



**BHS 400 – Seminar in Behavioural Science
Winter 2012**

Instructor: Joel Thiessen, Ph.D.

CONTACTING THE INSTRUCTOR

Class Times: MON 2:30-5:15pm

Location: A2141

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Office Hours (L2092): MON 11:00am-12:00pm & WED/FRI 9:00-11:00am or by appointment

REQUIRED TEXT

Parks, Daloz, L.A., Keen, C.H., Keen, J.P., and Daloz Parks, S. 1996. *Common Fire: Leading Lives of Commitment in a Complex World*. Boston, MA: Beacon Press.

ON RESERVE

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

Browne, Neil, and Stuart Keeley. 2011. *Asking the Right Questions: A Guide to Critical Thinking*. Boston, MA: Prentice Hall.

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*. 2nd Edition. Thousand Oaks, CA: Sage.

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

- 1) As one of the last courses you will complete in your BHS 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 non-psychology/sociology courses that have informed your BHS experience? How have these studies enhanced your overall educational experience, by your standards or those of the university college?
- 3) The integration of faith and learning is an underlying value at Ambrose. How has your degree shaped your Christian worldview, and vice versa? How has your worldview been challenged, modified, or expanded? How might the integration of faith and learning influence your vocation, moving forward?
- 4) 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

Date	Topic
<i>January 16</i>	Course Introduction <u>and</u> “The Benefit of Asking the Right Questions” (Browne and Keeley 1998)
<i>January 23</i>	“On Intellectual Craftsmanship” (Mills 1959) <u>and</u> “The Foundations of Knowledge in Everyday Life” (Berger and Luckmann 1966)
<i>January 30</i>	“Psychological Science in a Postmodern Context” (Gergen 2001) <u>and</u> “Constructionist Dialogues and the Vicissitudes of the Political” (Gergen 1998)
<i>February 6</i>	“Psychological Science in Cultural Context” (Gergen 1996) <u>and</u> “Psychology as ‘Politics by Other Means’” (Gergen 2001) <u>and</u> “Who Speaks and Who Replies in Human Science Scholarship?” (Gergen 1997)
<i>February 13</i>	“Addressing Social Problems through Qualitative Research” (Bloor 2004 - Silverman) <u>and</u> “Science as a Vocation” (Weber 1946 – Gerth and Mills)
<i>February 20</i>	*NO CLASS (FAMILY DAY)
<i>February 27</i>	Article Presentations
<i>March 5</i>	Article Presentations
<i>March 12</i>	Career Planning <u>and</u> <i>Common Fire</i> (Ch.1 & 2)
<i>March 19</i>	Career Planning <u>and</u> <i>Common Fire</i> (Ch.3 & Interlude)
<i>March 26</i>	<i>Common Fire</i> – Chapters 4, 5, Interlude, 6, 7, & Epilogue
<i>April 2</i>	Capstone Presentations
<i>April 9</i>	Capstone Presentations

LEARNING AND CLASSROOM ETIQUETTE

In the Behavioural Science Department we believe that learning is an active and interactive process, a joint venture between student and teacher and between student and student (i.e., learning is not just “downloading” information from teacher to student). Therefore, it is expected that professors will come to each class well read and prepared to engage students on the topic at hand, giving students the utmost attention and respect. In turn, it is expected that students will take an active role in the learning process. This includes: (a) regular class attendance, (b) reading course material in advance of class, (c) showing up to class on time, and (d) attentively and proactively being “present” at class (i.e., not on the internet, not texting, not conversing with the person beside you). Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian ethos of excellence and respect that lies at the heart of the Ambrose educational experience. Therefore, students will receive an automatic 10% deduction from their final grade each time that they violate any of the above offenses after the 2nd offense, and the professor has the right to ask the student to withdraw from the session if s/he does not comply with this.

COURSE REQUIREMENTS & GRADING

* Failure to submit all assignments will result in an automatic failing final grade.

1) Completed Portfolio (5%) – Due April 4 @ 12:00pm (noon)

A well prepared portfolio provides “evidence” to an employer of your accomplishments, skills, abilities, and it documents the scope and quality of your experience and training. It is an organized collection of documentation that presents both your personal and professional achievements in a concrete way. More details to follow.

2) Critical Reading and Discussion (20%) – Weekly @ 9:00am on Day of Class on Moodle

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. To “get the ball rolling” for class discussions, each student will post a thoughtful and analytic 250 word reflection for each course reading (i.e., 500 words per week) in the “Forum” section of the Moodle site. In the case of February 6, you only need to reply to two of the three assigned articles. In the case of article presentations by your peers, you will respond to two articles per week. In the case of the *Common Fire* readings, you will post a general 250 word response to the entirety of the readings for the first two weeks, and a 500 word response to the entirety of the readings for the third week. Responses can either directly engage the reading or the responses of fellow classmates. Every response that does not satisfactorily fulfill this objective, or is submitted late will result in a deduction of 2% off your final grade. Responses are due by 9:00am on the day of class that the particular readings will be discussed, so as to give time for the professor to read through the responses in advance of class.

3) Article Presentation (20%) – February 27 or March 5

You will be responsible for selecting and distributing one reading drawn from your undergraduate coursework. The reading should represent some significant insight you believe has enlightened your Ambrose degree and how it relates to your experience in the BHS concentration/major. As many of us will have already read the article/book/chapter, it will be imperative that you briefly account for the core ideas of the article (3-5 minutes) and then critically assess the reading and provide insight into

how it shaped your views as a BHS student (10-12 minutes). 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) and all students must read each article in advance of the presentation. Presentations should be 15 minutes in length.

Students will be graded on their ability to (a) clearly summarize the article, (b) persuasively engage the content of the article, (c) communicate things logically and coherently from beginning to end, and (d) creatively and confidently communicate their ideas throughout. The grade for this assignment will come from your peers (average of class evaluations, worth 30% of the grade) and the professor (worth 70% of the grade). More details about grading will come in class.

4) Capstone Paper (40%) – April 2 @ 12:00pm (noon)

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 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 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 18-20 pages.

Papers should be double spaced, with 1” (2.54cm) margins on all sides, 12 point font, and ASA or APA formatting. Students will be graded for grammar and writing and social scientific content. Therefore, ensure that your document is well-written, clearly and logically organized, and explicitly draws on ideas, concepts, theories, and empirical evidence learned during your time at Ambrose and in this course. Late assignments will lose 10% per day.

5) Capstone Presentation (15%)

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 20 minutes to present their capstone paper to the class during the final weeks of the term. Students will be graded on their ability to (a) clearly and persuasively address the three central questions to the capstone paper, (b) communicate things logically and coherently from beginning to end, and (c) creatively and confidently communicate their ideas throughout. The grade for this assignment will come from your peers (average of class evaluations, worth 30% of the grade) and the professor (worth 70% of the grade). More details about grading will come in class.

GRADING ASSIGNMENTS

The available letter grades and percentages for course grades are as follows. A detailed chart of what constitutes an ‘A,’ ‘B,’ or ‘C,’ etc. is also included below:

A	96% and above	(GPA – 4.0)	C	63 - 67%	(GPA – 2.0)
A	91 - 95%	(GPA – 4.0)	C-	60 - 62%	(GPA – 1.7)
A-	86 - 90%	(GPA – 3.7)	D+	56 - 59%	(GPA – 1.3)
B+	82 - 85%	(GPA – 3.3)	D	50 - 55%	(GPA – 1.0)
B	75 - 81%	(GPA – 3.0)	F	Below 50%	
B-	72 - 74%	(GPA – 2.7)			
C+	68 - 71%	(GPA – 2.3)			

IMPORTANT NOTES

- Students are advised to retain this syllabus for their records.
- It is the responsibility of all students to become familiar with and adhere to academic policies 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.
- Course changes, including adding or dropping a course, may be made during the Registration Revision period, as outlined in the Calendar of Events. All course changes must be recorded on a Registration form, available from the Office of the Registrar. Due to circumstances such as class size, prerequisites or academic policy, the submission of a Registration form does not guarantee that a course will be added or removed from a student’s registration. Students may change the designation of any class from credit to audit up to the date specified in the Calendar of Events, although students are not entitled to a tuition adjustment or refund after the Registration Revision period.
- The last day to enter a course without permission and /or voluntary withdrawal from a course without financial penalty (**drop**) – Sunday, September 18, 2011 (Fall semester) or Sunday, January 22, 2011 (winter semester). These courses will not appear on the student’s transcript. Courses should be added or dropped on the student portal by the deadline date.
- Students may change the designation of any class from credit to audit, or drop out of the “audit” up to the “drop” date indicated above. After that date, the original status remains and the student is responsible for related fees. Please note that this is a **new policy**, that came into effect in the 2010-2011 academic year.
- Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. The last day to voluntarily withdraw from a course without academic penalty (**withdraw**) – Monday, November 14, 2010 (Fall semester) or Friday, March 23, 2011 (Winter semester). A grade of “W” will appear on the student’s transcript.
- Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.
- 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” from the Registrar’s Office. Requests for course extensions or alternative examination time must be submitted to the Registrar’s Office by the appropriate deadline (as listed in the Academic Calendar <http://www.ambrose.edu/publications/academiccalendar>). Course extensions are only granted for serious issues that arise “due to circumstances beyond the student’s control.”

- Final grades will be available on the student portals. Printed grade sheets are no longer mailed out.
- An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.
- 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.
- Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else’s ideas, words, or work as one’s own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person’s ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from Ambrose. Students are expected to be familiar with the policy statements 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 and become part of the student’s permanent record.

	Articulation of social scientific thinking that is clear, precise, and well-reasoned (i.e. accurate use of paradigms in analysis)	Correctly employs key social scientific paradigms, theories, concepts, and research	Clear demonstration of important implications and consequences	Logical and coherent argument that flows from beginning to end	Grammar and spelling
A	Consistently achieved	Consistently achieved – paradigms, theories, concepts, and research are used accurately and in relevant ways	Can clearly state how the chosen topic bears on the development of social scientific thought Incorporates a balance of social scientific description and analysis	Clearly states central thesis and purpose of paper Good knowledge of topic with considerable originality of thought Carefully selected details which support general statements and central thesis	No spelling, grammar, or other writing errors. Words, sentences, and paragraphs flow smoothly
B	Mostly achieved	Mostly achieved - paradigms, theories, concepts, and research are used fairly accurately.	Some idea of how chosen topic bears on the development of social scientific thought Some elements of social scientific description or analysis	Clear central thesis Adequate engagement with topic, but some originality Appropriate details most of the time. Adequate synthesis evident	Some spelling, grammar, and writing errors Some awkward transitions between words, sentences, and paragraphs
C	Inconsistently achieved <i>And so on....</i>	Inconsistently achieved - paradigms, theories, concepts, and research are often used inaccurately	Little connection made to the development of social scientific thought No balance between social scientific description and analysis	Adequately limited central thesis Adequate knowledge; ideas are conventional Details may be repetitious. Little synthesis evident	Several spelling, grammar, and writing errors Several awkward transitions between words, sentences, and paragraphs