



**BHS 400 Seminar in Behavioral Science  
Winter 2011**

**Instructor: Dr. Peter Doell**

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**Contacting the Instructor**

**Class Times:** W/F 11:15-12:30

**Class Location:** A2133

**Office Phone:** 403-410-2000 Ext. 5902

**Office:** L2066

**Office Hours:** TBA

**Email Address:** [pdoell@ambrose.edu](mailto:pdoell@ambrose.edu)

**Required Text:**

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

**On Reserve:**

Asking the Right Questions: A Guide to Critical Thinking, Fifth Edition. Upper Saddle  
River, NJ: Prentice Hall.

Berger, Peter, and Thomas Luckman. 1966. *The Social Construction of Reality: A Treatise  
in the Sociology of Knowledge*. Garden City, NY: Doubleday.

Readings from Kenneth Gergen, as noted in the Course Outline.

Browne, M. Neil, and Stuart M. Keeley. (1998).

Gerth, Hans, and C. Wright Mills. 1946. *From Max Weber: Essays in Sociology*. New  
York, NY: Oxford University Press.

Mills, C. Wright. 1959. *The Sociological Imagination*. New York, NY: Oxford University  
Press.

Silverman, David (Ed.). 2004. *Qualitative Research: Theory, Method, and Practice*, 2/E.  
Thousand Oaks, CA: Sage.

**Course Description:**

This is an integrative capstone seminar based on the contributions of sociology and  
psychology to an understanding of human behavior. The course will help you integrate the  
methods, academic content, and application of those disciplines to the social context of  
human behavior, and will allow you to explore the ways in which this endeavor 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.

Assumption 1. As this is one of the last courses you will complete in your behavioral  
science degree, you will take the opportunity to 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 has that learning occurred?
- Why is that learning significant?
- How have your expectations of what you would learn over the course of your degree been realized? Any surprises? Disappointments?
- How has your study of psychology complemented, extended, or contrasted with your study in sociology?

Assumption 2. Your studies in a Behavioral Science concentration/major are best pursued within the broader context of general learning. How have these other liberal arts courses complemented, extended, or contrasted with your work in behavioral science? What insights have you gained through your coursework in the arts, English literature, sciences, philosophy, Christian/religious studies, and history? How have these studies enhanced your overall educational experience? Do you think you have learned what you were “supposed to” in your studies—by your standards or those of the university college?

As well as assigned readings from the text, you will also read a variety of materials that will stimulate your thinking. I have selected readings in theory, methodology, philosophy, and practical domains in behavioral science that will impel you to think critically about your present academic experience and your future vocation. You also will provide readings for the class from previous coursework that you have found important for making connections between sociology, psychology, and liberal arts studies.

**Course Schedule:**

|             |   |
|-------------|---|
| January 12  | Course Introduction; Browne, M. Neil & Stuart M. Keeley. 1998. “The Benefits of Asking the Right Questions.” Ch. 1(pp. 1-12). Upper Saddle River, NJ: Prentice Hall.  |
| January 14, | Myers, David G. 1987. “Yin and Yang in Psychological Research and Christian Belief” in Malony, H. Newton (Ed.) 1991. <i>Psychology of Religion: Personalities, Problems, Possibilities</i> . Grand Rapids, MI: Baker Book House.  |
| January 19  | Mills, C.W. 1959. “On Intellectual Craftsmanship”. In <i>The Sociological Imagination</i> . New York, NY: Oxford University Press.  |
| January 21  | Gergen, K.J. <i>The Ordinary, the Original and the Believable in Psychology’s Construction of the Person</i> .<br><a href="http://www.swarthmore.edu/SocSci/kgergen/web/printerfriendly.phtml?id=manu4">http://www.swarthmore.edu/SocSci/kgergen/web/printerfriendly.phtml?id=manu4</a>   |
| January 26  | Strong’s Interest Inventory de-briefing   |
| January 27  | <b>Community Day—no classes</b>   |
| January 28  | Strong’s Interest Inventory de-briefing   |
| February 2  | Gergen, Kenneth J. “Narrative, Moral Identity and Historical Consciousness: A Social Constructionist Account”.<br><a href="http://www.swarthmore.edu/SocSci/kgergen1/web/printerfriendly.phtml?id=manu3">http://www.swarthmore.edu/SocSci/kgergen1/web/printerfriendly.phtml?id=manu3</a> |
| February 4  |   |
| February 9  | Gergen, Kenneth. Psychological Science in Cultural Context.<br><a href="http://www.swarthmore.edu/SocSci/kgergen1/web/page.phtml?id=manu2&amp;st=manuscripts&amp;hf=1">http://www.swarthmore.edu/SocSci/kgergen1/web/page.phtml?id=manu2&amp;st=manuscripts&amp;hf=1</a>                  |
| February 11 | _____ “A Civil World Beyond Individual and Community”.  |

<http://www.swarthmore.edu/SocSci/kgergenl/web/page.phtml?id=manu36&st=manuscripts&hf=1>

|             |  |
|-------------|--|
| February 16 | Bloor. 2004. In Silverman, David (Ed.) "Addressing Social Problems Through Qualitative Research". <i>Qualitative Research: Theory, Method, and Practice</i> , 2/E. Thousand Oaks, CA: Sage.  |
| February 18 |  |
| Feb 21 - 25 | <b>No Classes — Mid-Semester Break</b>   |
|             | Gergen, Kenneth J. The Ethical Challenge of Global Organization. <a href="http://www.swarthmore.edu/SocSci/kgergenl/web/page.phtml?id=manu34&amp;st=manuscripts&amp;hf=1">http://www.swarthmore.edu/SocSci/kgergenl/web/page.phtml?id=manu34&amp;st=manuscripts&amp;hf=1</a> |
| March 2     | Common Fire -- Ch. 1, 2  |
| March 4     | Common Fire – Ch. 3 & Interlude 1  |
| March 9     | <b>Article Presentations</b>   |
| March 11    | <b>Article Presentations</b>   |
| March 16    | <b>Article Presentations</b>   |
| March 18    | <b>Article Presentations</b>   |
| March 23    | Common Fire — Ch. 4, 5   |
| March 25    | Common Fire -- Interlude 2, Ch. 6, 7   |
| March 30    | <b>Capstone Presentations</b>  |
| April 1     | <b>Capstone Presentations</b>  |
| April 6     | <b>Capstone Presentations</b>  |
| April 8     | <b>Capstone Presentations</b>  |
| April 13    | <b>Capstone Presentations</b>  |
| April 14    | <b>Last Day of Classes</b>   |

### Course Requirements and Grading:

- 1) **Critical Reading and Discussion** **20%**  
Asking questions, articulating dissonance, and offering your own ideas during class discussions are crucial components of the learning process and will be critical to the value of this course. You are expected to come to class having read both the required text and ancillary articles. *At minimum*, come prepared to answer these three questions related to the readings: 1) What did the author say?; 2) What didn't the author say?; and 3) So what? You will post an analytical reflection of 250-300 words on each assigned reading in the "Forum" section of the Moodle site by 12:00 noon the day prior to the class scheduled for the particular reading. This will allow me to read the responses in advance of class. These responses will then be the basis of the class discussion on that particular

reading. More specific questions will be provided for the Common Fire text. Preparation for, and participation in, class discussions will be evaluated both on the basis of actual participation/contribution and on the basis of the posted reflections. All posted responses that are late or that are not analytical in nature will earn a 2% deduction from the course grade.

- 2) **Article Presentation** **20%**  
You will be responsible for selecting and distributing one (1) reading drawn from your coursework in a specific academic discipline (arts, humanities, behavioral sciences, or sciences). The reading should represent some significant insight you believe has enhanced your university education and relates to the concentration/major in behavioral science. Since many of us will have already read or studied the article/book/chapter in a previous course, it is imperative that you critically assess the reading and provide insight into how it shaped your views as a behavioral science 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. You are 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 10-15 minutes in length; you are not required to use PowerPoint or other AV aids. The sign-up sheet will be on my office door for the two weeks these articles will be presented. This assignment is worth **20%** of your final grade.
  
- 3) **Capstone Paper** **40%**  
This seminar is an opportunity for you to engage in holistic reflection independently, through the assigned readings, and with others in the class. As you work towards this end, 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, and/or projects you have participated in. You will be solely responsible for this research, and the topic 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 post-secondary degree, what is behavioral 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 Ambrose) i.e., what were you supposed to have learned? What have you actually learned? How have you learned it? Why did you come to this university? What did you want from your studies here? What did you get? What would you change about the program? What happens next?  
The length of this paper is to be **20 pages**, 12-point Times New Roman font in either APA or ASA style. The paper is due on March 30, 2011. Late papers will not be accepted. This assignment is worth 40% of the course grade.
  
- 4) **Capstone Presentation** **15%**  
As a capstone course, this is an integrative, interdisciplinary course that will also require you to orally communicate about your educational experience as a whole. You will use 15-20 minutes to present your capstone paper to the class during the

final two weeks of the term. A/V aids should be used sparingly, if at all. Sign-up for presentation dates will be posted later. This assignment is worth **20%** of the final grade.

**5) Strong's Interest Inventory.**

**5%**

Fern Buszowski will administer this early in the semester. You will need an updated resume and one evidence page from your practicum. This will be part of a **portfolio** that you will provide by **April 13, 2011**. A portfolio demonstrates evidence to a prospective employer or graduate school of your accomplishments, skills, and abilities, and documents the scope and quality of your experience and education.

**Course Requirements:**

- 1) Attendance at class is expected from each student. As a senior student, you have the option of deciding when and if you will attend classes. However, the instructor reserves the right to ask you to withdraw from the class if/when he considers your attendance to be inappropriate.
- 2) The written and presentation assignments are due on the dates specified. Extensions will be granted only upon request 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. You must inform the instructor immediately if there is a problem with taking a test on the specified 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  |     |

**Relevant Journals (Ambrose Library):**

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

**Important Notes:** *It is the responsibility of all students to become familiar with and adhere to academic policies of Ambrose University College as stated in the Student Handbook and Academic Calendar.*

*Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).*

*Graded final examinations will be available for supervised review at the request of the student. Please contact the Academic Vice-President.*

The last day to enter a course without permission and /or voluntary withdrawal from a course without financial penalty 19 January 2011

The last day to voluntarily withdraw from a course or change to audit without academic penalty 10 March 2011

Last day of classes 14 April 2011

*Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a "Course Extension." Alternative times for final examinations cannot be scheduled without prior approval. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the appropriate deadline. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."*

*We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean.*

*Students are advised to retain this syllabus for their records.*