



**BHS 400 Seminar in Behavioural Science (3)
Winter 2003**

Instructor: Kelly Schwartz, Ph.D., C. Psych.

Office Hours: By Appointment

Office: 508

Class Time: T-Th 4:00-5:15 PM

Phone: 571-2550 Ext. 233

E-Mail: Kelly.Schwartz@nuc.edu

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.

On Reserve

Middleton, J. R., & Walsh, B. J. (1995). *Truth is stranger than it used to be: Biblical faith in a postmodern world*. Downer's Grove, IL: InterVarsity Press.

Neisser, U. (Ed.) (1993). *The perceived self: Ecological and interpersonal sources of self-knowledge*. Cambridge, MA: Cambridge University Press.

Parks, S. (1991). *The critical years: Young adults and the search for meaning, faith, and commitment*. Eugene, OR: Wipf and Stock Publishers.

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.

1. As one of the last courses you will complete in your behavioural science degree, the opportunity must be taken 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 complimented, extended, or contrasted with your study in sociology?

2. NUC believes that your studies in a specialized concentration are best pursued within the broader context of general learning. How have these other liberal arts courses complimented, extended or contrasted with your work in behavioural 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 also stimulate your thinking. I have selected readings in theory, method, and practical domains in behavioural science that will further 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 general studies.

Course Schedule

January 14, 16	Introduction
January 21, 23	Ch. 1 Connection and Complexity
January 28, 30	Ch. 2 Community
February 4, 6	Ch. 3 Compassion
February 11, 13	Interlude: Article Presentations
February 17-21	Mid-Term Break
February 25, 27	Ch. 4 Conviction
March 4, 6	Ch. 5 Courage
March 11, 13	Interlude: Article Presentations
March 18, 20	Ch. 6 Confession
March 25, 27	Ch. 7 Commitment
April 1, 3	Capstone Presentations
April 8, 10	Capstone Presentations

Course Requirements and Grading

- 1) **Class Participation:** Asking questions, articulating concerns, and offering your own ideas during class discussions is a crucial component of the learning process and will be critical to the worth of this course. Students 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? More specific questions will be provided for the *Common Fire* text. Participation

in class discussions will be subjectively evaluated by the instructor and is worth **10%** of the final mark.

- 2) **Article Presentation:** Each student will be responsible for selecting and distributing one (1) reading drawn from his/her coursework in a specific academic domain (arts, humanities, behavioural sciences, or sciences). The reading should represent some significant insight the student believes has enhanced his/her university education and relates to the concentration/major 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, 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 20 minutes in length; you are not required to use PowerPoint or other A/V aides. The sign-up sheet is 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:** 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. Students should immediately commence research on this question: *In the context of achieving a post-secondary degree, 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 this university college? What did you want? What did you get? 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 **Monday, March 31, 2003**. Late papers will not be accepted. This assignment is worth **50%** 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. Sign-up for presentation dates will be posted later. This assignment is worth **20%** 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 withdraw from this course and still receive a 100% refund is January 24, 2003.
The last day to withdraw from the class without academic penalty is March 21, 2003.

Relevant Journals (NUC Library)

Applied Developmental Science
Child Development (Professor's Subscription)
Developmental Psychology
Development and Psychopathology
Journal of Child and Family Studies
Journal of Family Psychology
Reclaiming Children and Youth
Social Development