

**SAN JOSE STATE UNIVERSITY**  
**COLLEGE OF SOCIAL SCIENCES**

**ANTH 25, Section 80 Human life Context FALL 2022**

<b>Instructor:</b>	<b>Dr. G. Bousquet</b>
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<b>Telephone</b>	<b>924-6545</b>
<b>Office Hours (zoom meeting)</b>	<b>Thursday 9:30am-11:30am or by appointment</b>
<b>Prerequisites</b>	<b>N/A</b>
<b>GE/SJSU Studies Category:</b>	<b>E</b>

## **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:

1. Describe and analyze the interrelationships among physiological, social/cultural, and psychological dimensions of human well-being;
2. Think critically and communicate effectively about ethics and integrity in academic and non-academic settings;
3. Reflect upon their own experiences along dimensions of well-being and engage in activities that promote human wellness across the lifespan; and
4. Know how to access social and academic resources that enhance learning and facilitate positive interpersonal relationships with diverse groups and individuals.

### **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 life course.
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 of Santo Domingo*. New Brunswick: Rutgers University Press.

Holmes, Seth 2013 *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*. University of California Press. ISBN: 9780520275140

### **munication 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:**

**All assignments for this course are due at the end of the week.**

**25% A Midterm Examination** consisting of five essays (150 words) based on lectures, readings, films, class discussions.

**25% 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% Media Response Assignments:** consist of summarizing and posting meaningful comments on posted videos and replying to at least one of your peers.

**Reading Assignments.** Students are expected to read the weekly assigned readings. Study guide questions will be posted every week..

## **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

### **Determination of Grades**

Grades will be determined on the basis of points. See descriptions above for point breakdown of individual assignments.

There will be no extra credit.

Late papers will not be accepted and will receive a grade of zero. a doctor's note will be required for late papers to be considered.

Plagiarism will result in an automatic "F" grade for the entire course. no exceptions.

Students must complete ALL assignments in order to pass the class.

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)

*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 2022 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.

<b>MODULES</b>	<b>DATE</b>	<b>TOPICS AND READING ASSIGNMENTS</b>
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<b>M1</b>	<b>08/22-08/27</b>	<b>INTRODUCTION TO THE COURSE</b> Introduction to the class goals and format and review of the syllabus. <i>Life on the Malecón Chapter 1</i>
<b>M2</b>	<b>08/29-09/03</b>	<b>Life course and culture</b> <b>Readings:</b> <i>Life on the Malecón Chapter 1</i> <b>Autobiographic assignment: Who am I?</b>
<b>M3</b>	<b>09/05-09/10</b>	<b>Birth and Infancy</b> <b>Readings:</b> <i>Life on the Malecón Chapter 2</i>
<b>M4</b>	<b>09/12-09/17</b>	<b>Cross cultural childhood</b> <b>Readings:</b> <i>Life on the Malecón Chapter 2</i>
<b>M5</b>	<b>09/19-09/24</b>	<b>Child Exploitation</b> <b>Readings:</b> <i>Life on the Malecón Chapter 3</i>
<b>M6</b>	<b>09/26-10/01</b>	<b>Cross cultural Adolescence</b> <b>Readings:</b> <i>Life on the Malecón Chapter 3</i>
<b>M7</b>	<b>10/03-10/08</b>	<b>Teens and conflict</b> <b>Readings:</b> <i>Fresh Fruit, Broken Bodies Chapter 1</i> <b>Midterm 09/28</b>
	<b>10/10-10/15</b>	<b>Youths and Schooling</b> <b>Readings:</b> <i>Fresh Fruit, Broken Bodies Chapter 2</i>
<b>M8</b>	<b>10/17-10/22</b>	<b>Rites of Passage</b> <b>Readings:</b> <i>Fresh Fruit, Broken Bodies Chapter 3</i>  <b>Students' ethnographic interview: Virtual identities</b>
<b>M9</b>	<b>10/24-10/29</b>	<b>Young adults: Making a living</b> <b>Readings:</b> <i>Fresh Fruit, Broken Bodies Chapter4</i>

<b>M10</b>	<b>10/31-11/05</b>	<b>Building relationship: Marriage</b> <b>Readings:</b> <i>Fresh Fruit, Broken Bodies</i> Chapter 5  <b>Academic plans in the time of a public health crisis</b>
<b>M11</b>	<b>11/07-11/12</b>	<b>Family</b> <b>Readings:</b> <i>Fresh Fruit, Broken Bodies</i> Chapter 6
<b>M12</b>	<b>11/14-11/19</b>	<b>Cross cultural Aging</b> <b>Readings:</b> <i>Fresh Fruit, Broken Bodies</i> Chapter 7
<b>M13</b>	<b>11/21-11/26</b>	<b>Caring for Seniors</b> <b>Readings:</b> <i>Fresh Fruit, Broken Bodies</i> Chapter 8
<b>M14</b>	<b>11/28-12/02</b>	<b>End of life</b> <b>Readings:</b> <i>Fresh Fruit, Broken Bodies</i> Chapter 9 <b>Post Academic plans 04/30</b>
<b>M15</b>	<b>12/05</b>	<b>Reflection on generational experiences</b>
		<b>FINAL EXAMINATION</b>

### 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>