appropriate final examination or evaluation at the scheduled time in every course, unless the course is on the official List of Courses in which a final is optional.”

ANTH 25 FALL 2020 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.

MODULES	DATE	TOPICS AND READING ASSIGNMENTS
M1	08/19-08/22	INTRODUCTION TO THE COURSE Introduction to the class goals and format and review of the syllabus. <i>Life on the Malecón Chapter 1</i>
M2	08/24-08/29	Life course and culture Readings: <i>Life on the Malecón Chapter 1</i>

	08/29	Autobiographic assignment: Who am I?
M3	08/31-09/05	Birth and Infancy Readings: <i>Life on the Malecón</i> Chapter 2
M4	09/07-09/12	Cross cultural childhood Readings: <i>Life on the Malecón</i> Chapter 2
M5	09/14-09/19	Child Exploitation Readings: <i>Life on the Malecón</i> Chapter 3
		MIDTERM EXAMINATION
M6	09/21-09/26	Cross cultural Adolescence Readings: <i>Life on the Malecón</i> Chapter 3
M7	09/28-10/03	Teens and conflict Readings: <i>Weaving Women's Lives</i> chapter 1
	10/03	Students' ethnographic interview: Virtual identities
M8	10/05-10/10	Youths and Schooling Readings: <i>Weaving Women's Lives</i> chapter 2
M9	10/12-10/17	Rites of Passage Readings: <i>Weaving Women's Lives</i> chapter 3
M10	10/19-10/24	Young adults: Making a living Readings: <i>Weaving Women's Lives</i> chapter 4
M11	10/26-10/31	Building relationship: Marriage Readings: <i>Weaving Women's Lives</i> chapter 5

	10/31	Academic plans in the time of a public health crisis
M12	11/01-11/07	Family Readings: <i>Weaving Women's Lives</i> chapter 6
M13	11/09-11/14	Cross cultural Aging Readings: <i>Weaving Women's Lives</i> chapter 7
M14	11/16-11/21	Caring for Seniors Readings: <i>Weaving Women's Lives</i> chapter 8
	11/21	Post Academic plans
M15	11/23-11/28	End of life Readings: <i>Weaving Women's Lives</i> chapter 9
M16	11/30-12/05	Reflection on generational experiences Readings: <i>Weaving Women's Lives</i> chapter 10
	12/07	FINAL EXAMINATION

University Policies

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>