

San José State University
Anthropology/Sociology/Psychology 193, Fall 2013

BEHAVIORAL SCIENCES IN PRACTICE

Instructor: Dr. Sandra Cate
Office Location: Clark 463
Telephone: 408-924-5714
Email: Sandra.Cate@sjsu.edu
Office Hours: TR 1200-1330 or by appointment
Class Time/Location: Section 1: TR 1030-1145, Clark 310

Faculty Web Page and MYSJSU Messaging

Course materials such as the syllabus, major assignment handouts, and important resources and links may be found on Canvas, www.instructure.sjsu.com. You are automatically set up in Canvas, just use your regular SJSU login name and password. You are responsible for regularly checking with the messaging system through Canvas or MySJSU; 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 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.

Students will have the option of participating in TOUCCh, a service project relating to Behavioral Sciences and immigration. TOUCCh provides mentors to farmworker children; activities are available both on and off campus. Details to be provided in class.

Prerequisites

Senior standing, declared major in Behavioral Science or Behavioral Science double major.

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; (readings, Team Presentations, Disciplinary Assessment Paper)
2. Apply the disciplinary perspectives of the behavioral sciences to case studies at individual, organizational, community and global levels; (Team Presentations, Disciplinary Assessment Paper)
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

Jan English-Lueck, Sandra Cate, *Behavioral Science in Practice*. McGraw-Hill (2011) (recommended)
 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 Canvas

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 COURSEWORK

Disciplinary Teams. Each one of nine teams will present to the class a 20-minute reviews of one of the following: Anthropology Theory, Methods, or Frontiers/Applications; Sociology Theory, Methods, or Frontiers/Applications; and Psychology Theory, Methods, or Frontiers/ Applications. This presentation is worth 50 points.

Disciplinary Assessment Paper. Each student will prepare a 5-6 page academic research paper that describes and assesses the significance of Behavioral Science perspectives on a single issue (your choice!). Each paper will integrate contributions to our understanding of this topic from anthropological, psychological **and** sociological journals. You will upload your paper onto Canvas, which automatically sends it through turnitin.com, but will submit a hard copy to me. We will peer review these papers in class, before submission. The final paper will be worth 100 points.

Resume and skills assessment. You will write a resume or CV. You will also prepare a Skills Assessment list based on past work experiences, volunteer/intern positions, and academic courses. WE will do peer reviews of these documents in class. The final products are worth 25 points each.

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. This exercise will be worth 25 points.

Synthesis of Behavioral Science. In a class competition, each team will prepare a 2-minute “elevator speech” to effectively describe the Behavioral Sciences major to a curious colleague. Winning team(s) earn extra credit.

Movie responses. We will watch two films on immigration issues: *Sin Nombre* and *The Namesake*. You will write a 2-page response paper for each film, analyzing one issue in the film from one perspective from psychology, sociology or anthropology. Each movie response is worth 10 points.

Reading Quizzes/TOUCCh. You will take five on-line reading quizzes, each consisting of 5 questions, for a total of 5 points each quiz. The quizzes will be timed at 20-minutes each and must be completed before the class for which the chapters are assigned. TOUCCh participants will receive 10 points after submitting their completed and signed time-sheet, and take two reading quizzes.

Immigration 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 school-immigrant family relations; immigrant youth counseling; immigration and less-than-optimal schools; the ecology of “individual” achievement; policy implications from school districts to Congress, the National Dream Act, Immigration Politics; Anti-Immigrant legislation; and TOUCCh observations. Each team will produce a 20-minute Powerpoint or Prezi presentation and submit a copy of that presentation to the instructor, worth 50 points.

Participation. Each student should plan on participating fully in both in class exercises, peer reviews, and collaborative work with members of their team. Attendance will be taken on team days.

Grading: Without prior arrangement, late papers = 2 pt. deduction for each class day late.

Resumé	25
Skills Assessment list	25
Disciplinary Assessment paper	100
Informational Interview report	20
Team Presentations (50 x 2)	100
Movie responses (2 x 10)	20
Readings Quizzes (4 x 5 points)	20
TOUCCh participation (optional) 10	
Attendance	40
Final Exam	50

Total points	400 points
---------------------	-------------------

Points into Grades

A+	=	392 - 400 points
A	=	372 - 391.5
A-	=	360 - 371.5
B+	=	348 - 359.5
B	=	332 - 347.5
B-	=	320 - 331.5
C+	=	308 - 319.5
C	=	292 - 307.5
C-	=	280 - 291.5, etc.

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

SECTION I: DISCIPLINARY ASSESSMENT

Aug. 22	Course Introduction
Aug. 27	Brainstorming: Review of the Behavioral Sciences
Aug. 29	Contemporary Issues in Anthropology, Psychology, Sociology (videos)
Sept. 3	Form Disciplinary Assessment Teams Teams share brainstorm skills and knowledge for presentations
Sept. 5	Teams plan and practice presentations DUE: One-paragraph proposal for Disciplinary Assessments Paper
Sept. 10	Teams plan and practice presentations
Sept. 12	Team-led discussion: Psychology
Sept. 17	Team Presentation: Sociology DUE: List of Sources for Disciplinary Assessments Paper
Sept. 19	Team-led discussion: Anthropology In-class: Team Peer Evaluations

SECTION II: BEHAVIORAL SCIENCES CASE STUDY-IMMIGRATION

Sept. 24	Lecture: Introduction to Immigration Read: Silicon Valley Community Foundation Immigration Issue Brief (link on Canvas); Chiswick, "Ten Top Myths and Fallacies Regarding Immigration" (on Canvas) Online READING QUIZ #1– due by class time
Sept. 26	Lecture: Immigration Issues, cont. Form Immigration Teams, choose topics
Oct. 1	Video: <i>Sin Nombre</i> Read Suarez-Orozco, Introduction-Chapter 2 Online READING QUIZ #2– due by class time
Oct. 3	Finish <i>Sin Nombre</i> Teams: Research strategies for presentations DUE: Upload Disciplinary Assessments Paper to Canvas

- Oct. 8** Teams: Discuss topics, plan presentations
Read Suarez-Orozco, Chapters 3-4
Online READING QUIZ #3– due by class time
DUE: *Sin Nombre* response
- Oct. 10** Video: *The Namesake*
Read: Suarez-Orozco, Chapters 5-6
Online READING QUIZ #4– due by class time
- Oct. 15** Finish *The Namesake*, Discussion
Teams: Plan presentations
DUE IN CLASS: *Final Disciplinary Assessments Paper*
- Oct. 17** Teams: Finalize and practice presentations
Read: Suarez-Orozco, Chapters 7-8, Conclusion
Online READING QUIZ #5– due by class time
- Oct. 22** Immigration Presentations
DUE: *The Namesake* response
- Oct. 24** Immigration Presentations
In-class: Team Peer Evaluations

SECTION 3: PROFESSIONAL DEVELOPMENT

- Oct. 29** Visit with Moira Kolasinski, SJSU Career Center
- Oct. 31** Form Support Teams
Teams: Developing Job Strategies
- Nov. 5** Teams: Finding the Jobs, Deciphering the Job Description
- Nov. 7** Homework: bring in college transcripts, information about past employment, volunteer work, internships, other activities
Teams: Skills Assessment database
- Nov. 12** Working in the Behavioral Sciences
Guest Speaker: TBA
- Nov. 14** Homework: Bring in sample (or real) resumes and/or CV, discuss
Teams: Develop the resume
Peer Review in class: Skills Assessment
- Nov. 19** Graduate School? The Prospects and Process
Guest Speaker: TBA

Nov. 21 Teams: Writing the Cover Letter
Peer Review in class: Résumé or CV

Nov. 26 Working in the Behavioral Sciences
Guest Speaker: TBA
DUE: Final Resume or CV, Skills Assessment

Nov. 28: **THANKSGIVING !!!**

Dec. 3 The Behavioral Science Elevator Speech
Teams work on developing a 2-minute summary of Behavioral Sciences
DUE: Informational Interview Summaries

Dec. 5 Elevator Speech Competition: Practice and Performance
Course Wrap-up

FINAL EXAM: **Wednesday, December 11, 0945-1200**