

# **Anthropology**

## **Anth025 (#23834), Human Lifecourse in Context (01), Spring 2019**

### **Contact Information**

<b>Instructor:</b>	Dr. Jennifer L. Anderson
<b>Office Location:</b>	Clark 461
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<b>Office Hours:</b>	MW 12:00-1:15 p.m. and by arrangement
<b>Class Days/Time:</b>	MW 3:00-4:15 p.m.
<b>Classroom:</b>	Clark 202
<b>Prerequisites:</b>	None
<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.

## **Course Goals and Learning Objectives**

### **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) <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.

### **California Council on Teacher Credentialing (CCTC) Standards**

In compliance with the California Teacher Credentialing Commission's Teaching Performance Expectations (TPEs) for the Single Subject Credential Program and Program Standards for the Education Specialist Instruction in Mild to Moderate Disabilities Credential Program, students will address, examine, and/or employ techniques that will help them develop the ability to meet the following Program Standards and Teaching Performance Expectations:

#### **Multiple Subject and Single Subject Teaching Performance Expectations**

##### **TPE 1 Engaging and Supporting All Students in Learning**

Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.

(Addressed by Assignments 1-2)

1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection. (Addressed in the midterm and final exam essay questions; Assignments 3-8)

TPE 2: Creating and Maintaining Effective Environments for Student Learning

2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive. (Addressed in the Readings, Assignments 1-2)

2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn. (Addressed in readings, lectures, and assignments)

TPE 6 Developing as a Professional Educator

6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues. (Portfolio Assignments 1-2, lectures, readings, and the midterm and final exam essay questions).

### **Required Texts/Readings**

Textbook: *Nathan, Rebekah. 2005. My Freshman Year. New York: Penguin Group. (ISBN 0 14 30.3747) It is available as an e-book at <http://www.barnesandnoble.com/s/My-Freshman-Year-Nathan?store=ALLPRODUCTS&keyword=My+Freshman+Year+Nathan>*

Other Readings will be made available through Canvas.

### **Course Requirements and Assignments**

A total of 300 points for **written** work are possible in the course. **No late work will be accepted. The assignments are on Canvas. The due dates are in the modules. Be prepared.**

**Assignment 1 - Autobiographical Worksheet (15 points, 5% of total grade) (500 Words minimum) SLO1**

**Assignment 2 -Ethnographic Interview (15 points, Approximately 5% of total grade) (500 words minimum) SLO 3**

**Assignments 3, 4, 5, 6, 7, 8 - Choosing a Path Parts 1 to 6, (105 points total, 35% of total grade) SLO 3 and 4**

**Open Note (Not open book) Midterm (50 points, about 16% of total grade) SLO 1,2,4**

**Assignment 9 Graduation Planner (15 points, 5% of total grade). You must do this even if you are a senior! SLO 4**

**Comprehensive Open Note Open Book Take-Home Final Exam (100 points, about 35% of total grade) SLO 1-4**

### **Final Examination or Evaluation**

There will be a written final examination in this class on Monday, May 20 between 12:15 P.M. and 2:30 P.M in our classroom.

[University policy S17-1](http://www.sjsu.edu/senate/docs/S17-1.pdf) (<http://www.sjsu.edu/senate/docs/S17-1.pdf>) which states that “Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.”

### **Grading Information**

#### Rubrics

Rubrics are associated with each assignment in Canvas. Please read them carefully before you submit your work to ensure that you receive maximum credit for your effort.

#### Incompletes

Incompletes will be granted only if the instructor has been notified and has approved. The incomplete contract must be agreed upon during the semester, not after it ends. **NO WORK WILL BE ACCEPTED AFTER THE LAST DAY OF REGULAR CLASS.**

#### Notification of grades

Your final grade will appear in Canvas at the time it is calculated. I do round up. (Instructor reserves the right to take points off for students who do not contribute to group work.)

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

A plus 98> A 94-97 A minus 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 plus 88-89 B 84-87 B minus 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 plus 78-79 C 74-77 C minus 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 plus 68-69 D 64-67 D minus 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

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 Policy S16-9](#)

#### Passing Grade

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

### **Classroom Protocol**

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.

You may not collaborate on work in this class. Group study for the midterm and final are permitted, but anything you write on the midterm or final must be in your own words. If the text of answers on the midterm or final are found to be identical to that of another student or cut and pasted from another source, you will receive an “F” on the exam.

#### Student Rights and Responsibilities

For a statement of your rights and responsibilities, including classroom behavior, see <http://www.sjsu.edu/senate/S90-5.pdf>

#### Late Papers

No late papers will be accepted unless a genuine emergency arrives and the student notifies the professor in advance.

### 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.

### Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

### 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.

### **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/>

## Anth025 / Human Lifecourse, Spring 2019, Course Schedule

(The schedule may be changed on fair notice. You will be notified through Canvas. Readings are to be done before the class with which they are associated. **You are responsible for turning in assignments on the due date. I will not remind you!**)

### Course Schedule

Module	Date	Topics, Readings, Assignments, Deadlines
1	1/28/2019	<ul style="list-style-type: none"> <li>• Topic: “Introduction to Class,” “Introduction to Anthropology”</li> <li>• Download “Autobiographical Worksheet. It is due in the next class.</li> <li>• Download the “Ethnographic Worksheet” and bring it to the next class.</li> </ul>
2	1/30/2019	<ul style="list-style-type: none"> <li>• <b>Assignment 1: Autobiographical Worksheet due in class</b> (15 points)</li> <li>• Lecture: “Ethnographic Interviewing”</li> <li>• Assignment 2- Ethnographic interview of classmate Use full sentences and include detail. Use essay format. See website for essay standards.</li> <li>• Read: Nathan, 1-18</li> </ul>
3	2/4/2019	<ul style="list-style-type: none"> <li>• Lecture: PP1 “The Game of Life”</li> <li>• Read: Nathan, 19-40</li> </ul>
4	2/6/2019	<ul style="list-style-type: none"> <li>• Lecture: PP2 “Like a Virgin” (Virginity)</li> <li>• <b>Assignment 2 Ethnographic interview due</b> (15 points).</li> <li>• Download and Read Naylor, “Desperate to Hide Taboo Sex,”</li> <li>• Download and Read: “Authoritative Knowledge” and “Eight Kinds of Logic”</li> <li>• Read: Nathan, 41-66</li> </ul> <p><b>Recommended reading:</b> Blank, Hanne. 2007. <i>Virgin: The Untouched History</i>. New York: Bloomsbury.</p>
5	2/11/2019	<ul style="list-style-type: none"> <li>• Lecture: PP3 “Birds, Bees, and Petri Dishes” (Fertility)</li> <li>• Download and Read: “The Booming Baby Business” by Deborah Spar</li> </ul> <p><b>Recommended reading:</b> Mundy, Liza. 2007. <i>Everything Conceivable: How Assisted Reproduction is Changing Men, Women, and the World</i>. New York: Alfred A. Knopf.</p>
6	2/13/2019	<ul style="list-style-type: none"> <li>• Lecture: PP4 “All You Need is Love” (Love and Sex)</li> <li>• <b>Assignment 3 - Choosing a Path, Part 1 Due</b> (20 points)</li> <li>• Download and Read: “Regrettable Sex” by Sandra Caron and Eilean Moskey</li> </ul>
7	2/18/2019	<ul style="list-style-type: none"> <li>• Lecture: PP5 “ In The Family Way” (Pregnancy)</li> <li>• 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 <i>Anthropology of Human Birth</i>. M.A. Kay, ed. Philadelphia: F.A. Davis. pp. 1-17 and Johnson, Nathanael. 2010. “More Women Dying during Pregnancy Complications.”</li> </ul>
8	2/20/2019	<ul style="list-style-type: none"> <li>• Film: <i>Adhiambo: Born in the Evening</i></li> </ul>

Module	Date	Topics, Readings, Assignments, Deadlines
9	2/25/2019	<ul style="list-style-type: none"> <li>Lecture: PP6 “Always Something New” (Birth)</li> <li>Download and Read: Lazarus, Ellen. 1997. “What Do Women Want? Issues of Choice, Control, and Class in American Pregnancy and Childbirth”. In <i>Childbirth and Authoritative Knowledge</i>, edited by R. E. a. C. F. S. Davis-Floyd. Berkeley, California: University of California Press. pp. 1-12 and Johnson, Nathanael, 2010. “For Profit Hospitals Performing More C-Sections.”</li> </ul>
10	2/27/2019	<ul style="list-style-type: none"> <li>Film: <i>Giving Birth: Challenges and Choices</i></li> <li><b>Assignment 4 - Choosing a Path, Part 2 Due (20 points)</b></li> <li>Download and Read: Lazarus, Ellen. 1997. “What Do Women Want? Issues of Choice, Control, and Class in American Pregnancy and Childbirth”. In <i>Childbirth and Authoritative Knowledge</i>, 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</li> </ul> <p><b>Recommended Reading:</b> Davis-Floyd, Robbie E. and Carolyn F. Sargent, ed. 1997. <i>Childbirth and Authoritative Knowledge</i>. Berkeley and Los Angeles: University of California Press.</p>
11	3/4/2019	<ul style="list-style-type: none"> <li>Lecture: PP7 “Babies: Gotta Love’em!” (Infant Development)</li> <li>Download and Read: Small, “Our Babies, Our Selves,” pp. 1-7,</li> </ul> <p><b>Recommended Reading:</b> Small, Meredith F. 1999. <i>Our Babies, Ourselves: How Biology and Culture Shape the Way We Parent</i>. New York: Random House.</p>
12	3/6/2019	<ul style="list-style-type: none"> <li>Lecture: PP8 “Child’s Play” (Child Development)</li> <li>Download and Read: Lancy, “Accounting for Variability in Mother Child Play”</li> </ul> <p><b>Recommended Reading:</b> DeLoache, Judy and Alma Gottlieb, ed. 2000. <i>A World of Babies: Imagined Childcare Guides for Seven Societies</i>. Cambridge: Cambridge University Press.</p>
13	3/11/2019	<ul style="list-style-type: none"> <li>Lecture: PP9 “No Way Back” (Child labor, Child soldiers, Sex trafficking)</li> <li>Download and Read: Rosen, “Child Soldiers,” and “Sex Trafficking a Blight in Progressive Bay Area” from SFGate.com</li> </ul> <p><b>Recommended Reading:</b> Beah, Ishmael. 2007. <i>A Long Way Gone: Memoirs of a Boy Soldier</i>. New York: Farrar, Straus, and Giroux.</p>
14	3/13/2019	<ul style="list-style-type: none"> <li>Lecture: PP10 “Negotiating Difference” (Bullying, disabilities, gender variant children)</li> <li><b>Assignment 5: Choosing a Path, Part 3 Due (20 points)</b></li> <li>Download and Read: Hoffman: “Let Them Be”, Baynton: “Disability and the Justification of Inequality in American History”</li> <li>Review for the Midterm</li> </ul> <p><b>Recommended Reading:</b></p>



Module	Date	Topics, Readings, Assignments, Deadlines
		Longmore, Paul K. and Lauri Umansky, ed. 2001. <i>The New Disability History: American Perspectives</i> . New York: New York University Press. Small, Meredith F. 2001. <i>Kids: How Biology and Culture Shape the Way We Raise Young Children</i> . New York: Random House.
15	3/18/2019	<b>Mid-term (50 points)</b>
16	3/20/2019	<ul style="list-style-type: none"> <li>• Lecture: PP11 “Betwixt and Between” (Adolescence)</li> <li>• <b>Assignment 6 - Choosing a Path, Part 4 Due (10 points)</b></li> <li>• <b>Start work on Choosing a Path, Part Five, it will take some planning to arrange the interview!</b></li> <li>• Reading: Nathan, 67-89</li> </ul>
17	3/25/2019	<ul style="list-style-type: none"> <li>• Film: <i>The Devil’s Playground</i></li> <li>• Reading: Nathan, 89-106</li> <li>• Download and Read: Shachtman, Excerpt from <i>Rumspringa</i></li> <li>• Download and begin filling out Assignment 9: Graduation Planner (15 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.</li> </ul>
18	3/27/2019	<ul style="list-style-type: none"> <li>• Lecture: PP12 “At the Ready . . . “ (Military Life)</li> <li>• Download and Read: Volkin, “How to Survive Military Boot Camp”, Alvarez, “Women in Combat”</li> </ul>
<b>Spring Vacation – April 1- April 5</b>		
19	4/8/2019	<ul style="list-style-type: none"> <li>• Lecture: PP13 “All Work and No Play . . . (Student Life)</li> <li>• Reading: Nathan, 107-131</li> </ul>
20	4/10/2019	<ul style="list-style-type: none"> <li>• Lecture: PP14 “Just Perfect” (Body Image in a Cross Cultural Context)</li> <li>• Read: Nathan, 132-156</li> <li>• Download and Read: Kowner, “Japanese Body Image: Structure and Esteem Scores in a Cross-Cultural Perspective”</li> </ul>
21	4/15/2019	<ul style="list-style-type: none"> <li>• Film: <i>Beauty Academy of Kabul</i></li> </ul>
22	4/17/2019	<ul style="list-style-type: none"> <li>• Lecture: PP15 “Catching the Brass Ring” (Relationship Choices)</li> <li>• Download and Read: Caron “The Sex Lives of College Students”.</li> </ul>
23	4/22/2019	<ul style="list-style-type: none"> <li>• Lecture: PP16 “The Happiest Day of Your Life” (The Complexities of Marriage)</li> <li>• <b>Assignment 7 - Choosing a Path Assignment 5 due (30 points).</b> Start Assignment 8, Part 6 “Thank you note”.</li> <li>• 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”</li> </ul>

Module	Date	Topics, Readings, Assignments, Deadlines
24	4/24/2019	<ul style="list-style-type: none"> <li>• Lecture; PP17 “Breaking Up is Hard to Do” (Divorce Cross-Culturally)</li> <li>• <b>Assignment 8 - Choosing a Path Part 6 (Thank you note, 5 points) is due.</b></li> <li>• Download and Read: Laurence: “Debt and Marriage”</li> </ul>
25	4/29/2019	<ul style="list-style-type: none"> <li>• Lecture: PP18 “Caught in the Middle” (Middle Age)</li> <li>• <b>Assignment 9 - Graduation Planner (15 points) due</b></li> <li>• Download and Read: Baumann, "Silicon Valley Age Discrimination"</li> </ul>
26	5/1/2019	<ul style="list-style-type: none"> <li>• Lecture: PP19 “Silver Hairs Amongst the Gold . . .” (Old Age)</li> <li>• Download and Read: Hickman, “Seniors in Every State Struggling to Afford Retirement”</li> </ul>
27	5/6/2019	<ul style="list-style-type: none"> <li>• Lecture: PP20 “The Keys to the Kingdom” (Death and Freedom of Choice)</li> <li>• Download and Read: Berk, “Death, Dying, and Bereavement,” pp. 635-659</li> </ul>
28	5/8/2019	<ul style="list-style-type: none"> <li>• Film: <i>Departures</i> (131 minutes)</li> <li>• Download and Read: Krieger “The Cost of Dying”</li> </ul>
29	5/13/2019	<ul style="list-style-type: none"> <li>• Finish Film: <i>Departures</i> (131 minutes)</li> <li>• Final to be Handed Out</li> </ul>
Final Exam	5/20/2019	<ul style="list-style-type: none"> <li>• Monday, May 20 between 12:15 and 2:30 in our classroom or online as discussed.</li> </ul>