

**San Jose State University  
Anthropology Department  
Anth/Psych/Soci 193, Section 1,  
Behavioral Science in Practice, Spring 2014**

**Contact Information**

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<b>Office Hours:</b>	TR 1200-1330 or by appointment
<b>Class Days/Time:</b>	TR 1500-1615
<b>Classroom:</b>	TR 1500-1615, CL 204

**Faculty Web Page on Canvas**

Course materials such as the syllabus, major assignment handouts, and important resources and links may be found on Canvas, <http://sjsu.instructure.com>. You are automatically set up in Canvas, just use your regular SJSU login name and password. I communicate frequently with students about deadlines and assignments through Canvas; please be sure Canvas has a working e-mail address for you and check your e-mail regularly.

**Course Description**

This course is a workshop for all behavioral science majors. Students will review the theories, methods, and applications of the three disciplines that comprise Behavioral Sciences—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 identify and sharpen your research, analytic and presentations skills through these activities, enabling 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 the new digital technologies, using an interdisciplinary investigation. Each student will produce writing assignments and participate in team-based research and presentations 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 shaped by digital technologies.

Students will have the option of participating in TOUCCh, a service project relating to the Behavioral Sciences. 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 Learning Objectives

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 Review Paper*)
3. Access important sources of information about the behavioral sciences and data relevant to them (*research for team presentations, Disciplinary Review Paper*);
4. Synthesize the disciplines of anthropology, psychology and sociology in support of professional career development (*team presentations; Disciplinary Review Paper*); and
5. Prepare a portfolio that will support the transition to professional education or career (*résumé or CV, skills master list, informational interview, elevator speech*)

## Required Texts/Readings

### Textbook

Sherry Turkle, *Alone Together: Why We Expect More from Technology and Less from Each Other*, Basic Books (2011), ISBN 978-0-465-01021-9, available as SJSU e-book (King Library)

### Other Readings

Other assigned or suggested readings, posted on Canvas

## Course Requirements and Assignments

**Disciplinary Review Teams.** Each one of nine teams will present to the class a 15-minute review of one of the following: Anthropology Theory, Methods, Applications; Sociology Theory, Methods, Applications; and Psychology Theory, Methods, and Applications. This Powerpoint or Prezi presentation is worth 50 points.

**Disciplinary Review 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 list.** You will write a resume or CV. You will also prepare a Skills Master List based on past work experiences, volunteer/intern positions, and academic courses and projects. 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 20 points.

**Synthesis of Behavioral Science.** In a class competition, each person will prepare a 2-minute “elevator speech” (10 points) to effectively describe the Behavioral Sciences major to a curious colleague. After team review and synthesis, an in-class contest will earn winning team(s) extra credit.

**Reading Quizzes/TOUCCh.** You will take six 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; two of their quiz grades will be dropped.

**New Digital Technologies.** Each student, working as a member of a team, will conduct original research on an issue emerging from our readings and in-class discussion, using at least two Behavioral Science methodologies. Each team will produce a 20-minute Powerpoint or Prezi presentation for the class and submit a copy of that presentation to the instructor, worth 50 points.

**Movie Responses.** We will watch two movies in class: *Plug and Pray*, a documentary on artificial intelligence and robots and *Her*, starring Joaquin Phoenix. Students will write a response to each, discussing one issue that the film raises, from the perspective of anthropology, psychology, or sociology.

**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; weak participation on teams will result in a lower grade for the presentation.

## **Classroom Protocol**

Attendance is critical to success in this class. No texting and no personal 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.

## Anth/Psych/Soci 193/ Behavioral Sciences in Practice, Spring, 2014 Course Schedule

**Course Schedule (can change with fair notice, changes posted on Canvas)**

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan. 23	Course Introduction & Syllabus Review Visit: TOUCCh representative
2	Jan. 28  Jan. 30	Form Disciplinary Review Teams Brainstorming: Review of the Behavioral Sciences  Visit to SJSU Career Center
3	Feb. 4  Feb. 6	Workshop: The Resumé or CV, Skills Master List Homework: Bring in resume or CV samples, informal transcripts, list of jobs/volunteer/internship experiences  Applying the Behavioral Sciences (Guest speaker, TBA) Readings: Intro to Anthropology, Psychology or Sociology (Canvas)
4	Feb. 11  Feb. 13	Teams: Peer review resumé, CVs; plan presentations Homework: Bring in your completed resumé or CV Reading: Chapters on methods (Canvas)  Teams plan presentations
5	Feb. 18  Feb. 20	Teams plan presentations  Team-led discussions: Anthropology
6	Feb. 25  Feb. 27	Team-led discussions: Psychology <b>DUE: Revised resumé or CV, Skills Master List</b>  Team-led discussions: Sociology In-class: Team Peer Evaluations
7	Mar. 4	Graduate School: Prospects & Process (Guest speaker, TBA)

Week	Date	Topics, Readings, Assignments, Deadlines
	Mar. 6	Reading: Turkle, "Author's Note" and "Introduction" <b>READING QUIZ #1</b>  <b>DUE: One-paragraph proposal for Disciplinary Review Paper</b>  Discussion: New Digital Technologies Reading: N. Carr, "Is Google Making Us Stupid?" (Canvas) <b>READING QUIZ #2</b>
8	Mar. 11          Mar. 13	Video: <i>Plug &amp; Pray</i> (92 minutes) Readings: M. Bauerlein, "Cultural Illiteracy"; T. Friedman, "Revolution of the Universities" (Canvas) <b>READING QUIZ #3</b>  Video: finish <i>Plug &amp; Pray</i> Teams: Discuss topics, devise research question <b>DUE: Disciplinary Review Paper bibliography</b>
9	Mar. 18          Mar. 20	Teams: Plan research strategies Read: Turkle, "Author's Note," "Introduction" <b>READING QUIZ #4</b> <b>DUE: <i>Plug &amp; Pray</i> response</b>  Teams: Present research question and strategies to class for feedback
10	Mar. 24-28	SPRING BREAK!!!
11	Apr. 1          Apr. 3	Video: <i>Her</i> (120 minutes) Read: Turkle, Chapters 1-3 <b>READING QUIZ #5</b>  Video: finish <i>Her</i> , discussion
12	Apr. 8          Apr. 10	Teams: Peer Review, Disciplinary Review Paper Homework: Bring copy of your paper  Teams: Discuss research <b>DUE: <i>Her</i> response</b>
13	Apr. 15	Teams: Analyze research findings, plan presentations

Week	Date	Topics, Readings, Assignments, Deadlines
	Apr. 17	Read: Turkle, Chapters 4-6 <b>READING QUIZ #6</b>  Teams: Finalize presentations
14	Apr. 22  Apr. 24	Team Presentations <b>DUE: <i>Final Disciplinary Review Paper</i></b>  Team Presentations
15	Apr. 29  May 1	Team Presentations In-class: Team Peer Evaluations  Teams: Finding the Jobs, Deciphering the Job Description
16	May 6  May 8	Working in the Behavioral Sciences (Guest Speaker: TBA) Homework: "Networking and Informational Interviewing," SJSU Career Center  The Behavioral Science Elevator Speech Teams work on developing a 2-minute summary of Behavioral Science Homework: Bring in your individual elevator speech <b>DUE: Elevator Speech script</b>
17	May 13	Elevator Speech Competition: Practice and Performance <b>DUE: Informational Interview Summaries</b>
<b>Final Exam</b>	<b>May 21</b>	<b>2:45-5 p.m.</b>

## **Departmental Goals**

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Learn about the goals of the anthropology department and how it can benefit your education.

Goals <http://www.sjsu.edu/anthropology/departmentinfo/goals/index.html>

## **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 (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction, preparation, studying, or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

## **University Policies**

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Here are some of the basic university policies that students must follow.

### **Dropping and Adding**

Find the procedures and deadlines for adding and dropping classes.

Catalog Policies <http://info.sjsu.edu/static/catalog/policies.html>.

Add/drop deadlines [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/)

Late Drop Policy <http://www.sjsu.edu/aars/policies/latedrops/policy/>

### **Consent for Recording of Class and Public Sharing of Instructor Material**

All students must obtain the instructor's permission if they wish to record lectures or distribute materials from the class.

University Policy S12-7 <http://www.sjsu.edu/senate/docs/S12-7.pdf>

### **Academic integrity**

Learn about the importance of academic honesty and the consequences if it is violated.

University Academic Integrity Policy S07-2 <http://www.sjsu.edu/senate/docs/S07-2.pdf>

Student Conduct and Ethical Development website <http://www.sjsu.edu/studentconduct/>

### **Campus Policy in Compliance with the American Disabilities Act**

Here are guidelines to request any course adaptations or accommodations you might need.

Presidential Directive 97-03 [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf)

Accessible Education Center <http://www.sjsu.edu/aec>

## **Resources**

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The university provides resources that can help you succeed academically. Just look here.

Academic Success Center <http://www.sjsu.edu/at/asc/>

Peer Connections website <http://peerconnections.sjsu.edu>

Writing Center website <http://www.sjsu.edu/writingcenter>

Counseling Services website <http://www.sjsu.edu/counseling>