

**San José State University**  
**College of Social Sciences**  
**Anthropology, Psychology, Sociology 193, Section 1**  
**Behavioral Science in Practice, Spring 2009**

<b>Instructor:</b>	Dr. Jan English-Lueck
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<b>Office Hours:</b>	Monday, 1:30-3, Wednesday 1:30-5; or by appt.
<b>Class Days/Time:</b>	Friday 9:00-11:45 a.m.
<b>Classroom:</b>	Washington Square 004
<b>Prerequisites:</b>	Senior standing, declared major in Behavioral Science or Behavioral Science double major.
<b>Course Numbers</b>	Anthropology 28179, Psychology 28872, Sociology 28874

**Course Web Page**

**Course URL:** Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page accessible through the web wizard link, [http://www.sjsu.edu/faculty\\_and\\_staff/faculty\\_detail.jsp?id=2080](http://www.sjsu.edu/faculty_and_staff/faculty_detail.jsp?id=2080) accessible through the faculty pages for SJSU.

**Course Description**

This course is a workshop for all behavioral science majors. Students assess methods and knowledge of anthropology, psychology and sociology, and synthesize them by reflecting upon case studies of individual, organizational, community, and global issues. Emphasis is on cooperative learning, reflection and synthesis of skills and knowledge and career preparation.

**Course Focus**

The focus of the class will change to reflect critical issues within the three disciplines that contribute to Behavioral Science—Anthropology, Psychology and Sociology. Those focal topics will form the basis of discussion within the course. This semester, we are focusing on immigration, using an interdisciplinary investigation to understand the distinctions and

commonalities of the parent disciplines. The students will sharpen and identify their analytic skills through these discussions allowing them to articulate clearly their own skill sets. Each student will produce a portfolio that will reflect this synthesis and create a platform for articulating a “Behavioral Science” identity to graduate programs and potential employers. Portfolios and presentations will be used to assess (1) synthesize knowledge from the disciplines of anthropology, psychology and sociology and (2) apply that integrative perspective to behavioral issues.

## **Course Goals and Student Learning Objectives**

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;
2. apply the disciplinary perspectives of the behavioral sciences to case studies at individual, organizational, community and global levels;
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**

### **Textbook**

Carola and Marcelo Suarez-Orozco, Irina Todorova, *Learning a New Land: Immigrant Students in American Society*

### **Other Readings**

Knowledge of Immigrant Nationalities of Santa Clara County (KIN)  
<http://immigrantinfo.org/kin/>

Silicon Valley Community Foundation Immigration Issue Brief  
[http://www.siliconvalleycf.org/docs/cip/ImmigrationBrief\\_web.pdf](http://www.siliconvalleycf.org/docs/cip/ImmigrationBrief_web.pdf)

## **Classroom Protocol**

**Participation and misc. activities.** Participation in class activities is essential. Exercise and discussion credit will be given each class meeting. Participation will be assessed by giving full credit for active participation, partial credit for passive participation and late entry or

exit in an activity, and no credit for non-participation. TO BE EXCUSED if you cannot make it to class to participate in the exercise, please leave a "voice mail" or 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.

**Writing fluency.** Often confused with plagiarism, students need to express themselves fluently and grammatically without excessive quotation. See <http://www.aresearchguide.com/1steps.html>.

**Writing format.** All papers should be typed and fully referenced using either the APA, AAA or ASA style guides. Number your pages! Writing should be clear and correct. All papers should be proof-read. I suggest reading the draft aloud to catch errors and unwieldy writing. Each assignment uses certain analytical skills and requires comprehension of cultural themes. Accuracy, depth of understanding and effort will all be assessed.

**Late papers or makeup exams.** No late papers will be accepted unless a genuine emergency arrives and the student notifies the professor immediately. NO EXCEPTIONS.

## **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.

## **Assignments and Grading Policy**

1. Resume and skills assessment. Each student will develop a resume for their portfolio. Each student will also prepare a one page assessment of his or her skills, including those developed through the behavioral science disciplines and their synthesis of behavioral science. Worth 15% of the grade (30 points).
2. Disciplinary Assessments. Each student will prepare a paper of 3-5 pages (exclusive of references) in which they describe and assess the methodologies and state of knowledge in anthropology, psychology and sociology. They will form support teams to share information and generate ideas. The textbook and its references are the basis of class discussion. Worth 15% of the grade (30 points).
3. Final Exam/Completed Portfolio. Each student will complete a professional portfolio as their final exam. It will include a resume, the skills assessment, the disciplinary assessment, and a two page synthesis of behavioral science as a distinctive, particular perspective on human behavior. Worth 45% of the grade the behavioral science synthesis. (100 points).

4. Case Study Presentation. Each student, working as a member of a team, will prepare an analysis of one of four 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-cut disciplinary concerns such as 1) teacher-family relations, and counseling, 2) immigration and less-than-optimal schools, 3) the ecology of “individual” achievement, and 4) policy implications and the workforce. You will produce a 20 minute powerpoint presentation and submit a copy of that presentation to the instructor. Worth 20% of the grade (50 points as team score including presentation skills).
5. Participation. Each student will participate fully in both in class exercises and out of class collaborative work with members of their case study team. Worth 10% of the grade (20 points).

## **University Policies**

### **Academic integrity**

Students should know that the University’s Academic Integrity Policy is available at [http://www.sa.sjsu.edu/download/judicial\\_affairs/Academic\\_Integrity\\_Policy\\_S07-2.pdf](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](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.

# Anthropology, Psychology, Sociology 193

## Section 1

### Behavioral Science in Practice, Spring 2009

### Course Schedule

#### COURSE LOGISTICS AND CALENDAR

This one unit class meets for five sessions. Each session is organized around one or more of the three course themes: (1) assessing the disciplines, (2) synthesizing behavioral science through application, and (3) portfolio development.

- First, students will be given a structure 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 professional portfolios based partially on materials they produce for their disciplinary assessments and behavioral syntheses. The portfolios will help the university understand what Behavioral Science students learn as well as the student's transition to graduate education or career.

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan. 23, 2009	<p>(Using transcripts and other materials brought to class)</p> <p><u>Synthesis Through Application</u></p> <p>Explain the case study method</p> <p>Brainstorm the idea of behavioral science</p> <p>Homework, read online Kin and Immigration briefs</p> <p>Read Suarez-Orozco chapters Introduction-3.</p> <p><u>Assessment of Disciplines</u></p> <p>Library search for anthropology, psychology &amp; sociology</p> <p>Form assessment support teams</p> <p>Homework: Teams do research for assessments of the three disciplines</p> <p><u>Portfolio Development</u></p> <p>Discuss resume preparation, statement of skills and abilities</p> <p>Review the portfolio preparation process</p> <p>Homework: Each student drafts resume &amp; statement of skills</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		and abilities
2	January 30	<u>Interdisciplinary Graduate Education</u> Brainstorm possibilities for continuing Behavioral Science approach in graduate school <u>Assessment of Disciplines</u> Support team workshops to share assessments, brainstorm skills & knowledge Homework: Work on Disciplinary Assessment Statement <u>Synthesis Through Application</u> Create presentation teams and chose topical areas, Synthesis through Application Assignment distributed Read Suarez-Orozco chapters 4-6 <u>Portfolio Development</u> <b>Due: Submit <i>drafts</i> of resume and statement of skills and abilities</b>
3	February 6	<u>Synthesis Through Application</u> Discuss topical issues in presentation teams and plan presentations Read Suarez-Orozco chapters 7-Conclusion <u>Portfolio Development</u> <b>Due: Submit <i>draft</i> of Disciplinary Assessments</b>
4	February 13	<u>Synthesis Through Application</u> Continued analysis of topical areas, finalize plans for presentation
5	[no class February 20] Meet February 27	<u>Synthesis Through Application</u> Presentations of topical analyses <u>Portfolio Development</u> Behavioral Science Synthesis discussion <b>Due: In-class 30 minute team presentations</b>
Final Exam	Take-home	Submit <b>two</b> copies of completed portfolios with resume, Skills Assessment, Disciplinary Assessments, Behavioral Science Synthesis. <b>Due February 27 in class</b>