

San José State University
Department of Anthropology
ANTH/PSYC/SOCI 193-80: Behavioral Science in Practice
Spring 2023 Semester

COURSE AND CONTACT INFORMATION

Instructor: A.J. Faas, Ph.D.

Email: aj.faas@sjsu.edu

Office Hours: Mondays and Wednesdays, 3-5pm, <https://sjsu.zoom.us/j/89630232654>, no appointment – you will enter a waiting room and be admitted in the order in which you arrive

Class Days/Time: MW 6:00 PM – 7:15 PM

Classroom: Online Synchronous - <https://sjsu.zoom.us/j/85380029789>

Prerequisites: Senior standing (90 or more units) AND declared major in Behavioral Science or Behavioral Science double major

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 or 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.

COURSE FORMAT

Online Course This course adopts an online classroom delivery format. The course will require students to use devices to access to the Canvas learning platform using a computer, tablet, or phone. See University Policy F13-2 at <http://www.sjsu.edu/senate/docs/F13-2.pdf> for more details.

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

Turkle, Sherry. 2012. *Alone Together: Why We Expect More from Technology and Less from Each Other*. Basic Books. ISBN: 0465031463. (Any edition is acceptable)

COURSE REQUIREMENTS AND ASSIGNMENTS

Unless otherwise notes, all assignments must be submitted via **Canvas in PDF or Word Format**.

- 1. Case study (20% of Final Grade).** 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, students will draw cases from Turkle's book *Alone Together* and examine them locally. Case study topics include cross-cutting disciplinary issues. Each team will create a 15-minute slide presentation or video for the class. Submit a copy to the instructor.

Peer Evaluation. Each student will be evaluated by their peers based on their performance, participation, and communication. **Peer evaluations carry the weight of 15 points from the Case Study total score.**

- 2. Resume, cover letter, and LinkedIn (20% of final grade).** As part of this course, students will create their own resumes following the guidelines available on the SJSU Career Center Website. SJSU Career Center Resume and Cover Letter Guide, pages 12-15. Available at: http://www.sjsu.edu/careercenter/students/launch-your-career/Guide_Resume.pdf. Students will prepare a resume that shows their past work experience, internships, academic courses, etc. Students will also prepare and submit a cover letter to a hypothetical future employer. Students will also work with peers to create and/or improve their LinkedIn page. LinkedIn pages must be included on resumes. These documents will be reviewed in peer groups during our online sessions. (Resume: 20 points; Cover Letter: 10 points; LinkedIn Page: 10 points)
- 3. Elevator Pitch (5% of final grade).** Each student will prepare and present a one-minute "elevator pitch" (2-pages) to describe their Behavioral Science major to an uninformed colleague.
- 4. Mock Interviews (5% of final grade).** You will be interviewed by Employment Coaches to answer three or more interview questions for a fictitious job position. You will receive live feedback from them.
- 5. Informational interview (10% of final grade).** You will conduct a 30–60-minute informational interview with a person working in a field or organization in which you are interested and write a three-page summary of your results.
- 6. Final exam and portfolio (20% of final grade).** 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.
- 7. Group Discussion Assignments (10% of final grade):** These assignments engage critical thinking about themes covered in class. I will share discussion questions at the conclusion of each class meeting. You should come to the following class meeting prepared to discuss these questions critically with reference to assigned readings and lectures. You will turn in a short paragraph with your conclusions that will be written during class on the Canvas discussion module.
- 8. Class Participation (10% of final grade).** Students are required to have completed assigned readings by the date indicated in the course schedule (see schedule below) and be prepared to discuss the material in class, either in group discussion or class-wide question and answer. You are expected to be respectful of other students, the professor, and opinions, be mindful and courteous in your participation, and avoid dominating discussions.

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

According to University Policy S16-9, Course Syllabi (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), “Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.”

FINAL EXAMINATION OR EVALUATION

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.

For more information about SJSU's final exam policy, see University policy S17-1 (<http://www.sjsu.edu/senate/docs/S17-1.pdf>). Among other things, it states: “Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.”

GRADING INFORMATION

Several different factors will go into the assessment and grading of assignments. These include: (1) ability to follow templates and instructions provided in Canvas or via email; (2) careful attention to detail on written assignments, such as spelling, punctuation, grammar, etc.; (3) ability to access research materials and incorporate them into written assignments and presentations; (4) active and engaged participation (in group activities and online discussions); and (5) ability to verbally present information in a clear, concise, and accurate manner.

DETERMINATION OF GRADES

Grades will be determined according to the following grading scale:

A plus 98>, *A* 94-97, *A minus* 90-93

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

B plus 88-89, *B* 84-87, *B minus* 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.

C plus 78-79, *C* 74-77, *C minus* 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 plus 68-69, *D* 64-67, *D minus* 60-63,

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.

F < 60

A failure will only occur if the work performed does not correspond to assignment guidelines or does not meet basic assignment criteria.

See section on Course Requirements and Assignments above for percentage weight of assignments, and for penalties associated with late or missed work.

ONLINE NETIQUETTE AND PROTOCOLS

When posting on the discussion boards and chat rooms, it is important to understand how to interact with one another online, netiquette. You can read more about the rules of netiquette at <http://www.albion.com/netiquette/index.html>

Because this class will meet via Zoom, it is **required to be on camera while session is running, guest speakers are present, and during breakout rooms**. If you are dealing with technical difficulties, let the instructor know. Make sure that “Off Camera” does not become a habit.

Please “**Mute**” yourself when joining the sessions and after sharing your views. Also, **it is required that your full name is on display online, otherwise you will not be allowed in the sessions**.

Be respectful of your peers when providing constructive criticism. Our online sessions are to support and build each other up.

UNIVERSITY POLICIES

Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/> Make sure to review these university policies and resources with students.

**ANTH/PSYC/SOCI 193 Sec. 1: Behavioral Science in Practice
Spring 2023 Course Schedule**

Schedule and activities are subject to change with fair notice.

**You will meet with your peers at the same online time/date. Work independently.*

Must watch films and complete readings prior to sessions. Extra readings will be sent out via email and Canvas.

DATE	TOPICS, READINGS, ASSIGNMENTS, TESTS, GROUP PROJECTS, DEADLINES
PART I - SYNTHESIZING THE BEHAVIORAL SCIENCES	
01/25	<i>Syllabus Review and Course Policies</i>
01/30	<i>New Digital Technologies</i> <u>Read:</u> <ol style="list-style-type: none"> N. Carr, "Is Google Making Us Stupid?" T. Friedman, "Revolution Hits Universities"
02/01	<i>New Digital Technologies</i> BREAKOUT ROOM DISCUSSION: "Generation Like." <u>Read/Watch:</u> <ol style="list-style-type: none"> Film: "Generation Like" Book: Turkle, "Author's Note" and "Introduction"
02/06	<i>Methods in Behavioral Science</i> <u>Read:</u> <ol style="list-style-type: none"> Report Part Title: Implementing Customer Service in Health and Human Services Through Technology (available on Canvas) "Why a Mexican Village's DIY Cellphone Network Matters" by Roberto Gonzalez (available on Canvas) Book: Turkle, Chapters 1-2
02/08	<i>Planning for Case Study & Group Assignment</i> <u>Read:</u> <ol style="list-style-type: none"> "Anthropology and Social Media"
02/13	<i>Exploring Research Topics</i> <i>Workshop:</i> Preliminary analysis of research topics; developing case study research projects <i>Homework:</i> Group Assignment on Social Science Methods <u>Read:</u> <ol style="list-style-type: none"> Turkle, Chapters 3-4
02/15	<i>Synthesis – Rapid Research (Anthropology, Sociology, Psychology)</i>

02/20	<p><i>Rapid Research Presentation</i> <i>Groups:</i> Anthropology, Sociology, Psychology <i>Homework:</i> Research Project – Topics</p>
02/22	<p><i>Exploring Research Methods</i> <i>Workshop:</i> Preliminary analysis of research methods; selecting research methods for projects <u>Read:</u> 1. Turkle, Chapters 5-7 <i>Homework:</i> Research Project – Methods</p>
02/27	<p><i>New Digital Technologies</i> <u>Read/Watch:</u> 1. Turkle, Chapters 8-11 DRAFT DUE: Case Study Topic & Methods</p>
03/01	<p><i>New Digital Technologies</i> BREAKOUT ROOM DISCUSSION: More on the New Digital Technologies <i>Workshop:</i> Designing data collection strategies & Putting Research Methods to Work <i>Homework:</i> Research Project – Data</p>
03/06	<p><i>Social Science in Industry</i> <i>Guest Lecture:</i> Jasmine Low (Waymo) <u>Read:</u> 1. Turkle, Chapters 12-14</p>
03/08	<p><i>Making Sense of Research Results</i> Workshop: Analysis and interpretation of research data <u>Read:</u> 1. Turkle, "Conclusion" and "Epilogue"</p>
03/13	* INDEPENDENT WORKSHOP – CASE STUDY
03/15	* INDEPENDENT WORKSHOP – CASE STUDY
03/20	CASE STUDY PRESENTATIONS: GROUPS 1, 2, 3
03/22	CASE STUDY PRESENTATIONS: GROUPS 4, 5, 6
03/27-03/31	NO CLASS: SPRING BREAK and Cesar Chavez Day

PART II: PROFESSIONAL DEVELOPMENT	
04/03	<p>Careers</p> <p><i>Guest Lecture:</i> SJSU Career Center on Careers</p> <p><u>Watch:</u></p> <ol style="list-style-type: none"> 1. Everything You Need To Know About Generation Y 2. How Generation Z Will Change the World According to Experts
04/05	<p>Professional Development</p> <p><i>Guest Lecture:</i> Know Your Rights in the Field by Nina Zamora</p> <p>Peer Review Elevator Pitch</p>
04/10	<p>Resume Building #1 – Highlighting Research Projects and Social Science Skills</p> <p><i>Guest Lecture:</i> SJSU Career Center on Resumes</p> <p>BREAKOUT ROOM: Team Workshop – Reviewing Resumes</p> <p><u>Read:</u></p> <ol style="list-style-type: none"> 1. SJSU Career Center Resume Guide <p>DUE – ELEVATOR PITCH</p>
04/12	<p>Resume Building #2 – Professional Network / Branding (LinkedIn)</p> <p>BREAKOUT ROOM: Team Workshop – Reviewing Resumes</p> <ol style="list-style-type: none"> 1. Young People Are Going to Save Us All From Office Life
04/17	<p>Communication Strategies: Social Science in different fields</p> <p><i>Guest Lecture:</i> SJSU Career Center on LinkedIn</p> <p><u>Read/Watch:</u></p> <ol style="list-style-type: none"> 1. Why Aren't We Talking About LinkedIn? 2. Film: The Impostor Syndrome <p>DUE: INFORMATIONAL INTERVIEW</p>
04/19	<p>Graduate School</p> <p><u>Read:</u></p> <ol style="list-style-type: none"> 1. SJSU MA Program in Applied Anthropology: Graduate Alumni Profiles (min. 10)
04/24	<p>Resume Building Workshop #1: Employment Coaches</p> <p>Coaches: Zachary Schroeder, Dan Hillman, Marc Jedel, Nina Zamora</p>
04/26	<p>Resume Building Workshop #2: Employment Coaches</p> <p>Coaches: Zachary Schroeder, Dan Hillman, Marc Jedel, Nina Zamora</p> <p>DUE: RESUME / COVER LETTER/ ADD LINKEDIN LINK ON RESUME</p>
05/01	<p>Workshop: Behavioral Science Self-Assessments</p>

05/03	<i>*INDEPENDENT WORK – Preparing for Mock Interviews</i>
05/08	DUE - MOCK INTERVIEW SESSIONS (Group 1 & 2) Conducted by: Behavioral Science Graduates and Employment Coaches
05/10	DUE - MOCK INTERVIEW SESSIONS (Group 3 & 4) Conducted by: Behavioral Science Graduates and Employment Coaches
05/15	<i>*INDEPENDENT WORK – FINAL</i>
05/22	FINAL DUE ON CANVAS BY 12:15 PM