



NAZARENE UNIVERSITY COLLEGE

BHS 400 Seminar in Behavioural Science (3) Winter 2005

Instructor: Alex Sanderson, Ph.D.
Office Hours: TBA
Office: 503

Class Time: W/F 2:30 – 3:45 PM
Phone: 571-2550 Ext. 5907
E-Mail: asanderson@auc-nuc.ca

Required Text:

Parks Daloz, L. A., Keen, C. H., Keen, J. P., & Daloz Parks, S. (1996). *Common fire: Leading lives of commitment in a complex world*. Boston, MA: Beacon Press.

Course Description:

An integrative capstone seminar based on the contributions of both sociology and psychology for understanding human behaviour. The course will integrate the method, academic content, and pragmatic application of those fields of knowledge to the social context of human behaviour and explore the ways this can lead to vocation and service in the world community. A variety of methodological, theoretical, and practical questions will be addressed.

Course Objectives:

This course proceeds from two broad assumptions that lead to you answering several questions:

- 1) As one of the last courses you will complete in your behavioural science degree, it is imperative that you reflect on the cumulative achievement of your work in this field of study. What have you learned about the psychological/sociological dimensions of life? How have you come to know what you know? How have your expectations of what you should or would learn over the course of your degree been realized (or not)? How has your study of psychology and sociology complimented, extended, or contrasted with each other?
- 2) Your studies in a BHS concentration/major are best pursued within the broader context of liberal arts education. How have these other liberal arts courses complemented, extended or challenged your studies in BHS? What insights have you gained through your coursework in the arts, English literature, sciences, philosophy, music, Christian/religious studies, and history that have informed your BHS experience? How have these studies enhanced your overall educational experience, by your standards or those of the university college?

As well as assigned readings from the text, you will read a variety of materials that will further stimulate your thinking. Readings in theory, method, and practical domains in behavioural science have been selected to push you to think critically about your present academic experience and your future vocation. Students will also provide readings for the class from

previous coursework that you have found important for making connections between sociology, psychology, and the wider liberal arts experience.

Course Schedule:

January 11	Introduction
January 13, 18	<p>Sarbin, T. R. (1986). The narrative as root metaphor for psychology. In T. R. Sarbin (Ed.), <i>Narrative psychology: The storied nature of human conduct</i> (pp. 3-21). New York: Praeger.</p> <p>Gergen, K.J. Psychological Science in a Postmodern Context. http://www.swarthmore.edu/SocSci/kgergen1/web/page.phtml?id=manu25&st=manuscripts&hf=1</p>
January 20, 27	<p>Gergen, K.J. <i>The Ordinary, the Original and the Believable in Psychology's Construction of the Person</i>. http://www.swarthmore.edu/SocSci/kgergen1/web/printer-friendly.phtml?id=manu4</p> <p>Gergen, K.J. <i>Narrative, moral identity and historical consciousness: a social constructionist account</i>. http://www.swarthmore.edu/SocSci/kgergen1/web/page.phtml?id=manu3&st=manuscripts&hf=1</p> <p>Gergen, K.J. <i>The Self: Colonization in Psychology and Society</i>. http://www.swarthmore.edu/SocSci/kgergen1/web/page.phtml?id=manu36&st=manuscripts&hf=1</p>
January 25, 26	Community Days, no classes
February 1, 3	Article Presentations
February 8, 10	<p>Gergen, K.J. Constructionist Dialogues and the Vicissitudes of the Political. http://www.swarthmore.edu/SocSci/kgergen1/web/page.phtml?id=manu7&st=manuscripts&hf=1</p> <p>Gergen, K.J., Lock, A., Gulerce, A.& Misra, G. Psychological Science in Cultural Context. http://www.swarthmore.edu/SocSci/kgergen1/web/page.phtml?id=manu2&st=manuscripts&hf=1</p>

February 15, 17	Gergen, K.J. <i>Social Construction and the Transformation of Identity Politics</i> . http://www.swarthmore.edu/SocSci/kgergen1/web/page.phtml?id=manu8&st=manuscripts&hf=1
	Gergen, K.J. <i>Psychology as "Politics by Other Means."</i> . http://www.swarthmore.edu/SocSci/kgergen1/web/page.phtml?id=manu24&st=manuscripts&hf=1
	Gergen, K.J. (1997). Who speaks and who replies in human science scholarship? <i>Human Sciences (10)</i> , 151-173.
Feb 20 – 24	No Classes – Mid-Term Break
March 1	Gergen, K.J. The Ethical Challenge of Global Organization. http://www.swarthmore.edu/SocSci/kgergen1/web/page.phtml?id=manu34&st=manuscripts&hf=1
March 3, 8	Common Fire – Ch. 1, 2, 3
March 10, 15	Article Presentations
March 17, 24	Common Fire – Ch. Interlude, 4, 5
March 22	No Classes (March 22– AS Away at conference)
March 29, 31	Common Fire – Ch. Interlude, 6, 7
April 5, 7, 12	Capstone Presentations
April 14	Good Friday
April 19	Capstone Presentations

.

Course Requirements and Grading:

- 1) **Critical Reading and Discussion:** Asking questions, articulating dissonance, and sharing insights during class discussions are a crucial component of the learning process and to the worth of this course. You will come to class having read the assigned readings and prepare at least one critical thinking question based on the reading(s), and provide a written response to that question(s) to be shared in class (max 1 page, single space). Preparation for and participation in class discussions will be evaluated and is worth **25%** of the final grade. You will hand in your type written responses at the end of each class and be graded as follows: 2 – Pass, 1 – Incomplete, 0 – Fail/Did Not Hand In.

- 2) **Article Presentation:** You will be responsible for selecting and distributing one (1) reading drawn from your coursework in a specific academic domain (arts, humanities, behavioural sciences, or sciences). The reading should represent some significant insight you believe has enlightened your NUC degree and how it relates to your experience in the BHS concentration/major. Since many of us will have already read the article/book/chapter in a previous course, it will be imperative that you critically assess the reading and provide insight into how it shaped your views as a BHS student. In other words, **you will not merely summarize the contents of the selected reading, but will use it as stepping stone to address the objectives of this course.** The student is responsible to provide a copy of the reading a minimum of one week before it is to be discussed in class (placed on reserve in library). Presentations should be **12-15 minutes** in length; you are not required to use PowerPoint or other A/V aides. You will hand in a written summary of your presentation on the day you present. The presentation and written summary are worth **20%** of the final grade.

- 3) **Capstone Paper:** This seminar is an opportunity for you to engage in holistic reflection independently, through the assigned readings, and with others in the class. You will be required to systematically critique your undergraduate experience by reflecting on significant things you have learned through texts and articles you have read, papers you have written, projects you have participated in, and relationships you have made. The topic or theme you select to focus on is the residue of your own learning over these past three/four years. You should immediately commence research on this question: *In the context of achieving a degree in Behavioural Science, what is behavioural science, how do you know, and what difference does it make to you personally and to your world?* Additional questions related to this are: What have your studies been all about? What are the assumptions underlying this degree (and NUC) i.e., what were you supposed to have learned? What have you actually learned? How have you learned it? Why did you come to choose this concentration or major? What did you hope to achieve? How and why did you meet/not meet those expectations? What would you change? What happens next? The length of this paper is to be 20 pages, 12-point font, in either APA or ASA style and is due on **Wednesday, April 5, 2006. Late papers will not be accepted.** This assignment is worth **40%** of your final grade.

- 4) **Capstone Presentation:** As a capstone course, this is an integrative, interdisciplinary course that will also ask you to orally communicate about your educational experience as a whole. Each student will have **15-20 minutes** to present their capstone paper to the class during the final two weeks of the term. A/V aides should be used sparingly if at all. Presentation dates will be assigned to you by the instructor. This assignment is worth **15%** of the final grade.

Course Guidelines:

- 1) Attendance at class is expected from each student. After three (3) unexcused absences (per term), the instructor reserves the right to ask a student to withdraw from the class.
- 2) The written and presentation assignments are due on the dates specified. Extensions will only be granted upon request of the student at least two (2) weeks prior to the due date. In the case of illness or other extenuating circumstances, exceptions may be made.
- 3) Exams must be taken at the times specified. The student must inform the instructor immediately if there is a problem with taking a test on a certain date.

Grade Structure:

Percentage:	Letter Grade:	Grade Point Weight:
96-100	A+	4.0
91-95	A	4.0
86-90	A-	3.7
82-85	B+	3.3
75-81	B	3.0
72-74	B-	2.7
68-71	C+	2.3
63-67	C	2.0
60-62	C-	1.7
56-59	D+	1.3
50-55	D	1.0
0-49	F	

Important Notes:

- The last day to enter a course without permission is **January 20, 2006**.
- The last day to withdraw from the class without academic penalty is **March 10, 2006**.
- It is the responsibility of all students to become familiar with and adhere to NUC Academic Policies, such as the policy on Academic Dishonesty, which are stated in the current Catalogue.

Relevant Journals (NUC Library):

Applied Developmental Science
Developmental Psychology
Development and Psychopathology
Journal of Child and Family Studies
Journal of Clinical and Consulting Psychology
Journal of Family Psychology
Journal of Personality and Social Psychology
Reclaiming Children and Youth
Social Development