

Department of Anthropology  
San Jose State University

## **Anth 025 Human Lifecourse in Context – Spring 2009**

**Class:** Section 3 (code 29153) meets 6-9:30pm on Thursdays in HGH116.

**Instructor:**

**Tijen Sumbul**

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**Faculty Page:** go to - [http://www.sjsu.edu/faculty\\_and\\_staff/faculty](http://www.sjsu.edu/faculty_and_staff/faculty), under “Sumbul,” then click on “Anthro 25: Human Lifecourse in Context”

**Office Hours:** 4:45-5:45 Thursdays in CH 404L & 9:30-10:00 in HGH 116

Please use 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 [Anthro25@gmail.com](mailto:Anthro25@gmail.com), 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.

**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**

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

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

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

4) *Electronic Readings:*

All assigned electronic readings are required and will be posted online on the faculty webpage. [http://www.sjsu.edu/faculty\\_and\\_staff/faculty\\_pages/](http://www.sjsu.edu/faculty_and_staff/faculty_pages/) - look up “Sumbul” and then go to “Anthropology 25” - the readings are listed and can be downloaded.

### **Student Learning Objectives (for Core General Education: Social Sciences – D1, Human Behavior):**

For more information on general education requirements, please refer to:

<http://www.sjsu.edu/cfd/programs/educatedperson/documents/2005GE.pdf>

1. **Goals.** Social Science courses should increase the student’s understanding of human behavior and social interaction in the context of value systems, economic structures, political institutions, social groups, and natural environments.
2. **Student Learning.** Students shall be able to identify and analyze the social dimension of society as a

context for human life, the processes of social change and social continuity, the role of human agency in those social processes, and the forces that engender social cohesion and fragmentation. Students will be able to:

- A. Place contemporary developments in cultural, historical, environmental, and spatial contexts;
- B. Identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them;
- C. Evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.
- D. Recognize the interaction of social institutions, culture, and environment with the behavior of individuals.

### **Course Objectives:**

Upon completion of the course, students will be able to:

1. Describe how religious, gender, ethnic, racial, class, sexual orientation, disability, and age identity are shaped by cultural and social influences in the contexts of institutions (e.g., the family, the workplace, the socioeconomic marketplace) in the following ways:
  - a. Describe how cultural and behavioral risk factors (e.g., lifestyle, nutrition, smoking, alcohol consumption) are related to chronic disease.
  - b. Understand and demonstrate how lifestyle, environment, and behavior can be modified to reduce and/or eliminate physical and emotional distress across the lifespan.
  - c. Recognize how religious and cultural identity shape an individual's self-concept, how social conflicts related to gender, class, sexual orientation, disability, and/or age can create changing conditions in contemporary society that influence human development.
  - d. Analyze physiological, psychological, and socioemotional aspects of individual well-being, and their impact on environment and quality of life.
  - e. Explain how race, ethnicity, and cultural attitudes and practices are among the variables that influence both maladaptive and adaptive behaviors of individuals.
2. Describe social actions by religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups leading to greater social justice in the following ways:
  - a. Understand how social actions have improved the quality of life and social status of various diverse populations (e.g., Women's Movement, Americans with Disabilities Act).
  - b. Recognize how social actions and legislation have positively influenced self-concept, behaviors, and practices of diverse populations (e.g., Family Leave Act, 1981 U.S. Commission on Civil Rights, Age Discrimination in Employment Act).
  - c. Identify and discuss gender similarities and differences in human development patterns and processes.
  - d. Describe how low socioeconomic status affects individual lifestyle that may include poor education, poor housing, low paying jobs, and lack of access to basic social services.
3. Recognize and appreciate constructive social interactions between people from different cultural, racial, and ethnic groups in the following ways:
  - a. Recognize how social support and life events across the lifespan can be instrumental in dispelling cultural myths and providing increased opportunities for constructive interactions among minority populations.
  - b. Identify training programs that develop effective strategies for reducing crime, domestic violence, and maladaptive health behaviors, as well as empowering diverse populations.
  - c. Describe cultural variations in patterns of human development and the factors that shape the limitations, potentials, and options available to members of different cultural groups.
4. Describe both the challenges and continuities during each life period (infancy; early childhood; middle and late childhood; adolescence; early adulthood; middle adulthood; late adulthood) that shape:
  - a. Sociocultural aspects of individual well-being;
  - b. Physiological aspects of individual well-being;
  - c. Psychological aspects of individual well-being

5. Develop and demonstrate an understanding of differences in cultural value orientation, social-institutional contextual realities, and personal-situational construction of everyday life events as critical in evaluating the validity of technical concepts and principles as applied to the behavior of individuals.
6. Develop and demonstrate proficiency in using the methods, concepts, and principles of social science in two ways:
  - a. From the standpoint of developmentalist as social scientists, collecting, analyzing, and interpreting behavioral data; and
  - b. From the standpoint of developmentalist as practitioner, applying technical concepts and principles to facilitate understanding of life in contemporary society, personal experience, self-awareness, and/or personal growth.
7. Develop advanced proficiency in university-level writing, and given an opportunity to develop and demonstrate a working familiarity with appropriate contemporary research methods, concepts, and principles of health education.
8. Develop appropriate contemporary research strategies and methodologies to communicate effectively to both health professionals and general audiences.
9. Understand how and why people think, feel, and act as they do in coping with matters related to health and human relationships.
10. Gain familiarity with departmental, university, and professional resources and services.

### **Course Requirements and Grading**

1. Midterm Examinations. There are two midterm examinations in this course. Each assesses your mastery of assigned readings and lectures. (20% of your grade)
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. (20 % of your grade)
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. This is an important paper – it is 30% of your grade.
4. Portfolio. You will complete five portfolio assignments that allow you to reflect upon your own life and future. (20% of your grade)
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. (10% of your grade)

The required assignments are weighted as follows.

Midterm Examination # 1	10%	(50 points)
Midterm Examination # 2	10%	(50 points)
Final Examination	20%	(100 points)
Life History	30%	(150 points)
Planning Portfolio (5)	20%	(20 point each – total 100 points)
Class Participation	10%	(50 points)

Total Possible Class Points= 500 points

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:

A: 450 and up (90-100%)  
B: 400 – 449 (80-89%)  
C: 350 – 359 (70-79%)  
D: 300 – 349 (60-69%)  
F: 299 and below (below 60%)

**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 (10%).

**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) with no exceptions. *\*\*You are responsible for keeping a copy of your writing assignments for your records, including the graded papers that are handed back. \*\**

**Extra Credit** Throughout the semester, I will make announcements about extra credit assignments. These assignments will be worth five points each and you may complete as many as **three (3)** extra credit assignments. These points will be added to your total grade to make up for poor performance on an exam, writing assignment, or missed in-class exercises.

**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. 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. There is NO texting during class – you may use your laptops to take notes, but if you are obviously not attending and disrupt class in anyway I reserve the right to ask you not to use it. Please refrain from talking over others (myself included) who are speaking during class, constant side conversations are distracting for the whole class. Finally, there will be many discussions and topics brought up in this class that may bring up conflicting views – a requirement in this class for the participation grade is to engage in respectful discussion in a critically conscious way. In other words, questions and discussion is encouraged as long as the tone is polite. Disrespect will not be tolerated towards the students or the instructor.

## **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.

<u>WEEK/DATE</u>	<u>TOPICS AND ASSIGNMENTS</u>	<u>READINGS DUE</u> (Readings in bold must be done before class)
Week 1		
1/22	Course Introduction	- Class Vocabulary & Group Rules Group Introduction Workshop
Week 2		
1/29	The Idea of the Life Course & Biology of Infancy	<b>Paludi pg. 1-14</b> <b>Paludi: Ch.1 Read Introduction</b> Movie: The Business of Being Born *Discussion/group

Week 3	2/5	Bipedalism and Birth Infancy and Culture <b>PORTFOLIO #1 DUE</b>	<b>Small: Introduction, Chaps 2-4</b> *Discussion/group
Week 4	2/12	Childhood: Biology and Cognition- Childhood: Development & Education	<b>Paludi Ch. 2 &amp; 3, Read Intro.</b>  -Electronic Readings 2) Delpit/ Silenced Dialogue Movie: Invisible Children *Discussion/group
Week 5	2/19	Childhood: Cross-Cultural Variation and Constancy Raising Kids: A U.S. Tradition/Children In the World Today <b>PORTFOLIO #2 DUE</b>	<b>-Small: Chaps. 5-9</b> -Electronic Readings 1) Not For Sale: Rescuing the Child Soldiers 2) Not For Sale: Sheltering the Lost Children *Discussion/group
Week 6	2/26	<b>MIDTERM #1</b>	
Week 7	3/5	Adolescence: Biology and Cognition & Cross-Cultural Variation and Constancy	<b>-Paludi Ch. 4 Intro,</b> -Electronic Reading: 1) The Price of Privilege, 2) TBA *Discussion/group
Week 8	3/12	Adolescence and Educational Pathways College Experience <b>PORTFOLIO #3 DUE</b>	<b>-Electronic Readings</b> <b>1) Latino/a Pathways</b> <b>to Education</b> <b>2) Playing the Game, Paying the</b> <b>Price: Academic Resilience</b> *Discussion/Group
Week 9	3/19	College Experience Adulthood: Biology & Cognition	<b>Read: Paludi Chap 5 Intro</b>

**Electronic Readings- Read: 1)  
My Freshman Year 2) The Spirit  
Catches Me**

-Discuss Readings  
-Midterm Review/Questions

Week 10

3/26 SPRING BREAK (HAVE FUN AND STUDY FOR THE MIDTERM!)

Week 11

4/2 **MIDTERM #2**  
**PORTFOLIO #4 DUE**

Week 12

4/9 Contexts: Family & Community

**Read: Child of the Dark**

Online Assignment:  
[http://www.kids-  
withcameras.org](http://www.kids-withcameras.org)

**PORTFOLIO #5 DUE**

Movie: Born into Brothels

\*Discussion/groups

Week 13

4/16 Contexts: Work & State

**Read: Number Our Days/ 1<sup>st</sup> half**

Electronic article: Article on  
Disability

**LIFE HISTORY DUE**

\*Discussion/groups

Week 14

4/23 Old Age: Cross-Cultural Variation  
Death & Dying

**Read: Number Our Days/2<sup>nd</sup> half**  
electronic article (to be announced)

\*Discussion/groups

Week 15

4/30 Death & Dying  
Lifecourse/health and the future

\*Discussion/

-Review for Final

Week 16

5/7 Final Review

Week 17

5/14 NO CLASS (study for the final!)

Week 18

5/21     ***FINAL EXAM (time to be announced)***