

San José State University
College of Social Sciences
Anthropology, Psychology, Sociology 193, Section 1
Behavioral Science in Practice, Spring 2011

Instructor:	Dr. Jan English-Lueck
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Office Hours:	Monday 3:00-4:00 Tuesday, 8:00-12:00; or by appt.
Class Days/Time:	Monday, Wednesday 4:30-5:45 pm
Classroom:	Clark 303
Prerequisites:	Senior standing, declared major in Behavioral Science or Behavioral Science double major.
Course Numbers	Anthropology 27163, Psychology 28481 Sociology 28482

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 faculty and staff web link, <http://www.sjsu.edu/people/jan.english-lueck/courses/anth193> through the faculty pages for SJSU. You are responsible for regularly checking with the messaging system through MySJSU using your listed email.

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

Silicon Valley Community Foundation Immigration Issue Brief

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

Writing your CV for Graduate School

<http://gradschool.about.com/cs/curriculumvita/a/vitae.htm>

SJSU Resume Toolkit

http://www.careercenter.sjsu.edu/students/launch/Resume_covLet/resume_toolkit/resume_toolkit.html

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" to (408) 9245347 or E-mail message to Jan.English-Lueck@sjsu.edu 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 and subsequent grade degradation.

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 the APA, AAA or ASA style guides. Use manuscript style (double-spaced, no extra spacing between paragraphs, and indented paragraphs). Number your pages! Writing should be clear and correct. Accuracy, depth of understanding and effort will all be assessed. All papers should be proof-read. I suggest reading the draft aloud to catch errors and unwieldy writing. In your final portfolio appearance and correctness reflect on your competence directly.

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

This one unit class meets for the first third of the semester. 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.
1. Resume and skills assessment/cover letter. You will develop a resume for their portfolio. 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. You will present the material as an introductory letter to an employer, a graduate program or through a specific application, such as an Americorps application (question 21, http://www.americorps.gov/forms/amicorps_application.pdf) Worth 15% of the grade (30 points).
 2. Disciplinary Assessments. You 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. You will form support teams to share information and generate ideas. Your experiences and knowledge form the foundation of the paper. 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/cover letter, the disciplinary assessment, and an additional 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) school relationships with immigrant families; 2) counseling immigrant youth; 3) immigrant students in less-than-optimal schools; 4) the ecology of "individual" achievement; and 5) policy implications, from school districts to Congress and 6) adapting immigrant educational services by culture of origin. In a formal presentation you will produce a 20 minute powerpoint presentation (submit a copy of that presentation to the instructor) and a poster that highlights one or two case studies. You should be able to answer questions about your presentation 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. 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.

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Course Schedule

COURSE LOGISTICS AND CALENDAR

Week	Date	Topics, Readings, Assignments, Deadlines
1	Wednesday, January 25	<p style="text-align: center;">(Using transcripts and other materials brought to class)</p> <p><u>Synthesis Through Application</u> Explain the case study method Brainstorm the idea of behavioral science Homework, read online Immigration briefs Read Suarez-Orozco chapters Introduction- Chapter 3. Find and discuss models in website for resumes and curricula vita.</p> <p><u>Assessment of Disciplines</u> Library search for anthropology, psychology & sociology Form assessment support teams Homework: Teams do research for assessments of the three disciplines</p> <p><u>Portfolio Development</u> Discuss resume preparation, statement of skills and abilities Review the portfolio preparation process Homework: Each student finds examples of resumes to discuss and maps out statement of skills and abilities</p>
2	January 31, February 2	<p><u>Interdisciplinary Graduate Education</u> Brainstorm possibilities for continuing Behavioral Science approach in graduate school</p> <p><u>Assessment of Disciplines</u> Support team workshops to share assessments, brainstorm skills & knowledge</p> <p><u>Synthesis Through Application</u> Create presentation teams and chose topical areas, Synthesis through Application Assignment distributed Read Suarez-Orozco chapters 4-6</p>

Week	Date	Topics, Readings, Assignments, Deadlines
3	February 7, 9	<p><u>Portfolio Development</u></p> <p>Discuss presentation of self in resumes and cover letters Homework: Work on Disciplinary Assessment Statement</p> <p>Due: Submit <i>drafts</i> of resume and cover letter/statement of skills and abilities February 9</p>
4	February 14, 16	<p><u>Synthesis Through Application</u></p> <p>Discuss topical issues in presentation teams and plan presentations Read Suarez-Orozco chapters 7-Conclusion</p> <p><u>Portfolio Development</u></p> <p>Behavioral Science Synthesis discussion</p>
5	February 21, February 23	<p><u>Synthesis Through Application</u></p> <p>Continued analysis of topical areas, finalize plans for presentation, presentations of topical analyses</p> <p><u>Portfolio Development</u></p> <p>Due: Submit <i>draft</i> of Disciplinary Assessments, February 23</p>
6	February 28, March 2	<p><u>Synthesis Through Application</u></p> <p>Presentations of topical analyses</p> <p><u>Portfolio Development</u></p> <p>Adapting synthesis insights to your own pathway</p> <p>Due: In-class team presentations (March 2)</p>
7	March 7, 9	<p>Due: In-class team presentations March 7, 9</p>
Final	Take-home assessment	<p>Submit copy of completed portfolios with redrafted resume, redrafted Skills Assessment, redrafted Disciplinary Assessments, and new essay on Behavioral Science Synthesis.</p> <p>Due March 14, in Clark 459 by 5 pm</p>