

San José State University
Anthropology Department
ANTH/PSYC/SOCI 193: Behavioral Science in Practice (Section 1)
Spring 2016

Course and Contact Information

Instructor:	Dr. Jan English-Lueck
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Office Hours:	Tuesday, Thursday 10:30-11:30, Wednesday 1:30-2:45 or by appointment
Class Days/Time:	Tuesday, Thursday 9:00-10:15 am
Classroom:	WSQ 004
Prerequisites:	Senior standing and declared major in either Behavioral Science or Behavioral Science double major

Course Format

The course is supported by Canvas and access to the Internet is desirable for full participation.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page at <http://www.sjsu.edu/people/Jan.English-Lueck> and the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor) to learn of any updates.

Dr. Jan English-Lueck is a Professor of Anthropology and a Distinguished Fellow at the Institute for the Future. English-Lueck has written ethnographies about cultural futures ranging from California's alternative healers to China's scientists, including *Health in the New Age*. She is a participant in Google's Innovation Lab for Food Experiences. She is past President of the Southwestern Anthropological Association and President-Elect for the Society for the Anthropology of Work. English-Lueck is also the author of several books on Silicon Valley including *Cultures@SiliconValley*, winner of the American Anthropological Association's 2006 Diana Forsythe Prize for the anthropology of science and technology, *Busier than Ever! Why American Families can't Slow Down* (with Charles Darrach and James Freeman), and *Being and Well-being: Health and the Working Bodies of Silicon Valley*.

Course Description

This course is designed as a workshop for Behavioral Science majors. The objective is to review theories, methods, and new developments in the three disciplines that make up the Behavioral Science major:

anthropology, psychology, and sociology. Another objective of the course is to assist you in professional development. To accomplish this, you will participate in a number of activities with the goal of sharpening your analytic skills and your ability to clearly articulate your behavioral science expertise to potential employers and graduate program committees. You will also prepare materials relevant to your future careers, namely resumes and curricula vitae.

This class will reflect on critical issues within behavioral science. This semester, we will focus upon the anthropological, psychological, and social impacts of new digital technologies using an interdisciplinary approach. In order to reflect this approach, you will prepare written analyses and participate in a presentation related to the topic. Assignments and presentations are designed to integrate and synthesize knowledge from anthropology, psychology, and sociology, and to apply that perspective to real world issues and problems.

Learning Outcomes

Program Learning Outcomes for Behavioral Science (PLO)

Students who successfully complete this major will be able to:

PLO 1. Synthesize perspectives from the fields of anthropology, psychology and sociology.

PLO 2. Apply perspectives from behavioral sciences to a student's own career plans and apply perspectives from behavioral sciences to social problems.

Course Learning Outcomes (CLO)

Students who successfully complete this course will be able to:

CLO 1. Assess the major methodologies and contributions of anthropology, psychology, and sociology to a better understanding of human behavior;

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

CLO 3. Access important sources of information relevant about the behavioral sciences and relevant data;

CLO 4. Synthesize the disciplines of anthropology, psychology, and sociology in support of professional career development; and

CLO 5. Prepare a portfolio that will support the transition to a professional education or career.

Required Texts/Readings

Textbook

This semester we will be using the following text:

Alone Together by Sherry Turkle. In addition, there will be several required articles/websites available on Canvas.

Library Liaison

Your resource Librarian is Silke Higgins, (408) 808-2118, Silke.Higgins@sjsu.edu.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Assignments for this course include the following:

1. Resume and skills assessment. You will prepare either a resume or a curriculum vita (CV). You will also prepare a skills assessment which describes your past work experience, internships, academic courses, etc. These documents will be reviewed in peer groups in class. (40 points, 20% of final grade. CLO 5)
2. Synthesis of behavioral science. Each student--working as a member of a team--will write a two page synthesis of behavioral science as a distinctive, particular perspective on human behavior. Each team will prepare a two minute "elevator speech" to describe the Behavioral Science major to an uninformed colleague. (20 points, 10% of final grade. CLO 4)
3. Disciplinary assessment. Each student is expected to write an academic research paper that describes and assesses the significance of behavioral science perspectives on an issue of his or her choice. The paper should integrate contributions to our understanding of the topic from anthropological, psychological, and sociological journals. Drafts of papers will be reviewed by peers in class before final submission. (20 points, 10% of final grade. CLOs 2 and 3)
4. 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 a two page summary of your results. (20 points, 10% of final grade. CLO 2 and 5)
5. Case study. Each student--working as a member of a team--will analyze one of several topics that emerge from the readings and class discussion. This semester, the cases will be drawn from the Turkle book in comparison to our own region. Topics will include cross-cutting disciplinary issues. Each team will create a 20-minute slide presentation and submit a copy of the slides to the instructor. (30 points, 15% of final grade. CLO 1 and 2)
6. Final exam and portfolio. At the end of the semester you will be expected to compile the materials you have prepared for this course and submit them as a portfolio. More information will be given to you during the fourth week of class about this assignment. (40 points, 20% of final grade. CLO 5)
7. Class participation. At the end of the semester, the instructor will assign each student a participation grade based upon his or her involvement in class activities and discussions. Students who do not fully participate (due to tardiness, absence, etc.) will be penalized accordingly. If you notify the instructor the day of the absence by email or phone, you may be excused if the reason is appropriate and if the privilege is not abused. (30 points, 15% of final grade. CLOs 1, 2, 3, 4 and 5)

All assignments must be completed in order to pass. I will not accept late assignments nor will I administer makeup exams unless documents can be presented as evidence of illness, death in family, jury duty, etc.

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but

because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Grading Policy

Incompletes

Incomplete grades will be granted only if the instructor has been notified and has approved. At least 75% of the class work must have been completed to get an incomplete. Students with missing major assignments will receive a WU (an Unauthorized Withdrawal). **NO WORK WILL BE ACCEPTED AFTER THE FINAL!!!**

Notification of Grades

If you wish to know your final grade before grade reports are issued e-mail a grade request (please do not phone). You may also track your grade in Canvas.

Marking Criteria

A+ 98-100%

A 94-97 %

A- 90-93%

An "A" demonstrates originality, not merely efficient memory, addresses the tasks effectively, shows effective organization and logical argumentation, uses clear, appropriate and accurate examples and a high level of writing competence and knowledge. Completes the task and consistently does extra work that is self-initiated.

B+ 88-89%

B 84-87%

B- 80-83%

A "B" may show a good level of competence and may even reflect exactly what was discussed in class and texts, but does not contribute original knowledge. It shows uneven development of tasks. Work may be generally well organized, use appropriate examples, display facility in argumentation, with a few gaps, and demonstrates a good level of writing and knowledge. Completes the task and does some extra work guided by the instructor.

C+ 78-79%

C 74-77%

C- 70-73%

A "C" may show a fair level of competence, but may be uneven. Work will address the task adequately, but only with parts of the task. It is adequately organized and may occasionally use examples. Argumentation may be inconsistent and writing and knowledge competence may be unclear. Language may be inappropriately informal in parts of assignment.

D+ 68-69%

D 64-67%

D- 60-63%

F < 60%

A "D" will demonstrate poor competence with inadequate organization, task and argumentation development and inappropriate examples. It will display difficulty in using adequate academic language and errors in knowledge will be in evidence. A failure will only occur if no effort is made to address the assignment.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Classroom Protocol

There is no ban on devices, but I expect them to be on mute and used only in conjunction with class activities. No device use during films since they are distracting to the rest of the classroom. Class will begin on time, and a professional tone is to be adopted during discussions and communications. Team members will contribute with appropriate effort and timely communication to their peers.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view [University Policy S90–5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf> and SJSU current semester’s [Policies and Procedures](http://info.sjsu.edu/static/catalog/policies.html), at <http://info.sjsu.edu/static/catalog/policies.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

“Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. 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.”

It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.

In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

“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.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires 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 [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide

variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to



scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

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Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
		PART I: PROFESSIONAL DEVELOPMENT
1	Jan. 27	<u>Syllabus Review and Course Policies</u> No required readings
2	Feb. 2	<u>Introduction: Review of the Behavioral Sciences</u> Workshop: Disciplinary team assignments. Warm-up exercise for disciplines.
2	Feb. 4	<u>Professional Development</u> Homework: Each student submits an informal transcript (with grades redacted), and one example of a resume or CV. Be prepared to discuss and outline statement of skills and abilities. Workshop: Disciplinary teams discuss resume preparation and write statement of skills and abilities. Read Searching for Work in the Digital Era
3	Feb. 10	<u>Disciplinary Assessments</u> Workshop: Disciplinary teams share assessments, brainstorm skills and knowledge for presentations. Part of this class session will be dedicated to brainstorming resumes and/or CVs.
3	Feb. 12	<u>Professional Development</u> Homework: Submit draft of resume or CV and statement of skills. Workshop: Disciplinary teams conduct peer reviews of draft resumes and CVs. DUE: Draft resumes and CVs
4	Feb. 16	<u>Disciplinary Assessments</u> Workshop: Disciplinary teams share assessments, brainstorm skills and knowledge for presentations. Guest speaker: Applying behavioral sciences in the "real world."
4	Feb. 18	<u>Professional Development</u> Guest speaker: Representative from SJSU Career Center
5	Feb. 23	<u>Professional Development</u> Workshop: Writing effective cover letters.
5	Feb. 25	<u>Graduate School: Programs, Prospects, and Process</u> Guest speaker: Applying to graduate programs.
6	Mar. 1	<u>Disciplinary Assessments</u> Workshop: Final preparation for disciplinary team-led discussions
6	Mar. 3	<u>Disciplinary Team-Led Discussion: Anthropology and Psychology</u>
7	Mar. 8	<u>Disciplinary Team-Led Discussion: Sociology</u> DUE: Final draft of Resume or CV, final draft of Statement of Skills and Abilities, final draft of Cover Letter
		PART II: SYNTHESIZING THE BEHAVIORAL SCIENCES

Week	Date	Topics, Readings, Assignments, Deadlines
7	Mar. 10	<u>Summarizing Behavioral Sciences: The "Elevator Speech"</u> Workshop: Teams work on developing a two-minute summary of behavioral sciences.
8	Mar. 15	<u>Presentation of "Elevator Speeches"</u> DUE: "Elevator Speech" synthesis paper
8	Mar. 17	<u>Introduction to the New Digital Technologies</u> Read Teens, Technology and Friendships Pp. 1-30 and watch Generation Text. DUE: Rough draft of disciplinary assessment statement
9	Mar. 22	<u>Examining the New Digital Technologies</u> Film: Hey Watch This! Sharing the Self Through Media, a film by Patricia Lange Read: Part 3 of an interview with Patricia Lange .
9	Mar. 24	<u>Examining the New Digital Technologies (continued)</u> Discuss film and readings. Homework: Informational interview DUE: Final draft of disciplinary assessment statement
		Spring Break from March 26-April 3
10	Apr. 5	<u>Planning for Case Studies</u> Read: Turkle, "Author's Note" and "Introduction" Workshop: Brainstorming research for case studies
10	Apr. 7	<u>Professional Development</u> Read: Turkle, Chapters 1-3 DUE: Rough draft of informational interview report Workshop: Synthesis team peer reviews of informational interview report
11	Apr. 12	<u>Exploring Research Methods</u> Read: Turkle, Chapters 4-6 Workshop: Preliminary analysis of research topics; developing case study research projects
11	Apr. 14	<u>Professional Development</u> Read: Turkle, Chapters 7-9 DUE: Final draft of informational interview report
12	Apr. 19	<u>More on the New Digital Technologies</u> Read: Turkle, Chapters 10-12
12	Apr. 21	<u>Putting Research Methods to Work</u> Read: Turkle, Chapters 13-14, "Conclusion," and "Epilogue" Workshop: Designing data collection strategies
13	Apr. 26	<u>Putting Research Methods to Work</u> Workshop: Designing data collection strategies
13	Apr. 28	<u>Collecting Data and Conducting Research</u> Workshop: Group research activities
14	May. 2	<u>Making Sense of Research Results</u> Workshop: Analysis and interpretation of research data
14	May 4	<u>Designing Effective Presentations</u> Workshop: Brainstorming slide presentations

Week	Date	Topics, Readings, Assignments, Deadlines
15	May 10	<u>Designing Effective Presentations</u> Workshop: Putting together case study presentations DUE: FINAL DRAFT OF CASE STUDY PRESENTATION
15	May 12	<u>Presenting Research</u> GROUP PRESENTATIONS (GROUPS 1 AND 2)
Final Exam	May 19 7:30-9:30	FINAL EXAM -- THURSDAY, DECEMBER 10 (12:15 - 2:30 PM) GROUP PRESENTATIONS (GROUPS 3 AND 4)DUE: FINAL COPY OF FINISHED PORTFOLIO, INCLUDING: (1) FINAL RESUME OR CV; (2) REVISED DISCIPLINARY ASSESSMENT PAPER; (3) REVISED BEHAVIORAL SCIENCE SYNTHESIS PAPER; (4) REVISED COVER LETTER; (5) REVISED INFORMATIONAL INTERVIEW.