SYLLABUS – Anthropology 25, Section 1
HUMAN LIFECOURSE IN CONTEXT
Instructor Information

Instructor: Dr. Jennifer L. Anderson
Meeting Time: TTH 10:30-11:45

Course Number: ANTH 025-1
Room: Clark 117

Office: Clark 461
Office hours: TTH 9:00 to 10:30 and by arrangement
Phone: 924-5561 (office), 924-5348 (fax)

E-mail: Jennifer.Anderson @sjsu.edu (preferred)
Course URL: http://stage.sjsu.edu/faculty_and_staff/course_detail.jsp?id=3317 The password to open is "people." The password to print is "chado."

Course Description

Introduction to HUMAN LIFECOURSE IN CONTEXT

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 life times. 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 Objectives and Activities for this Course
This course qualifies as an Area E (Social Sciences-Human Understanding and Development) course in your General Education requirements. It is designed to enable you to achieve the following learning outcomes:

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.

Learning Objectives of the Anthropology Department

- Understand culture, and the relationships of human life, biology
- Awareness of past/present cultures
- Knowledge of significant findings: archaeology, cultural anthropology, physical anthropology
- Knowledge of the history of anthropological thought and its place in modern intellectual history
- Comprehension of multiculturalism as central phenomenon in modern society
- Familiarity with forms of data, literature, ability to access
- Awareness of anthropology's importance to issues of contemporary society; ability to apply knowledge to social issues
- Knowledge of qualitative & quantitative research methods in one sub-discipline
- Ability to present & communicate anthropological knowledge, results to different audiences

Course Requirements

Required Text

Paludi, Michele A., ed. 2002. *Human Development in Multicultural Contexts: A Book of Readings*. Upper Saddle River, New Jersey: Prentice-Hall. (ISBN- 0-13-019523)
Nathan, Rebekah. 2005. *My Freshman Year*. New York: Penguin Group. (ISBN 0 14 30.3747)

A total of 200 points for **written** work are possible in the course. **No late work will be accepted. The assignments are on the class website. Be prepared.** The instructor reserves the right to take class participation into consideration. An additional 50 points will reflect class participation. Class participation includes participation in discussion and the student's response to a series of short reflective paragraphs or pop quiz questions to be done in class. Fifteen participation points are awarded for completing the "Five Year Planner."

1. Autobiographical Worksheet (20 points) Due Tuesday, August 28

2. Ethnographic Interview (20 Points) Due Tuesday, September 4

3. Life History (20 Points) Due Tuesday, November 27

4. Portfolio (40 points total, 10 points per assignment) Due Tuesday, Sept 13, Thursday, September 27, Tuesday, October 23, Thursday, November `1

5. Open Note (Not open book) Midterm (50 points)
Tuesday, October 16

6. Comprehensive Open Note Open Book Take-Home Final Exam (50 points)
Due in our classroom Monday, December 17, 9:45-12:00 You must bring hard copy to class, no email submissions! No late submissions!

Participation and Miscellaneous Activities
Attendance and participation in class discussions is required. You must also fill out the **"Five Year Plan for Incoming Freshmen" due October 25. (15 participation points)** . You must do this even if you are a senior!

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.

Other Class Policies

Academic Dishonesty
Instructors are required to report any act of academic dishonesty included plagiarism or cheating to the SJSU Judicial Council. This is a zero-tolerance policy. Academic dishonesty will be dealt with following San José State University Academic Integrity Policy:
"Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Judicial Affairs." (From the SJSU Academic Integrity Policy) See this website for a complete statement: http://www2.sjsu.edu/senate/S04-12.htm

Plagiarism
"At SJSU plagiarism is the act of representing the work of another as one's own without giving appropriate credit, regardless of how that work was obtained, and/or submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to:

1.The act of incorporating the ideas, words, sentences, paragraphs, or parts of, and/or the specific substance of another's work, without giving appropriate credit, and/or representing the product as one's own work;
2. Representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, paintings, drawing, sculptures, or similar works as one's own." (From the SJSU Academic Integrity Policy)

If you would like to include in your paper any material you have submitted, or plan to submit, for another class, please note that SJSU's Academic Integrity policy S04-12 requires approval by instructors." See this website for a complete statement: http://www2.sjsu.edu/senate/S04-12.htm.

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

Adds/Drops/Incompletes, etc.
You are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. found at http://info.sjsu.edu/web-dbgen/narr/catalog/rec-2108.html

Disabilities
If you require accommodation, please advise me. I will be happy to help. "Campus policy in compliance with the Americans with Disabilities Act:
"If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability."

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.

Grading

Incompletes
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
If you wish to know your final grade before grade reports are issued, give Dr. Anderson a stamped self-addressed postcard or email a grade request (please do not phone).

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

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.

Schedule

(The schedule may be changed on one week's notice)

Thursday, August 23

- Lecture: "Course Overview" and "Introduction to Anthropology"
- Autobiographical Worksheet to be distributed in class

Tuesday, August 28

- **Autobiographical Worksheet due in class (20 points)**
- Download "Ethnographic Worksheet" from class website, bring it to class.
- Lecture: "Ethnographic Interviewing"
- Practice: Ethnographic interview of classmate
- Read: Nathan, 1-18

Thursday, August 30

- Lecture: PP1 "The Game of Life"
- Read: Nathan, 19-40

Tuesday, September 4

- **Typed version of Ethnographic interview form due (20 points)**
- Lecture: PP2 "Like a Virgin" (Virginity)
- Download and Read Naylor, "Desperate to Hide Taboo Sex,"
- Handouts: "Authoritative Knowledge" and "Eight Kinds of Logic"
- Read: Nathan, 41-66

Recommended reading: Blank, Hanne. 2007. *Virgin: The Untouched History.* New York: Bloomsbury.

Thursday, September 6

- Lecture: PP3 "Birds, Bees, and Petri Dishes" (Fertility)
- Download and Read: "An Unvarnished Look at Fertility Technology" by Liza Mundy

Recommended reading: Mundy, Liza. 2007. *Everything Conceivable: How Assisted Reproduction is Changing Men, Women, and the World.* New York: Alfred A. Knopf.

Tuesday, September 11

- Lecture: PP4 "All You Need is Love" (Love and Sex)
- Download and Read: "The Susceptibility to Love" by Hatfield and Rapson

Recommended reading: Hatfield, Elaine and Richard Rapson. 1996. *Love and Sex: Cross Cultural Perspectives*. Needham Heights, Mass.: Allyn and Bacon.

Thursday, September 13

- **Portfolio Assignment 1 Due (10 points)**
- Lecture: PP5 " In The Family Way" (Pregnancy)
- 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 *Anthropology of Human Birth.* M.A. Kay, ed. Philadelphia: F.A. Davis. pp. 1-9.

Tuesday, September 18

- Movie: *Adhiambo: Born in the Evening*
- Download and Read; Kay, Margarita Artschwager, "Writing an Ethnography of Birth". In *Anthropology of Human Birth.* M.A. Kay, ed.. Philadelphia: F.A. Davis. pp. 10-17

Thursday, September 20

- Lecture: PP6 "Always Something New" (Birth)
- Download and Read: Lazarus, Ellen. 1997."What Do Women Want? Issues of Choice, Control, and Class in American Pregnancy and Childbirth". In *Childbirth and Authoritative Knowledge*, edited by R. E. a. C. F. S. Davis-Floyd. Berkeley, California: University of California Press. pp. 1-6.

Tuesday, September 25

- Movie: *Giving Birth: Challenges and Choices*
- Download and Read: Lazarus, Ellen. 1997. "What Do Women Want? Issues of Choice, Control, and Class in American Pregnancy and Childbirth". In *Childbirth and Authoritative Knowledge*, edited by R. E. a. C. F. S. Davis-Floyd. Berkeley, California: University of California Press. pp. 6-23.
- Download and Read: Allday, Fewer Options For Those Who Seek Natural Births

Recommended Reading: Davis-Floyd, Robbie E. and Carolyn F. Sargent, ed. 1997. *Childbirth and Authoritative Knowledge*. Berkeley and Los Angeles: University of California Press.

Thursday, September 27

- **Portfolio Assignment 2 Due (10 points)**
- Lecture: PP7 "Babies: Gotta Love'em!" (Infant Development)
- Download and Read: Small, "Our Babies, Our Selves," pp. 1-7,
- Read: Paludi, pp. 16-24

Recommended Reading: Small, Meredith F. 1999. *Our Babies, Ourselves: How Biology and Culture Shape the Way We Parent*. New York: Random House.

Tuesday, October 2

- Lecture:PP8 "Child's Play" (Child Development)
- Download and Read: Lancy, "Accounting for Variability in Mother-Child Play"
- Read: "Functional Analysis of the Contents of Maternal Speech in Four Cultures: Argentina, France, Japan, and the United States" in Paludi, pp. 25-31 and pp. 53-64.

Recommended Reading: DeLoache, Judy and Alma Gottlieb, ed. 2000. *A World of Babies: Imagined Childcare Guides for Seven Societies*. Cambridge: Cambridge University Press.

Thursday, October 4

- Lecture: PP9 "Innocence Lost" (Child labor, Child soldiers, Sex trafficking)
- Download and Read: Rosen, "Child Soldiers," and Mengue, "Commercial Exploitation of Children in Cameroon," "Report on the Sexualization of Girls, pp. 5-15.

Recommended Reading: Beah, Ishmael. 2007. *A Long Way Gone: Memoirs of a Boy Soldier*. New York: Farrar, Straus, and Giroux.

Tuesday October 9

- Lecture:PP10 "Negotiating Difference" (Bullying, disabilities, gender variant children)
- Read: Paludi 95-106
- Download and Read: Hoffman: "Let Them Be", Baynton: "Disability and the Justification of Inequality in American History"

Recommended Reading: Longmore, Paul K. and Lauri Umansky, ed. 2001. *The New Disability History: American Perspectives*. New York: New York University Press.

Small, Meredith F. 2001. *Kids: How Biology and Culture Shape the Way We Raise Young Children*. New York: Random House.

Thursday, October 11

- **Review for Mid-term**

Tuesday, October 16

- **Mid-term (50 points)**

Thursday, October 18

- Lecture: PP11 "Betwixt and Between" (Adolescence)
- Read: Paludi, 131- 146, Reading: Nathan, 67-89
- Download and begin filling out **"Five Year Plan for Incoming Freshmen" due October 25. (15 participation points)**. This may take some time and you will need an appointment with an advisor. Start now! You must do this even if you are a senior!

Tuesday, October 23

- **Portfolio Assignment 3 due (10 points)**
- Movie: *The Devil's Playground*
- Reading: Nathan, 89-106
- Download and Read: Shachtman, Excerpt from *Rumspringa*

Thursday, October 25

- **"Five Year Plan for Incoming Freshmen" due. (15 participation points).**
- Discussion of *The Devil's Playground*
- Lecture: "All Work and No Play . . . (Student Life)
- Reading: Nathan, 107-131

Tuesday, October 30

- Lecture: PP12 "Just Perfect" (Body Image in a Cross Cultural Context)
- Read: Halpern, et. al., "The Effects of Body Fat on Weight Concerns, Dating, and Sexual Activity: A longitudinal Analysis of Black and White Adolescent Girls" in Paludi: 147-154 and Nathan, 132-156

Thursday, November 1

- **Portfolio Assignment 4 due (10 points)**
- Movie: *The Beauty Academy of Kabul*
- Download and Read: Dingfelder, "Video Games May Harm Boy's Body Image", American Psychological Association, "Report on the Sexualization of Girls, pp. 15-17

Tuesday, November 6

- Discussion on *The Beauty Academy of Kabul*
- Lecture: PP13 "Catching the Gold Ring" (Relationship Choices)
- Read: McBride and Field, "Adolescent Same-Sex and Opposite- Sex Best Friend Interactions" in Paludi, 170-173.
- Download and Read: Hatfield and Rapson: "Sex Here and Now"

Thursday, November 8

- Movie: "A Touch of Pink"

Tuesday, November 13

- Discussion of "A Touch of Pink"
- Lecture: PP14 "The Happiest Day of Your Life" (The Complexities of Marriage)
- 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", and Hatfield and Rapson: "Who Decides? Arranged Marriages to Marriage for Love"

Thursday, November 15

- Portfolio Assignment 5 due.
- Lecture; PP15 "Breaking Up is Hard to Do" (Divorce Cross-Culturally)
- Download and Read: Hatfield and Rapson: "Divorce"

Tuesday, November 20

- Lecture: PP16 "Caught in the Middle" (Middle Age)
- Download and Read: Gullette, "Socialization into Midlife Aging: Exposure"

Thursday November 22- Thanksgiving – No Class

Tuesday, November 27

- **Life History Due (20 points)**
- Lecture: PP16 "Nothing's as Inevitable as . . ." (Death)
- Download and Read: Berk, "Death, Dying, and Bereavement," pp. 628-638

Thursday, November 29

- Movie: Flight From Death: The Quest for Immortality

Tuesday, December 4

- Lecture: PP17 "The Keys to the Kingdom" (Death and Freedom of Choice)
- Download and Read: Berk, "Death, Dying, and Bereavement," pp. 628-654.

Thursday, December 6

- Review for Final Exam
- Final to be Handed Out

Monday December 17, 9:45-12:00

OPEN BOOK, OPEN NOTE FINAL DUE IN CLASS – NO EMAIL SUBMISSIONS, NO LATE SUBMISSIONS!

Department of Anthropology
San Jose State University

Anthro 025 Human Lifecourse in Context – Fall 2007

Class: Section 2 (code 47303) meets 6-8:45pm on Mondays in CL 204.

Instructor: Tijen Sumbul. You can reach me at (408) 924-924-5561, my office hours are 4:30-5:30 on Mondays in Clark Hall Rm 461. Please us the office hours for any questions or concerns you may have, it is a great time for you to ask questions about assignments or readings. You can also reach me by email at tijen.sumbul@sjsu.edu , please write ""Anthro 025" in the subject box. Please do not submit assignments for grade via email or email attachments unless you have discussed it with me first: I will not read them without prior arrangement.

The syllabus, all assignment information, class hand-outs and electronic reading assignments will be posted on my faculty web page. The web address is:
http://www.sjsu.edu/faculty_and_staff/faculty_detail.jsp?id=2221, or go to
http://www.sjsu.edu/faculty_and_staff/faculty and do a search for "sumbul" under faculty last name.
Electronic readings are also available through the library under my last name also (or class title).

Course Description

This course examines the human life span in its sociocultural, psychological, and biological contexts. It offers a cross-cultural perspective on the life span and more generally, on what it means to be human. The role of the education and the university experience in the lives of students is addressed, as are basic skills that underlie a successful university experience. There are no prerequisites for this course, and it fulfills the Core GE Area E Human Understanding and Development requirement.

Readings

Number Our Days by Barbara Myerhoff (Simon & Schuster, 1978, but used copies only from various publishers).

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

My Freshman Year by Rebekah Nathan (Cornell University Press, 2005)

Child of the Dark: The Diary of Maria de Jesus (E.P. Dutton & Co., 1962)

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

Course Objectives

Students satisfactorily completing this course will:

1. understand the biological, sociocultural, and psychological determinants of human behavior;
2. develop the practical skills related to studying, goal setting, planning, and inquiry that underlie a rewarding and productive university education;
3. be knowledgeable about the universals of human nature and the ways diverse cultures conceptualize the human life span;

4. gain research skills by conducting and analyzing a life history; and
5. understand the unique function of education and the university experience in the life span, and develop the ability to reflect upon their own lives and futures to support problem solving and planning.

Course Requirements and Grading

1. Midterm Examinations. There are two midterm examinations in this course. Each assesses your mastery of assigned readings and lectures.

2. Final Examination. The course final examination covers both the readings and lectures since the second midterm. It will be comparable in format to a midterm.

3. Life History. You are asked to select someone to interview about his or her life. The life history that you submit for 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.

5. Participation. You will be asked to participate in class discussions and group activities in the majority of classes by answering predetermined questions and working with other classmates/teacher to present on readings done before or in class. There will be a handout given in class on expectations and guidelines for participation.

The required assignments are weighted as follows.

Midterm Examination # 1	10%
Midterm Examination # 2	10%
Final Examination	20%
Life History	20%
Planning Portfolio (5)	20%
Class Participation	20%

All assignments should be submitted on the due date. Late assignments will be graded down, 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 class calendar that are announced in class. The Learning Assistance Resource Center (LARC), Student Services Center 600, 924-2587, is available and free to all students seeking support with writing.

In order to facilitate computing grades, each assignment is given a percentage that corresponds to conventional letter grades: 100-90% = A; 89-80 = B; 79-70 = C; 69-60 = D; and below 60 = F.

The instructor reserves the right to alter the course schedule and assignments.

MISCELLANEOUS

Attendance and Roll. Roll will be taken occasionally, but only so I can learn names. If you wish to drop the course at any time it is your responsibility. If you stop attending the class during the semester your name will appear on the final grade roster and you will receive a U grade (equivalent to an F). If you fail to complete all the major course assignments you may also receive a U. Incompletes will only be granted if I

have been notified in advance and approved the request. Attendance is not graded, but you will not get much out of the course, including a passing grade, if you are frequently absent. Participation in group discussions and assignments is a significant part of your grade (20%).

Disability Accommodations. If you need course accommodations because of a disability, or if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please see me during office hours as soon as possible.

Late Papers, Missed Exams. All assignments must be completed during the designated period. You may be allowed to make up an exam only if (1) you contact me immediately and (2) you can provide a compelling and documented excuse for your absence (e.g. family emergency, sickness, injury, etc.) Please remember that it is unfair to both your classmates and the instructor to request exceptions to the official examination dates or paper deadline. Portfolio assignments will be accepted up to one week late, but will be penalized one letter grade (10 points).

Plagiarism and Cheating. If you pass off someone else's work as yours then you are plagiarizing. Visit http://www.sjsu.edu/depts/SocialSciences/integrity.htm. 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 grade for that assignment and will be reported to the university.

Civility. Some simple rules of civility will make the class more enjoyable for everyone. Please arrive at class on time. If you are late, please arrive quietly and take a seat without disrupting those around you. If you must depart class early you should let me know that you will be leaving early and then you should sit close to the door. Finally, if you have a cell phone or pager it should be turned off during class unless you have an important circumstance you need to be on call for (a family member that might be ill, etc) in this case please let me know during class.

Class Calendar

The readings should be completed by the date listed on the calendar. The introductory pages at the start of each chapter in Paludi should be completed by the date listed, as should any reading assignments shown in **bold** below. The readings after the introduction (and any other assigned electronic readings) will be used in discussions and groups during class time, so it is preferred that you skim (do a quick read) the readings before coming to class on the day they are due, BUT you will be able to read the assigned reading in class for a set amount of time in order to participate in discussions and answer/present on assigned questions in class. These activities will account for 80% of your participation grade.

WEEK/DATE	TOPICS AND ASSIGNMENTS	READINGS DUE **(Readings in bold must be done before class)**
Week 1		
8/27	Course Introduction	- Class Vocabulary & Group Rules Group Introduction Workshop
Week 2		
9/3	LABOR DAY	

Week 3			
	9/10	The Idea of the Life Course & Biology of Infancy	**Paludi pg. 1-14** **Paludi: Ch.1 Read Introduction** *Discussion/group
Week 4			
	9/17	Bipedalism and Birth Infancy and Culture PORTFOLIO #1 DUE	**Small: Introduction, Chaps 2-4** *Discussion/group
Week 5			
	9/24	Childhood: Biology and Cognition Childhood: Development & Education	**-Paludi Ch. 2 & 3, Read Intro.** -Electronic Readings 1) Bourgois/ Confronting Anthropology & Education 2) Delpit/ Silenced Dialogue *Discussion/group
Week 6			
	10/1	Childhood: Cross-Cultural Variation and Constancy Raising Kids: A U.S. Tradition/Children In the World Today PORTFOLIO #2 DUE	**-Small: Chaps. 5-9** -Electronic Readings 1) Not For Sale: Rescuing the Child Soldiers 2) Not For Sale: Sheltering the Lost Children *Discussion/group
Week 7			
	10/8	MIDTERM #1	
Week 8			
	10/15	Adolescence: Biology and Cognition & Cross-Cultural Variation and Constancy	**-Paludi Ch. 4 Intro,** -Electronic Reading: 1) The Price of Privilege *Discussion/group

Week 9

10/22	Adolescence and Educational Pathways College Experience PORTFOLIO #3 DUE	**-Electronic Readings** **1) Latino/a Pathways to Education** **2) Playing the Game, Paying the Price: Academic Resilience** *Discussion/Group

Week 10

10/29	College Experience Adulthood: Biology & Cognition	**Read: My Freshman Year** **Read: Paludi Chap 5 Intro** -Discuss Freshman Year -Midterm Review/Questions

Week 11

11/5	MIDTERM #2 PORTFOLIO #4 DUE

Week 12

11/12	Veteran's Day/No Class

Week 13

11/19	Contexts: Family & Community PORTFOLIO #5 DUE	**Read: Child of the Dark** *Discussion/groups

Thanksgiving Break (11/22-11/23)

Week 14

11/26	Contexts: Work & State LIFE HISTORY DUE	**Read: Number Our Days/ 1st half** *Discussion/groups

Week 15

12/3	Old Age: Cross-Cultural Variation Death & Dying	**Read: Number Our Days/2nd half** electronic article (to be announced) *Discussion/Review for Final

Week 16

12/10	Death & Dying Lifecourse/heath and the future	*Discussion/ -Review for Final

Week 17

12/17	FINAL EXAM in on Monday @ 5:15-7:30pm