

课程详述

COURSE SPECIFICATION

以下课程信息可能根据实际授课需要或在课程检讨之后产生变动。如对课程有任何疑问，请联系授课教师。

The course information as follows may be subject to change, either during the session because of unforeseen circumstances, or following review of the course at the end of the session. Queries about the course should be directed to the course instructor.

1.	课程名称 Course Title	生命历程的人类学 Birth, Death, and Life in-between: Anthropology of the Life Course
2.	授课院系 Originating Department	社会科学中心 Center for Social Sciences
3.	课程编号 Course Code	SS070
4.	课程学分 Credit Value	2
5.	课程类别 Course Type	通识选修课程 General Education (GE) Elective Courses
6.	授课学期 Semester	春季 Spring
7.	授课语言 Teaching Language	英文 English
8.	授课教师、所属学系、联系方式 Instructor(s), Affiliation & Contact (For team teaching, please list all instructors)	Erin Thomason, 南方科技大学人文社会科学荣誉学会 PhD, Junior Fellow, Society of Fellows, SUSTech Thomasonee@mail.sustech.edu.cn
9.	实验员/助教、所属学系、联系方式 Tutor/TA(s), Contact	无 NA
10.	选课人数限额(可不填) Maximum Enrolment (Optional)	

11. 授课方式 Delivery Method	讲授 Lectures	习题/辅导/讨论 Tutorials	实验/实习 Lab/Practical	其它(请具体注明) Other (Please specify)	总学时 Total
学时数 Credit Hours	32				32
12. 先修课程、其它学习要求 Pre-requisites or Other Academic Requirements	无 NA				
13. 后续课程、其它学习规划 Courses for which this course is a pre-requisite	无 NA				
14. 其它要求修读本课程的学系 Cross-listing Dept.	无 NA				

教学大纲及教学日历 SYLLABUS

15. 教学目标 Course Objectives

While each one of us grows from baby to adult, and confronts the reality of death, how we go about moving from one life stage to another is very much shaped by the times and places in which we live. This semester-long undergraduate seminar addresses major themes of the anthropology of life course. How do other societies understand birth, death, and life in-between? The first part of the course covers major theoretical and methodological approaches in life course research. Focusing on Anthropology, we also cover interdisciplinary topics drawn from Sociology, Demography, Human Geography to consider the significance of age, culture, and generation in human experience. The second half of the course is divided into major life stages from birth to death. Students will complete three short essays, a group presentation, and an end of semester open-note exam. Upon the completion of this course, Students will become familiar with basic theories in the life course. Students will compare and contrast life ways in different societies. Students will demonstrate learning of a different social system through essay and presentation. Students will illustrate knowledge of international academic conventions.

16. 预达学习成果 Learning Outcomes

Students will become familiar with life courses in different societies.
Students will access, analyse and evaluate academic writing in English.
Students will advance communication skills in speech and writing.
Students will relate their learning of social patterns to their own realms of experience and compare and contrast cultural life ways.

17. 课程内容及教学日历 (如授课语言以英文为主, 则课程内容介绍可以用英文; 如团队教学或模块教学, 教学日历须注明主讲人)

Course Contents (in Parts/Chapters/Sections/Weeks. Please notify name of instructor for course section(s), if this is a team teaching or module course.)

2 hours per week, 32 hours in total.

Week 1: Constructions of age, what is “the life course?”

Basic introduction to themes of the life course, including theoretical perspectives and methodological debates. Introduction to the course.

Week 2: The Life Course Perspective: Methods and approaches to studies of life course

Instructor will discuss the life course perspective further and discuss specific types of studies, benefits and drawbacks of life course and life course methods

Week 3: Principal 1: Time and place

Students will read short stories which give a different perspective to ideas of time and place. Students will discuss issues of generation. Assignment 1: Diagram the period of “generations” as far back as you can. What characterizes a generation? What events have changed this generation? In class, compare to generational splits in other societies.

Week 4: Principal 2: Transitions—(groups assigned for projects)

Review Rites of Passage, Liminality and concepts of transitions in different societies.

Week 5: Principal 3: Agency

What is agency and control? Is it important to everyday life? Why or why not? Assignment 2: Venn diagram: what you can control and what you can't. do you feel control or agency is important, why or why not?

Week 6: Birth

Students will learn how birth is undertaken in several different societies. Group Presentation 1: Choose birth in culture not covered in the class reading and make a presentation about it. Include your comparison for giving birth in China or your home country. What options are available for giving birth? Watch, The Business of Being Born (2008) Abby Epstein, Dir, 1 hr. 27 mins

Week 7: Infancy

Instructor will discuss how infancy, ways of understanding infancy differs in other societies. Film: Bathing Babies in Three Cultures, Gregory Baetson 1954, 12:34 mins Group Presentation 2: Small (1999) Chapter 5, infant crying, include a discussion about how crying babies are soothed in China or your home country.

Week 8: Childhood

How does childhood differ in different contexts? Instructor will guide students into a comparative discussion of different kinds of childhood. Short Essay 1: Write 1-2 pages about a memory from childhood. It could be an ordinary memory, something poignant or emotional, or simply a favorite event. Write a paragraph about why you selected the memory that you did and what you think it might say about childhood in your cultural context. Integrate the themes from Lancy's discussion of different childhoods.

Week 9: Adolescence

Is adolescence always difficult in every society? When does childhood end and adulthood begin? Students will begin to think through how rites of passage (discussed in week 4) apply to human life course. Group Presentation 3: Read Mead's Coming of Age in Samoa (Chapters 1-2) and talk about cultural variability in adolescence. What is the biggest “problem” of adolescence in China or your home country? Why is it a “problem”? How does life course impact this problem?

Week 10: Adulthood

What are markers of adulthood? At what point are we independent from our families? Students will discuss and learn how competence and independence construct our ideas of being an adult in different societies. Assignment 3: bring in 3 memes or other #adulthood examples to share.

Week 11: Parenting

How does parenting expectations differ in different societies? How does this shape childhood experience and the rest of the family? Group Presentation 4: Read T. Kuan's article "The heart does one thing, the hand does another" and discuss the issues of parenting in China or your home country. What do you think it takes to be a "good" mother or father?

Week 12: Aging

Is aging something positive or negative? Students will look at aging in a variety of societies to understand how aging might be different or similar across the globe. Short Essay 2: Call or visit an elderly person in your family, neighborhood, or social group. Have a conversation about what you've learned in this class and talk to them about what they think about getting "older". Write a 1-2 page reflection on this conversation integrating the themes from the reading.

Week 13: Death

Students will study funeral rituals around the world. Film: The Undertaking, Thomas Lynch, 2007, 55:34 minutes, available on PBS.org Short Essay 3: Reflect on the theme of death, dying, and funeral passages. What is your personal experience with these themes? Why do you think it's important to have rituals mark this transition (hint, revisit the life transitions reading from week 4)?

Week 14: Connecting the life course

Tying together themes in the course, we will discuss how different parts of life might impact other phases.

Week 15: Final Day I . Wrap up review

Week 16: Final Day II . Open note exam

18. **教材及其它参考资料 Textbook and Supplementary Readings**

Van Gennep, A. 1960. *The Rites of Passage* University of Chicago Press

Davis-Floyd, Robbie and Melissa Cheyney. 2019. *Birth in Eight Cultures*. 1 edition. Waveland Press, Inc.

Lynch, Caitrin, and Jason Danely, eds., 2013. *Transitions and Transformations: Cultural Perspectives on Aging and the Life Course*. Berghahn Books.

Riley, Matilda W. 1987. "On the Significance of Age in Sociology." *American Sociological Review* 52:1-14.

Furstenberg, Frank, Jr. "Growing Up Is Harder to Do." *Contexts* 3(3):33-41.

Kinsella, Kevin. 2002. "Demographic Dimensions of Global Aging." *Journal of Family Issues* 21:541-558.

Glen H. Elder, Jr. 1994. "Time, Human Agency, and Social Change: Perspectives on the Life Course." *Social Psychology Quarterly* 57:4-15.

Short Fiction:

"Civil Peace" by Chinua Achebe (1971)

“Six Feet of the Country” by Nadine Gordimer (1953)

“We Didn’t Like Him” by Akhil Sharma (2013)

Van Gennep, A. 1960. *The Rites of Passage* University of Chicago Press (selections)

Linda K. George. 1993. “Sociological Perspectives on Life Transitions.” *Annual Review of Sociology* 19:353-373.

Hitlin, Steven, and Glen H. Elder, Jr. 2007. “Time, Self, and the Curiously Abstract Concept of Agency.” *Sociological Theory* 25:170-191.

Ahearn, Laura M. 1999. “Agency.” *Journal of Linguistic Anthropology* 9 (1/2): 12–15.

Watch, *The Business of Being Born* (2008) Abby Epstein, Dir, 1 hr. 27 mins

Small, Meredith F. 1999. *Our Babies, Ourselves: How Biology and Culture Shape the Way We Parent*. New York: Random House. (chapters 2-3)

Film: *Bathing Babies in Three Cultures*, Gregory Baetson 1954, 12:34 mins

Arnett, Jeffrey J. 2000. “Emerging Adulthood: A Theory of Development from the Late Teens Through the Twenties.” *American Psychologist* 55(5):469-480.

Schlegel, Alice, and Bonnie L. Hewlett. 2011. “Contributions of Anthropology to the Study of Adolescence.” *Journal of Research on Adolescence* 21 (1): 281–89. <https://doi.org/10.1111/j.1532-7795.2010.00729.x>.

<http://linguisticanthropology.org/blog/2018/04/02/adulthood-disordered-state-american-adulthood/> Blog post,

Settersten, Richard A., Timothy M. Ottusch, and Barbara Schneider. 2015. “Becoming Adult: Meanings of Markers to Adulthood.” In *Emerging Trends in the Social and Behavioral Sciences*, edited by Robert Scott and Stephen Kosslyn, 1–16. Hoboken, NJ: John Wiley & Sons. <https://doi.org/10.1002/9781118900772.etrds0021>.

Cabrera, Natasha, Catherine S. Tamis - LeMonda, Robert H. Bradley, Sandra Hofferth, and Michael E. Lamb. 2000. “Fatherhood in the Twenty-First Century.” *Child Development* 71 (1): 127 - 36. <https://doi.org/10.1111/1467-8624.00126>.

Miller, Daniel. 1997. “How Infants Grow Mothers in North London.” *Theory, Culture & Society* 14 (4): 67–88. <https://doi.org/10.1177/026327697014004003>.

Palgi, Phyllis and Henry Abramovitch. (1984) “Death: A Cross-Cultural Perspective.” *Annual Review of Anthropology*. 13: 385-414.

Jane D. McLeod and Elbert P. Almazan. “Connections between Childhood and Adulthood.” Chapter 18 in Mortimer and Shanahan, eds., *Handbook of the Life Course*. Springer.

Ferraro, Ken F. and T.P. Shippee. 2009. “Aging and Cumulative Inequality: How Does Inequality Get Under the Skin?” *Gerontologist* 49(3):333-343.

课程评估 ASSESSMENT

19. 评估形式	评估时间	占考试总成绩百分比	违纪处罚	备注
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Type of Assessment	Time	% of final score	Penalty	Notes
出勤 Attendance		15		More than 4 absences, fail course
课堂表现 Class Performance		15		Short assignments
小测验 Quiz				
课程项目 Projects				
平时作业 Assignments		15		3 short essays
期中考试 Mid-Term Test		15		Group Presentation
期末考试 Final Exam		40		Open note exam
期末报告 Final Presentation				
其它 (可根据需要改写以上评估方式) Others (The above may be modified as necessary)				

20. 记分方式 GRADING SYSTEM

- A. 十三级等级制 Letter Grading
 B. 二级记分制 (通过/不通过) Pass/Fail Grading

课程审批 REVIEW AND APPROVAL

21. 本课程设置已经过以下责任人/委员会审议通过
This Course has been approved by the following person or committee of authority

