

San José State University
Anthropology/Sociology/Psychology 193, Spring 2013

BEHAVIORAL SCIENCES IN PRACTICE

Instructor: Dr. Sandra Cate
Office Location: Clark 463
Telephone: 408-924-5714
Email: Sandra.Cate@sjsu.edu
Office Hours: TR 1030-1130, 1330-1430 or by appointment
Class Time/Location: TR 1630-1745, WSQ 004 (basement)

Faculty Web Page and MYSJSU Messaging

Course materials such as the syllabus, major assignment handouts, and important resources and links may be found on Canvas. You are responsible for regularly checking with the messaging system through Canvas or MySJSU; please be sure MySJSU has your correct e-mail address.

Course Description

This course is a workshop for all behavioral science majors. Students will review methods and knowledge of anthropology, psychology and sociology, and synthesize them by reflecting upon case studies of individual, organizational, community, and global issues. We will emphasize collaborative learning, reflection, and the synthesis of skills and knowledge and career preparation. Attendance and participation is essential, as well as the basis for assessment.

Students will have the option of participating in two service projects relating to Behavioral Sciences and immigration: Catholic Charities DACA Registration or TOUCCh, a project mentoring farmworkers' children. Details to be provided in class.

Prerequisites

Senior standing, declared major in Behavioral Science or Behavioral Science double major.

Course Focus

This course has been designed to review the theories, methods, and frontiers of three disciplines that contribute to Behavioral Science—Anthropology, Psychology and Sociology. Contributing to your professional development, we will have several guest speakers and you will produce materials relevant to your future employment. Through our review and discussions, you will be able to articulate a “Behavioral Science” identity to graduate programs and potential employers. You will also sharpen and identify your analytic skills through these discussions, allowing you also to articulate clearly your own skill set.

The class will reflect on critical issues within Behavioral Science. This semester, we are focusing on immigration, using an interdisciplinary investigation. Each student will produce writing assignments

and participate in a presentation that will reflect this synthesis. Assignments and presentations will be used to (1) synthesize knowledge from the disciplines of anthropology, psychology and sociology and (2) apply that integrative perspective to behavioral issues.

Course Goals and Students Learning Objectives (SLO) include:

Students who successfully complete this course will be able to:

1. assess the major methodologies and contributions to understanding human behavior of anthropology, psychology and sociology; (readings, Team Presentations, Disciplinary Assessment Paper)
2. apply the disciplinary perspectives of the behavioral sciences to case studies at individual, organizational, community and global levels; (Team Presentations, Disciplinary Assessment Paper)
3. access important sources of information about the behavioral sciences and data relevant to them;
4. synthesize the disciplines of anthropology, psychology and sociology in support of professional career development; and
5. prepare a portfolio that will support the transition to professional education or career.

Required Texts/Readings

Carola and Marcelo Suarez-Orozco, Irina Todorova, *Learning a New Land: Immigrant Students in American Society*. Cambridge, MA and London: Harvard University Press (2008)

Silicon Valley Community Foundation Immigration Issue Brief

http://www.siliconvalleycf.org/docs/cip/ImmigrationBrief_web.pdf

Other assigned readings, posted on class website – see course schedule.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at <http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html>. Information about late drop is available at <http://www.sjsu.edu/sac/advising/latedrops/policy/>. Students should be aware of the current deadlines and penalties for adding and dropping classes.

Workload – Credit Hours

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 (for this 3-unit course, 9 hours per week including class time) for preparation, reading course assignments, studying, writing and instruction.

Assignments and Grading Policy

We will proceed this semester through three themes: (1) assessing the disciplines, (2) synthesizing behavioral science through application, and (3) and professional development.

- First, students will be given a rubric for assessing the individual disciplines in which they have taken courses. The goal here is to describe and understand the methodologies and knowledge of each discipline in a way that can be communicated to an educated audience.
- Second, students will synthesize and communicate their understanding of a major social issue, in this case, immigration, using multiple disciplinary perspectives. The goal here is to provide

an opportunity to go beyond the assessment of individual disciplines and by doing so to synthesize a deeper and broader behavioral science perspective.

- Third, students will prepare materials and presentations helping in your career development.

Resume and skills assessment. You will write a resume or CV. You will also prepare a one to two page assessment of your skills couched as a letter to a potential employer or a graduate program. These must include skills and experiences developed through the educational experiences, particularly in the behavioral science disciplines. OR you may prepare a Skills Assessment list based on past work experiences, volunteer/intern positions, and academic courses. Each student will upload their work to Canvas and have a fellow student(s) review their drafts before final submission to me. The final products are worth 25 points each.

Informational Interview. You will conduct a 15-30 minute informational interview with a person working in a field or organization in which you are interested and write up your results. This exercise will be worth 25 points.

Disciplinary Teams. Each one of nine teams will present to the class a 15-minute reviews of one of the following: Anthropology Theory, Methods, or Frontiers/Applications; Sociology Theory, Methods, or Frontiers/Applications; and Psychology Theory, Methods, or Frontiers/ Applications. This presentation is worth 50 points.

Disciplinary Assessment Paper. Each student will prepare a 5-6 page academic research paper that describes and assesses the significance of Behavioral Science perspectives on a single issue (your choice!). Each paper will integrate contributions to our understanding of this topic from anthropological, psychological **and** sociological journals. This paper will be worth 100 points.

Synthesis of Behavioral Science. In a class competition, each team will prepare a 2-minute “elevator speech” to effectively describe the Behavioral Sciences major to a curious colleague. Winning team(s) earn extra credit.

Movie responses. We will watch two films on immigration issues: *Sin Nombre* and *The Namesake*. You will write a 2-page response paper for each film, analyzing one issue in the film from one perspective from psychology, sociology or anthropology.

Immigration Presentation. Each student, working as a member of a team, will prepare an analysis of one of several topics that emerges from their reading and discussion. In this semester the case will be drawn from the study by Suarez-Orozco and Todorova in comparison to our own region. Topics include cross-cutting disciplinary concerns such as school-immigrant family relations; immigrant youth counseling; immigration and less-than-optimal schools; the ecology of “individual” achievement; policy implications from school districts to Congress, the National Dream Act, Immigration Politics; Anti-Immigrant legislation; and DACA and TOUCCh observations. Each team will produce a 20-minute Powerpoint or Prezi presentation and submit a copy of that presentation to the instructor, worth 50 points.

Participation. Each student should plan on participating fully in both in class exercises, peer reviews, and collaborative work with members of their team. Attendance will be taken on team days.

Workload – Credit Hours

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 (for this 3-unit course, 9 hours per week including class time) for preparation, reading course assignments, studying, writing and instruction.

Grading: Without prior arrangement, late papers = 2 pt. deduction for each class day late.

Resumé	25
Skills Assessment / Letter	25
Disciplinary Assessment paper	100
Informational Interview report	25
Team Presentations (50 x 2)	100
Movie responses (2 x 10)	20
Participation (3 peer reviews x 5 each)	15
Attendance	40
Final Exam	50
Total points	400 points

Points into Grades

A+ =	392 - 400 points
A =	372 - 391.5
A- =	360 – 371.5
B+ =	348 – 359.5
B =	332 – 347.5
B- =	320 – 331.5
C+ =	308 – 319.5
C =	292 – 307.5
C- =	280 – 291.5
etc.	

Academic Integrity

The University's Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make 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 requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Classroom Protocol

No texting and no surfing the internet during class, be on time, don't slam the door if you are late. Please do not leave the classroom unless it is an emergency.

Classroom Recording

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.

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's oral permission to make audio recordings in this class, which will be valid for the semester. 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.

Course Schedule

Jan. 24	Course Introduction
Jan. 29	Brainstorming: Review of the Behavioral Sciences Form Support Teams
Jan. 31	Guest: Representative, SJSU Career Center
Feb. 5	<u>Professional Development</u> Homework: Each student brings in college transcripts, examples of resumes and/or CVs discuss and map out statement of skills and abilities (see Canvas for resources) Teams: Discuss resumé preparation, statement of skills and abilities
Feb. 7	<u>Disciplinary Assessments</u> Teams share assessments, brainstorm skills and knowledge for presentations
Feb. 12	<u>Disciplinary Assessments</u> Teams plan presentations
Feb. 14	<u>Disciplinary Assessments</u> Teams plan presentations
Feb. 19	<u>Professional Development</u>

Guest Speaker(s) – Applying behavioral sciences “out in the world”
Due on Canvas: Upload *drafts* of Resumé or Curriculum Vita, Skills Assessment or Cover Letter

- Feb. 21** Disciplinary Assessments
Teams plan and practice presentations
- Feb. 26** Graduate School? The Prospects and Process
Guest Speaker
Due on Canvas: Peer reviews
- Feb. 28** Team-led discussion: Psychology
- Mar. 5** Team Presentation: Sociology
Due in class: *Final Version*, Resumé or CV, Skills Assessment or Cover Letter
- Mar. 7** Team-led discussion: Anthropology
- Mar. 12** The Behavioral Science Elevator Speech
Teams work on developing a 2-minute summary of Behavioral Sciences
- Mar. 14** Elevator Speech Competition
- Mar. 19** Lecture: Introduction to Immigration
Read: Silicon Valley Community Foundation Immigration Issue Brief (link on Canvas);
Chiswick, “Ten Top Myths and Fallacies Regarding Immigration” (on Canvas)
- Mar. 21** Lecture: Immigration Issues, cont.
Form Presentation Teams, choose topics
- Mar. 25-29** **SPRING BREAK!!!**
- Apr. 2** Video: *Sin Nombre*
Read Suarez-Orozco, Introduction-Chapter 2
- Apr. 4** Finish *Sin Nombre*
Teams: Research strategies for presentations
Due on Canvas: Upload draft of Disciplinary Assessments Paper
- Apr. 9** Teams: Discuss topics, plan presentations
Read Suarez-Orozco, Chapters 3-4
Due in class: *Sin Nombre* response
- Apr. 11** Teams: Plan presentations

Apr. 16 Professional Development
Reports on Informational Interviews
Due in class: *Final version of Disciplinary Assessments Paper*
Read: Suarez-Orozco, Chapters 5-6

Apr. 18 Video: *The Namesake*

Apr. 23 Finish *The Namesake*, Discussion
Teams: Plan presentations
Read: Suarez-Orozco, Chapters 7-8, Conclusion

Apr. 25 Teams: Finalize presentations
Due in Class: *The Namesake* response

Apr. 30, May 2, May 7 Immigration Team Presentations

FINAL EXAM: Thursday, May 16, 1445-1700, WSQ 004