

SYLLABUS – Anthropology 25, Section 2 (#22350)
HUMAN LIFECOURSE IN CONTEXT Spring 2008
San José State University

Instructor Information

Instructor: Dr. Jennifer L. Anderson
Meeting Time: TH 3:00-5:45
Course Number: ANTH 025-2
Room: WSQ 04
Office: Clark 461
Office hours: TTH 8:15 to 8:45, 12:00-1:15 and by arrangement
Phone: 924-5561 (office), 924-5348 (FAX)
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Course URL: http://www.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

Nathan, Rebekah. 2005. *My Freshman Year*. New York: Penguin Group. (ISBN 0 14 30.3747)

Grading

A total of 215 points for written work are possible in the course. **No late work will be accepted. The assignments are on the class website. Be prepared.** Fifteen written points are awarded for completing the "Five Year Planner." The instructor reserves the right to take class participation into consideration when determining the final grade. An additional 15 points will reflect participation in class discussion, extra effort taken to improve writing, etc.

1. Autobiographical Worksheet (20 points) (800 Words minimum) Due Thursday, January 31. This assignment assesses your ability to meet Area E Learning Objective No. 1.

2. Ethnographic Interview (20 Points) (800 words minimum) Due Thursday, January 31. This assignment assesses your ability to meet Area E Learning Objective No. 3.

3. "Five Year Plan for Incoming Freshmen" Due Thursday, February 21. (15 points). You must do this even if you are a senior! This assignment assesses your ability to meet Area E Learning Objective No. 4.

- 4. Life History (20 Points)** (1000 words minimum) Due Thursday, April 10. This assignment assesses your ability to meet Area E Learning Objective No. 2 and No 3.
- 5. Portfolio (50 points total, 10 points per assignment)** (800 words minimum for each assignment.) Due Thursday, February 14, Thursday, February 28, Thursday, March 20, Thursday, April 3, Thursday, April 17.
- 6. Open Note (Not open book) Midterm (40points)** Thursday, March 13
- 7. Comprehensive Open Note Open Book Take-Home Final Exam (50 points)**
Due in our classroom Monday, May 19, 2:45-5:00. You must bring hard copy to class, no email submissions! No late submissions!

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.

Participation and Miscellaneous Activities

Attendance and participation in class discussions is required.

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." For more information on accommodations contact the Disability Resource Center at <http://www.drc.sjsu.edu/>.

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 and sign a contract saying that you will not abuse the privilege of using a laptop.

Schedule

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

Thursday, January 24, 2008

- Lecture: "Course Overview" and "Introduction to Anthropology"
- Autobiographical Worksheet to be distributed in class
- Lecture: "Ethnographic Interviewing"
- Practice: Ethnographic interview of classmate
- Read: Nathan, 1-18

Thursday, January 31, 2008

- Lecture: PP1 "The Game of Life"
- Read: Nathan, 19-66
- Lecture: PP2 "Like a Virgin" (Virginity)
- Download and Read Naylor, "Desperate to Hide Taboo Sex,"
- Handouts: "Authoritative Knowledge" and "Eight Kinds of Logic"
- **Autobiographical Worksheet due in class (20 points)**
- **Typed version of Ethnographic interview form due (20 points)**

Recommended reading:

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

Thursday, February 7, 2008

- Lecture: PP3 “Birds, Bees, and Petri Dishes” (Fertility)
- Download and Read: “The New Reproductive Landscape” by Liza Mundy
- Lecture: PP4 “All You Need is Love” (Love and Sex)
- Download and Read: “The Susceptibility to Love” by Hatfield and Rapson
- Download and begin filling out “**Five Year Plan for Incoming Freshmen**” due **February 21. (15 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!

Recommended reading:

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

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

Thursday, February 14, 2008

- 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. 1-17.
- Movie: *Adhiambo: Born in the Evening*
- Discussion of *Adhiambo*
- **Portfolio Assignment 1 Due (10 points)**

Thursday, February 21, 2008

- 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. 1-23. Allday, “Fewer Options For Those Who Seek Natural Births.” Small, “Our Babies, Our Selves,” pp. 1-7.
- Movie: *Giving Birth: Challenges and Choices*
- **“Five Year Plan for Incoming Freshmen” due. (15 points)**.

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, February 28, 2008

- Lecture: PP7 “Babies: Gotta Love’em!” (Infant Development)
- Download and Read: Lancy, “Accounting for Variability in Mother-Child Play”
- Lecture: PP8 “Child’s Play” (Child Development)
- **Portfolio Assignment 2 Due (10 points)**

Recommended Reading:

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

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

Thursday, March 6, 2008

- Lecture: PP9 “No Way Back” (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.
- Lecture: PP10 “Negotiating Difference” (Bullying, disabilities, gender variant children)
- Download and Read: Hoffman: “Let Them Be”, Baynton: “Disability and the Justification of Inequality in American History”

Recommended Reading:

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

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, March 13, 2008

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

Thursday, March 20, 2008

- Lecture: PP11 “Betwixt and Between” (Adolescence)
- Reading: Nathan, 67-106
- Download and Read: Shachtman, Excerpt from *Rumspringa*
- Movie: *The Devil’s Playground*
- Discussion of *The Devil’s Playground*
- **Portfolio Assignment 3 due (10 points)**

Spring Vacation

This would be a good time to interview someone in your family for your Life History project. (Due April 10) Write up your notes soon after your interview.

Thursday, April 3, 2008

- Lecture: PP12 “Just Perfect” (Body Image in a Cross Cultural Context)
- Read: Nathan, 107-156
- Download and Read: Kowner, “Japanese Body Image: Structure and Esteem Scores in a Cross-Cultural Perspective” Dingfelder, “Video Games May Harm Boy’s Body Image”, American Psychological Association, “Report on the Sexualization of Girls, pp. 15-17,
- Lecture: “All Work and No Play . . . (Student Life)
- Movie: *The Beauty Academy of Kabul*
- Discussion on *The Beauty Academy of Kabul*
- **Portfolio Assignment 4 due (10 points)**

Thursday, April 10, 2008

- Lecture: PP13 “Catching the Brass Ring” (Relationship Choices)
- Movie: “A Touch of Pink”
- Download and Read: Hatfield and Rapson: “Sex Here and Now”
- Discussion of “A Touch of Pink”
- **Life History Due (20 points)**

Thursday, April 17, 2008

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

Thursday, April 24, 2008

- Lecture: PP16 “Caught in the Middle” (Middle Age)
- Download and Read: Gullette, “Socialization into Midlife Aging: Exposure”
- Lecture: PP16 “Silver Hairs Amongst the Gold . . .” (Old Age)
- Download and Read: Egelko, “Old Guy Gets Another Chance in Google Age Discrimination Suit”

Thursday, May 1, 2008

- Lecture: PP17 “The Keys to the Kingdom” (Death and Freedom of Choice)
- Download and Read: Berk, “Death, Dying, and Bereavement,” pp. 635-650
- Download and Read: Berk, “Death, Dying, and Bereavement,” pp. 650-659.

Thursday, May 8, 2008

- Movie: Flight From Death: *The Quest for Immortality*

- Discussion of *The Quest for Immortality*

Thursday, May 15

- Review for Final Exam
- Final to be Handed Out

Monday, May 19, 2:45-5:00

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