



**BHS 400 Seminar (3)
Winter 2013**

Class Schedules:

Class Times: T/THR 1:00-2:15
Room: A2131

Instructor Information

Instructor: Alex Sanderson
Phone: 410-2000 ext. 5907
Office: L2101
E-Mail: asanderson@ambrose.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.

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 caps your education across two broad paradigms and should lead to you explore several questions:

- 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

BHS 400 Seminar in Behavioural Science

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:

January 10 th	Introduction
January 15 th	Heifetz, R.A. & Linsky, M. (2002) Leading with an Open Heart. <i>Leader to Leader</i> (26). http://lci.typepad.com/leaders_resourcing_leader/files/LeadingWithAnOpenHeart.pdf
January 17 th	Gergen, K.J. Psychological Science in a Postmodern Context. http://www.swarthmore.edu/Documents/faculty/gergen/Psychological_Science_in_a_Postmodern_Context.pdf
January 22 nd	Gergen, K.J. <i>The Ordinary, the Original and the Believable in Psychology's Construction of the Person.</i> http://www.swarthmore.edu/Documents/faculty/gergen/The_Ordinary_the_Original_and_the_Believable.pdf
Jan 22 nd	One Article presentation
January 24 – Feb 7 th	Article Presentations
February 7 th	Gergen, K.J. <i>Psychology as "Politics by Other Means."</i> http://www.swarthmore.edu/Documents/faculty/gergen/Psychology_as_Politics_by_Other_Means.pdf
February 12 th	Gergen, K.J. (1997). Who speaks and who replies in human science scholarship? <i>Human Sciences</i> (10), 151-173. http://www.swarthmore.edu/Documents/faculty/gergen/Who_Speaks_and_Who_Replies.pdf
Feb 14 th & Feb 26 th	Article Presentations
Feb 28 th	Common Fire – Ch. 1, 2,
March 5 th	Common fire Chapters 3, Interlude & 4
March 7 th	Common Fire – Chapters 5, Interlude & 6
March 9 th	Common Fire- Chapter 7 & Epilogue
March 12 th	Capstone Presentations

Course Requirements and Grading:

1. **Completed Portfolio:** 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. Worth 5% of grade and due at end of class.
2. **Critical Reading and Discussion:** 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. You will come to class having read the assigned readings and prepare a typed a typed response to the reading to be shared in class (max 1 page, single space). The readings for this course have been chosen to encourage your reflection on your degree, your guild, and your identity. Explore what the author’s was trying to communicate and the how the assigned reading impacted you. Your responses will form the basis for class discussion, so preparation for and participation in discussion will be evaluated and is worth **20%** of the final grade. You will hand in your type written responses at the end of each class and be graded as follows: 2 – Pass, 1 – Incomplete, 0 – Fail/Did Not Hand In.
3. **Article Presentation:** You will be responsible for selecting and distributing one (1) reading drawn from your coursework in a specific academic domain (arts, humanities, behavioural sciences, or sciences). 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 critically assess the reading and provide insight into how it shaped your views as a BHS student. In other words, **you can not merely summarize the contents of the selected reading, but need to 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 **12-15 minutes** in length; you are not required to use PowerPoint or other A/V aides. You will hand in a written summary of your presentation on the day you present. The presentation and written summary are worth **20%** of the final grade.
4. **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. 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 hope to achieve? How and why did you meet/not meet those expectations? What would you change? How did your learning impact your faith journey? What happens next? The length of this paper is to be 20 pages, 12-point font, in APA style and is due on **Thursday, April 9th, 2013. Late papers will not be accepted.** This assignment is worth **40%** of your final grade.
5. **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. Presentation dates will be assigned to you by the instructor. This assignment is worth **15%** of the final grade.

All requirements must be completed to receive a passing grade in this course.

Course Guidelines:

BHS 400 Seminar in Behavioural Science

- 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.

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	

Because of the nature of the Alpha 4.00 system, there can be no uniform College-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on the student portal. 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.

Important Notes/Dates:

The last day to enter a course without permission and /or voluntary withdrawal from a course without financial penalty (**drop**) – Sunday, September 16, 2012 (Fall semester) or Sunday, January 20, 2013 (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 12, 2012 (Fall semester) or Friday, March 22, 2013 (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.

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.

Academic Policies

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.

Extensions

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.”

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. 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 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 and become part of the student’s permanent record.

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