

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

BEHAVIORAL SCIENCES IN PRACTICE

Instructor: Dr. Sandra Cate
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Office Hours: TR 1030-1130, 1500-1600, or by appointment
Class Time/Location: TR 1330-1445, WSQ 004

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 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.

Prerequisites

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

Course Focus

The focus of the class will 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 and participate in a presentation 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 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

Jan English-Lueck, Sandra Cate, *Behavioral Science in Practice*. McGraw-Hill (2011). This text is available at Spartan Bookstores in paperback, also via

Carola and Marcelo Suarez-Orozco, Irina Todorova, *Learning a New Land: Immigrant Students in American Society*. Cambridge, MA and London: Harvard University Press (2008)

Other Readings and Resources (on class website)

Silicon Valley Community Foundation Immigration Issue Brief
http://www.siliconvalleycf.org/docs/cip/ImmigrationBrief_web.pdf

Dream Act Portal
<http://dreamact.info/>

Writing your CV for Graduate School
http://gradschool.about.com/od/curriculumvita/Writing_Your_Curriculum_Vitae.htm

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

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

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 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.** 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. **Disciplinary Assessments.** You will prepare a paper of 3-5 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.
3. **Final Exam/Completed Portfolio.** Each student will complete a professional portfolio as their final exam. It will include a resumé or CV, the skills assessment, the disciplinary assessment, and a two page synthesis of behavioral science as a distinctive, particular perspective on human behavior.
4. **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.
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. In addition, each student must submit at least five discussion questions, by e-mail, for class discussion, by 9 p.m., the night before the discussion. Questions may not be submitted after the relevant discussion.

Resumé	10 (draft)	Without prior arrangement, late papers = 2 pt deduction for each class day late
Skills Assessment	10 (draft)	
Disciplinary Assessment	10 (draft)	
2-page Synthesis	10 (draft)	
Final Exam (Portfolio)	100	A+ = 294-300, A = 279-293, A- = 270-278
Team Presentation	50	B+ = 264-269, B = 249-263, B- = 240-248
Questions (5 x 2 points)	10	C+ = 234-239, C = 219-233, C- = 210-218

Participation 50
Total points 300 points

University Policies

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

I understand that multi-tasking is essential to getting through life. BUT NOT THROUGH THIS CLASS. You need to be FULLY PRESENT to be successful. Therefore, please do not text, do not surf the web, do not go on Facebook, e-mail or anything else besides taking notes during class. If you are distracting me or others, you will have to put your computer away. If you must arrive late or leave early, please do not slam the door.

Course Schedule

Readings: BSP = *Behavioral Science in Practice*, LNL = *Learning a New Land*

January 26 COURSE INTRODUCTION

PROFESSIONAL DEVELOPMENT

January 31 Brainstorming: Review of the Behavioral Sciences
Form Support Teams

- February 2** Guest: Representative, SJSU Career Center
- February 7** Portfolio Development
Homework: Each student brings in transcripts, examples of resumes and/or CVs to discuss and map out statement of skills and abilities
Teams: Discuss resumé preparation, statement of skills and abilities
- February 9** Disciplinary Assessments
Team competition: Job Titles for Behavioral Scientists
- February 14** Portfolio Development
Homework: Bring in draft of resumé or CV and statement of skills
Teams: peer review homework
- February 16** Disciplinary Assessments:
Teams share assessments, brainstorm skills and knowledge for presentations
- February 21** Starting Your Career
Guest Speaker(s) – Applying behavioral sciences “out in the world”
Due: Revised draft of Resumé or Curriculum Vita, Statement of Skills and Abilities
- February 23** Class Review and Discussion: The Scientific Method
- February 28** Graduate School? The Prospects and Process
Guest Speaker
- March 1** Team-led discussion: Psychology
Read BSP, “Psychology” (39-84)
- March 6** Team Presentation: Sociology
Read BSP, Sociology (3-38)
Read and discuss, BSP, “Sociology and Psychology in practice” (124-147)
- March 8** Team-led discussion: “Anthropology” and “Fieldwork”
Read and discuss, BSP, “Anthropology in practice” (148-169)
- DEVELOPING A SYNTHESIS OF THE BEHAVIORAL SCIENCES**
- March 13** Introduction to Immigration
Form Presentation Teams, choose topical areas
Read BSP, “Immigration,” (170-199)
Due: Draft of Disciplinary Assessments Statement

March 15	Video: <i>Sin Nombre</i> (96 minutes)
March 20	Finish <i>Sin Nombre</i> and discussion In-class video response
March 22	Teams: Research strategies for presentations Read: Silicon Valley Community Foundation Immigration Issue Brief (link on class website)
SPRING BREAK: MARCH 26-30	
April 3	Video: <i>Day Without a Mexican</i> Read: Silicon Valley Community Foundation Immigration Issue Brief (link on class website)
April 5	Finish <i>Day Without a Mexican</i> In-class video response Read Suarez-Orozco chapters Introduction - Chapter 3
April 10	Teams: Discuss topical issues, plan presentations Read: Suarez-Orozco, Chapters 4-6
April 12	Discuss Behavioral Science Synthesis Read: Suarez-Orozco, Chapters 7-8, Conclusion
April 17	Video and discussion: <i>The Namesake</i>
April 19	Finish <i>The Namesake</i> , Discussion In-class video response Read: Suarez-Orozco Chapters 4-6
April 24	Explore and Discuss: <i>The Economist</i> Special Report: “Open Up” (Student Questions) Due: Draft of Behavioral Science Synthesis
April 26	Teams: Work on presentations
May 1	Teams: Finalize presentations
May 3, 8, 10, 15	Team presentations of topical analyses, research (Student Questions)
May 15	Due: Submit copy of finished portfolio: redrafted resumé (or CV), redrafted cover letter, Disciplinary Assessments paper, Behavioral Science Synthesis paper