



**BHS 400 Seminar in Behavioral Science  
Winter 2007**

**Instructor: Dr. Peter Doell**

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**Contacting the Instructor**

**Class Times:** T/TH 9:45-11:00  
**Office Phone:** 571-2550 Ext. 5902  
**Office Hours:** TBA  
**Email Address:** pdoell@auc-nuc.ca

**Class Location:**  
**Office:** #505

**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:** Readings from Kenneth Gergen, as noted in the Course Outline.  
Browne, M. Neil and Stuart M. Keeley.(1998). Asking the Right  
Questions: A Guide to Critical Thinking, Fifth Edition. Upper Saddle  
River, NJ: Prentice Hall.

**Course Description:**

This is an integrative capstone seminar based on the contributions of sociology and psychology to an understanding of human behavior. It will explore the ways in which your studies can lead to vocation and service in the world community. A variety of methodological, theoretical, and practical questions will be addressed in application of those fields of knowledge to the social context of human behavior.

**Course Objectives:**

This course proceeds from two broad assumptions.

Assumption 1. As one of the last courses you will complete in your behavioral 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 complemented, extended, or contrasted with your study in sociology?

Assumption 2. Your studies in a specialized concentration 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 general studies.

### **Course Schedule:**

January 11, 16 Introduction

January 18, 23

Sarbin, T. R. (1986). The narrative as root metaphor for psychology. In T. R. Sarbin (Ed), *Narrative psychology: The storied nature of human conduct* (pp. 3-21), New York: Praeger.

\_\_\_\_\_ Psychological Science in a Postmodern Context.  
<http://www.swarthmore.edu/SocSci/kgergen1/web/page.phtml?id=manu25&st=manuscripts&hf=1>

January 25, 30

Gergen, K.J. *The Ordinary, the Original and the Believable in Psychology's Construction of the Person.*

<http://www.swarthmore.edu/SocSci/kgergen1/web/printerfriendly.phtml?id=manu4>

\_\_\_\_\_ *Narrative, moral identity and historical consciousness: a social constructionist account*  
<http://www.swarthmore.edu/SocSci/kgergen1/web/page.phtml?id=manu3&st=manuscripts&hf=1>

\_\_\_\_\_ *The Self: Colonization in Psychology and Society.*  
<http://www.swarthmore.edu/SocSci/kgergen1/web/page.phtml?id=manu36&st=manuscripts&hf=1>

- January 31                    **Community Days—no classes**
- February 1, 6                **Article Presentations**
- February 8, 13              Gergen, KJ. Constructionist Dialogues and the Vicissitudes of the Political.  
<http://www.swarthmore.edu/SocSci/kgergen1/web/page.phtml?id=manu7&st=manuscripts&hf=1>
- 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>
- February 15, 20              Gergen, KJ. Social Construction and the Transformation of Identity Politics <http://www.swarthmore.edu/SocSci/kgergen1/web/page.phtml?id=manu8&st=manuscripts&hf=1>  
 \_\_\_\_\_ *Psychology as “Politics by Other Means”*  
<http://www.swarthmore.edu/SocSci/kgergen1/web/page.phtml?id=manu24&st=manuscripts&hf=1>  
 \_\_\_\_\_ (1997). Who speaks and who replies in human science scholarship? *Human Sciences* (10) 151-173.  
<http://www.swarthmore.edu/SocSci/kgergen1/web/page.phtml?id=manu13&st=manuscripts&hf=1>
- Feb 19 — 23                 **No Classes — Mid-Semester Break**
- Feb. 27                        Gergen, KJ. The Ethical Challenge of Global Organization.  
<http://www.swarthmore.edu/SocSci/kgergen1/web/page.phtml?id=manu34&st=manuscripts&hf=1>
- March 1, 8                    Common Fire — Ch. 1, 2, 3
- March 13, 15                **Article Presentations**
- March 20, 22                Common Fire — Ch. Interlude1, Ch. 4, 5  
 Asking the Right Questions Ch. 1
- March 27, 29                Common Fire — Ch. Interlude 2, Ch. 6, 7
- April 3                        **Capstone Presentations**
- April 5,                      **Capstone Presentations**
- April 6                        **Good Friday—No Classes**

April 10, 12

## Capstone Presentations

April 17

## Capstone Presentations

### Course Requirements and Grading:

1) Class Participation: 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 prepare one critical thinking question based on the reading(s), and provide a typed response to that question (to be shared in class) (maximum one page double-spaced, double-sided). More specific questions will be provided for the Common Fire text. Preparation for, and participation in, class discussions will be evaluated. Participation in class discussions will be subjectively evaluated by the instructor and is worth **25%** of the final grade. You will submit your typed response at the end of each class. The responses are graded on a pass-fail basis: 2 – Pass, 1 – Incomplete, 3 – Fail. Typed responses not submitted qualify for a 3.

2) Article Presentation: 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 20 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: 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 AUC-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? 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 font, in either APA or ASA style and is due on Thursday, March 29, 2007. 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 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.

**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	

**Important Notes:**

The last day to withdraw from this course and still receive a full refund is January 19, 2007.

The last day to withdraw from the class without academic penalty is March 9, 2007.

**Relevant Journals (AUC-NUC 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*

*Journal for the Scientific Study of Religion*

*American Sociological Review*