



**BHS 350 Seminar in Behavioural Science (3)
Winter 2002**

Instructor: Michael Wilkinson, PhD

Office Hours: TBA

Class Times: Tues/Thurs @ 2:30 pm

Email Address: Michael.Wilkinson@nuc.edu

Office: 505

Office Phone: 571-2550, ext. 34

Location: Room 2

Required Texts

Palmer, Parker J. 2000. *Let Your Life Speak: Listening for the Voice of Vocation*. San Francisco: Jossey-Bass.

Roy, William G. 2001. *Making Societies*. Thousand Oaks, CA: Pine Forge.

On Reserve

Charon, Joel M. *Symbolic Interactionism*. Scarborough, ON: Prentice Hall.

Collins, Randall. 1998. *The Sociology of Philosophies: A Global Theory of Intellectual Change*. Cambridge, MA: Harvard.

Vago, Steven. 1999. 4th Edition. *Social Change*. Scarborough, ON: Prentice Hall.

Course Description

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

Objectives

This course proceeds from three assumptions:

1. As a student majoring in behavioural science, you ought, near the end of your undergraduate studies, 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? Do you think you have learned what you were “supposed to” in behavioural science, by your standards or the program’s? How has your study of psychology complimented, extended, or contrasted with your study in sociology?
2. Nazarene University College believes that your studies in a specialized concentration are best pursued within the broader context of general learning. What insights have you gained through your coursework in the arts, literature, sciences, philosophy, 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?
3. Students ought to explore the connections between their general learning and their concentration courses in behavioural science. How have they complimented, extended or contrasted with your work in behavioural science?

This seminar is an opportunity for you to engage in these three related sets of reflections independently and in discussion with the readings and with others in the class. On one hand this is another course in your progress toward the BA. Yet this is not just another course. This is a course about all the other courses you have taken toward your BA. What lessons have you learned? What have your studies been all about? What does this concentration and NUC say you were supposed to have learned? What have you actually learned? How have you learned it? Why did you come to this university college? What did you want? What did you get? What would you change? What happens next? In the context of becoming an educated person, what is behavioural science, how do you know and why do you care?

At the end of this seminar you will complete and present to the class a paper that will be the culmination of your reflections on these matters. As you work towards this end, you will be asked to research your own education at NUC, to revisit and recover significant things you have learned through texts you have read, papers you have written, projects you developed. You will be involved in serious research and the topic is your own learning over these past three years. You will be asked to write and talk about this in significant detail.

As well as researching your own education, you will also read a variety of new materials that, hopefully, will stimulate your thinking. I have selected readings in theory, method, and practical issues in behavioural science. Students will also provide readings for the class to discuss drawn from texts in previous work (in any area of study) that you have found important for making connections between sociology, psychology, and general studies.

Course Schedule

The Intellectual Enterprise

1. Introduction to seminar: Knowledge and Society
Reading: Roy, chap. 1; Collins, chap. 1
2. Constructing Reality
Reading: Roy, chap. 2-4
3. Reproducing Reality
Reading: Roy, chap. 5-7

Transforming Ideas into Action

4. Social Change
Reading: Vago, chap. 1&6
5. Social Action
Reading: Vago, chap. 9; Charon, chap. 9&10

Vocation

6. Palmer, Let Your Life Speak
7. Palmer, Let Your Life Speak

Weeks 7-10 - Presentation of Articles

Weeks 11-13 - Presentation of Class Papers

Course Requirements

1. Written Assignment (60%)

See objectives above. Students should commence research immediately on this question: In the context of becoming an educated person, what is behavioural science, how do I know, and why do I care? Your assignment should be approximately 20 pages in length. Each student will have 15 minutes to present their paper in class near the end of the term.

2. Seminar Presentation (15%)

Students will be responsible for preparing and leading class discussion based on one of the readings.

3. Provision of Reading and Discussion (15%)

Each student will be responsible for selecting and distributing one reading drawn from his/her coursework in a specific area (arts, humanities, social sciences, and sciences). The reading should represent some significant insight the student believes has enhanced his/her university education and relates to the concentration in behavioural science. Since many of us will have already read or studied 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 behavioural science student. In other words, do not merely summarize the contents of the article. Use it as stepping stone to deal with the objectives of this course. The student is responsible to provide a copy of the reading one week before discussion in class (place on reserve in library).

4. Class Discussion (10%)

Asking questions, raising concerns and offering your own ideas during class discussions is a crucial component of the learning process.

Grade Assignments

96-100	A+	68-71	C+
91-95	A	63-67	C
86-90	A-	60-62	C-
82-85	B+	56-59	D+
75-81	B	50-55	D
72-74	B-		

Important Notes

Evaluation of Assignments

- The criterion for evaluating papers is attached. Please read carefully. All papers must be submitted in class on the day they are due (of course you can hand them in earlier!). Late papers will be penalized one grade per day (e.g. B to B-). All assignments, however, must be completed to satisfy the course requirements. See the calendar for the last day to hand in your work.