

San José State University
Anthropology/Sociology/Psychology 193, Fall 2012

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, CL 204

Faculty Web Page and MYSJSU Messaging

Copies of the course materials such as the syllabus, major assignment handouts, and study guides may be found on Sandra Cate's web page at <http://www.sjsu.edu/people/sandra.cate>. You are responsible for regularly checking with the messaging system through MySJSU, and 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.

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;
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

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) portfolio 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 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.** You will develop a resume or CV for your 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/americorps_application.pdf)
 2. **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.
 3. **Disciplinary Assessments.** You will prepare a paper of 4-5 pages (exclusive of references) in which you 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.
 4. **Synthesis of Behavioral Science.** You will write a two-page synthesis of behavioral science as a distinctive, particular perspective on human behavior. In addition, each team will prepare a 2-minute “elevator speech” to effectively describe the Behavioral Sciences major to a curious colleague.
 5. **Case Study 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 1) school-immigrant family relations; 2) immigrant youth counseling; 3) immigration and less-than-optimal schools; 4) the ecology of “individual” achievement; 5) policy implications from school districts to Congress, 6) The National Dream Act, 7) State Dream Acts, and 8) Anti-Immigrant legislation. Each team will produce a 20-minute powerpoint presentation and submit a copy of that presentation to the instructor.
 6. **Questions & Participation.** Each student should plan on participating fully in both in class exercises collaborative work with members of their team—attendance will be taken on team days. In addition, each student must submit at least five discussion questions to the other teams, before team presentations begin. Questions may not be submitted after the relevant discussion (i.e., on time or not at all)
6. **Grading:** Without prior arrangement, late papers = 2 pt deduction for each class day late

Resumé	10 (draft)
Skills Assessment	10 (draft)
Disciplinary Assessment	10 (draft)
2-page Synthesis	10 (draft)
Final Portfolio (=final exam)	100
Informational Interview report	25
Team Presentations (50 x 2)	100
Questions (5 x 2 points)	10
<u>Participation</u>	<u>25</u>
Total points	300 points

Points into Grades

A+ = 294-300, A = 279-293, A- = 270-278

B+ = 264-269, B = 249-263, B- = 240-248

C+ = 234-239, C = 219-233, C- = 210-218

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

August 23 COURSE INTRODUCTION

PROFESSIONAL DEVELOPMENT

August 28 Brainstorming: Review of the Behavioral Sciences
Form Support Teams

August 30 Guest: Representative, SJSU Career Center

September 4 Professional Development
Homework: Each student brings in transcripts, examples of resumes and/or CVs to discuss and map out statement of skills and abilities, see class website for resources
Teams: Discuss resumé preparation, statement of skills and abilities

September 6 Disciplinary Assessments
Teams share assessments, brainstorm skills and knowledge for presentations

September 11 Professional Development
Homework: Bring in draft of resumé or CV and statement of skills
Teams: peer review drafts

September 13 Disciplinary Assessments:
Teams share assessments, brainstorm skills and knowledge for presentations

September 18 Professional Development
Guest Speaker(s) – Applying behavioral sciences “out in the world”
Due: Revised drafts of Resumé or Curriculum Vita, Statement of Skills and Abilities

September 20 Team-led Discussion: The Scientific Method

September 25 Graduate School? The Prospects and Process
Guest Speaker

September 27 Team-led discussion: Psychology

October 2 Team Presentation: Sociology
Due: Final Version, Resumé or Curriculum Vita, Statement of Skills and Abilities

October 4 Team-led discussion: Anthropology

DEVELOPING A SYNTHESIS OF THE BEHAVIORAL SCIENCES

October 9 The Behavioral Science Elevator Speech
Teams work on developing a 2-minute summary of Behavioral Sciences

October 11	Elevator Speech Competition
October 16	Introduction to Immigration Form Presentation Teams, choose topics Read: Silicon Valley Community Foundation Immigration Issue Brief (link on class website) Due: Draft of Disciplinary Assessments Statement
October 18	Video: <i>Sin Nombre</i> (96 minutes)
October 23	Finish <i>Sin Nombre</i> and discussion Read Chiswick, “Ten Top Myths and Fallacies Regarding Immigration” (class website)
October 25	Teams: Research strategies for presentations Read Suarez-Orozco, Introduction-Chapter 2
October 30	Teams: Discuss topics, plan presentations Read Suarez-Orozco, Chapters 3-4 Due: Final version of Disciplinary Assessments Statement
November 1	Discuss Behavioral Science Synthesis Read: Suarez-Orozco, Chapters 5-6
November 6	<u>Professional Development</u> Reports on Informational Interviews
November 8	Video and discussion: <i>The Namesake</i> Read: Suarez-Orozco, Chapters 7-8, Conclusion
November 13	Finish <i>The Namesake</i> , Discussion In-class video response
November 15	Teams: Discuss topics, plan presentations Due: Draft of Behavioral Science Synthesis
November 20	Teams: Finalize presentations
November 22	THANKSGIVING!
November 27, 29, December 4, 6	Team presentations of immigration issues
December 6	Final Exam: Submit copy of finished portfolio: final resumé (or CV), final cover letter, revised Disciplinary Assessments paper, revised Behavioral Science Synthesis paper