

CAPSTONE SEMINAR PSYC 4100

Culmination & Integration— A Year in Living the Mission of LMU

Part I: Psychology, Integration & Mission
(Fall 2015)

Part II: Community-based Service Learning, Integration & Mission
(Spring 2016)

FALL 2015

Instructor: Ricardo Arturo Machón, Ph.D.

Course: PSYC 4100

Course Credit Units: 4

Class Meetings: MW 2:20 – 3:50 pm

Section: 3

CRN: 47016

Room: WHH 324

Office: UNH 4749

Phone: 310.338.1766

Office Hours: MW 4-6pm (Jazzman's Café)

T 4:15-5:15 (Jazzman's Café)

And by appointment.

E-mail Address: Ricardo.Machon@LMU.EDU

Required Texts: [1] Vaillant, G. E. (2008). *Spiritual evolution: A scientific defense of faith*. New York, NY: Broadway Books. *** SE ***

[2] Coelho, P. (1993/1998). *The alchemist*. (A. R. Clarke, Trans.). New York, NY: HarperCollins Publishers Inc. (Original work published 1988).

Additional readings and handouts to be distributed in class or placed on reserve in the library.

Course Requirements:

- 1.) About 10 Personal and Critical Reflections, 2-3 pages each. Some of these will be anonymously peer-reviewed/read.
- 2.) Integrative Final (Group) Project that creatively and meaningfully integrates the overarching themes of this course. Note that this assignment will be turned in 2 drafts. You will receive feedback from me as well as from peer-review.
- 3.) Active participation and regular attendance in class. Regular class attendance is mandatory.

Workload Expectations:

This 4-unit course requires substantial work outside of class. Please be prepared to spend an average of at least 9 hours every week on class-related learning activities. This includes reading, preparation for class and exams, independent research, preparation and writing of drafts, and field trips and/or engaged learning activities.

Student E-mail Addresses:

All students registered in the class are required to have an active e-mail account. E-mail will be sent to your official LMU lion account. It is expected that you will check your e-mail regularly because I will use it as a supplemental means of communicating with the class.

Policy on Use of Electronics in the Classroom:

Use of a laptop in class is a privilege. I allow it for those of you who need to use it for taking notes. Abuse of this privilege (non-course related use, such as surfing the Internet, checking e-mail, chatting, instant messaging and the like) will result in loss of this privilege for the individual student and likely the entire class. Additionally, use of telephone for texting and other non-course related activity during class time will not be permitted. You may be asked to leave the room if you are seen using your telephone. In any case, your mobile phone should be turned off or placed on vibrate/silent mode during class.

Final Grade: Breakdown--	Class Participation and Attendance	15%
	Personal and Critical Reflections	25%
	Integrative Final Project	<u>60%</u>
	<i>Total Course Percent:</i>	100%

Final Course Grade Computation--	≥ 93 %	A
	90 -92 %	A-
	87 -89 %	B+
	83 -86 %	B
	80 -82 %	B-
	77 -79 %	C+
	73 -76 %	C
	70 -72 %	C-
	60 -69 %	D
	≤ 59 %	F

Kindly note: I do not award “extra” points for any reason, especially when assigning final course grades. Percent grades are rounded to the next highest tenth of a percent with the exception of the Final Course Grade.

Overview of the Capstone Seminars— Fall 2015 and Spring 2016.

This Capstone Seminar in the fall is part of a 2-course sequence. The overarching theme for both courses is “Culmination and Integration— A Year in Living the Mission of LMU.” The Capstone Seminar in Fall 2015, drawing on the Bio-Psycho-Socio/Cultural model and the gifts of discernment and Ignatian Spirituality lay the theoretical foundation for a more practical aspect of the year-long objectives in Spring 2016.

The seminar in the fall (Part I) is designed to enliven the first 2 pillars of the LMU Mission, the Encouragement of Learning (in all its forms) and the Education of the Whole Person. The Capstone seminar in the spring (Part II) directly embodies the third pillar, the Service of Faith and the Promotion of Justice.

In Part II of the Capstone, students will conceive and effect 30-35 hours of an organized service project (“community based service-learning”) and engage in guided reflection and critical analysis. The primary goal of the spring seminar is to inspire students to integrate academic learning and community based experiences that are intentionally and deeply interrelated.

Using the central concept of “personality” and the Bio-Psycho-Social/Cultural paradigm as organizing principles, the Capstone is intended to invite and perhaps inspire you, students, to begin to answer several basic and existential questions.

- ψ Why am I?
- ψ How do I find meaning in me? In my life?
- ψ What is my place in this world?
- ψ How am I connected to others?
- ψ How do I lead a good life?
- ψ Who am I, *really*?

These basic questions, inspired by the life and teachings of St. Ignatius of Loyola, also frame this Capstone course for you, 4th year and soon to graduate psychology majors.

As seniors, you are now taking the final set of courses for the psychology major.

Thus far, you have been required to take a variety of courses covering topics such as—

- ✦ The scientific method and research methodology, neuroscience, statistical methods.
- ✦ And breadth courses in Lifespan Development, Social Psychology and Cognition.
- ✦ And a variety of specialty courses such as, Abnormal Psychology, Personality, Psychology of Marriage, Sports Psychology, Forensic Psychology etc.

Additionally, you have also taken courses in the core curriculum, including philosophy, theology, literature, arts and science.

As members of the University community, you have lived and experienced the “ethos” of LMU which is embodied in these themes:

- ✦ The Encouragement of Learning
- ✦ The Education of the Whole Person
- ✦ The Service of Faith and the Promotion of Justice

Our University mission intentionally shapes your curricular and extracurricular experiences.

Taking the above curricula and experiences into consideration, the overarching objective of these Capstone courses is to create a truly culminating experience in which graduating psychology students are given an opportunity to integrate issues in the discipline of psychology with other critical aspects of their University-wide experience.

Inspired, in part, by Paulo Coelho’s *The Alchemist* and *The Pilgrimage*, the Capstone course has a theme of travel— within one’s self on a journey of discovery from birth to earthly death— a metaphor for the psychology of personality, and life in general. A related sub-theme is “personal alchemy” and transformation.

The integrative foundations of this 2-course sequence— contemplation, integration, transformation, transcendence, and community-based learning— are firmly rooted in Parker J. Palmer & Arthur Zajonc’s *The Heart of Higher Education: A Call to Renewal* (2010).

“Personality” Defined:

The concept of “personality” is defined as---

“The set of psychological traits and mechanisms within the individual that are organized and relatively enduring and that influence his or her interactions with, and adaptations to, the intrapsychic, physical and social environments” (Larsen & Buss, 2010, p. 4).

The challenge of this course will be to engage in an integrative analysis of the many aspects of this definition, in the context of the Bio-Psycho-Social/Cultural paradigm.

Class Format:

This is primarily a seminar-style course. Thus, open discussion will be a central element. Class demonstrations and exercises, handouts, and films/videos are also important aspects of this course. Students are expected to have critically-read the assignments and to lead the day’s discussion and reflections. Sign-ups will be circulated for leading class discussions.

Specific Course Objectives:

This course is intended as a culminating, capstone experience. This integrating academic experience will be grounded in contemporary personality psychology, the University mission and the core curriculum.

The specific objectives of this course are to:

- ✦ Understand the theory and research in personality psychology in the context of six organizing *principles* or “domains”--- Dispositional, Biological, Intrapsychic, Cognitive-Experiential, Social & Cultural, and Adjustment.
- ✦ Integrate multiple and interdisciplinary perspectives of personality, behavior and experience in a meaningful, holistic analysis.

The objectives for you, the student are to:

- ✦ Facilitate the development of your capacities for self-reflection, discernment and mindfulness in order to more deeply understand and appreciate your own “personality”--- in the context of the concepts and paradigm(s) of this course.
- ✦ Stimulate and facilitate the development of:
 - Your critical analysis of theory and research in personality psychology, specifically.
 - Your critical thinking, in general.

Student Learning Outcomes:

This course is intended as a culminating, capstone experience. The themes grounding these seminars are enlivened by the LMU Mission and Ignatian spirituality. As part of the Psychology department curriculum, the seminars adhere to the following learning outcomes—

(a). After having taken **Capstone Seminar Part I**, students will demonstrate knowledge of the history, foundations, content, and analytical skills of psychology in their ability to:

- ✦ Value the importance and limitations of a scientific approach to understanding human behavior.
- ✦ Apply critical thinking in their understanding of psychological principles.
- ✦ Write a complete manuscript in APA style.
- ✦ Demonstrate increased skills in their oral and written communication on psychological topics.
- ✦ Analyze and critically evaluate the bio-psycho-social components of behavior.
- ✦ Integrate concepts in psychology with the arts, philosophy and theology/spirituality.
- ✦ Write at least 35 pages of reflective and critical work on the various themes and subthemes of this Capstone Seminar.

(b). After having taken **Capstone Seminar Part II**, students will demonstrate:

- ✦ The capacity to integrate the major, overarching themes of this course (including the Bio-Psycho-Socio/Cultural lens) with their community-based service projects. [**Habit of Service**]
- ✦ The capacities to reflect on and critically analyze their experiences in their community-based service projects. [**The Encouragement of Learning; and the Development of the Whole Person.**]
- ✦ Increased knowledge and awareness as well as thoughtful and ethical consideration of social, political and economic influences on the communities and populations served by their community-based service projects. [**Civic Knowledge and Engagement; and Respect for Others**]

Responsibilities and Expectations:

I am responsible for the overall direction and content of this course. In addition, I take the responsibility for creating an environment, which maximizes your potential for learning about personality psychology, in particular, and learning, in general.

Your responsibilities include: reading and rereading (!) the assignments before and after a class session meets. It is also expected that you manage your time effectively so that this course remains a top priority relative to your other four courses and other life/personal/financial/career commitments and responsibilities.

Exam, Assignment and Project Policy:

There are NO make-up assignments and projects under any circumstances. Failure to submit an assignment without prior personal contact with me will result in an **F** grade for that assignment. Emergencies (e.g., verifiable death, verifiable illness, and verifiable religious holy day) will be handled on a case-by-case basis and at my discretion. Personal commitments, vacations, travel etc. are not considered “emergencies.”

Please consider the date of the final exam (Final Integrating Project presentations) for this course and other deadlines before making travel and personal arrangements.

You are responsible for all discussion material, textbook readings, handouts, films/videos, in-class exercises and demonstrations---- as far as assignments and final projects are concerned. Note that some material discussed in class is not found in the assigned readings.

Late Assignments:

All assignments are due at the beginning of class. Late assignments will gladly be accepted. Your grade will be lowered one full grade for every day that it is late, starting **10 minutes** after the beginning of class when the assignment is due. No exceptions.

Academic Honesty and Integrity--LMU Honor Code and Process:

Cheating or plagiarizing on exams or assignments will not be tolerated and will result in at least a grade of **F** on the assignment or exam and it may be referred to the appropriate disciplinary body for additional sanctions. Kindly refer to the LMU Honor Code and Process printed in the Undergraduate Bulletin for further reference.

Americans with Disabilities Act:

Students with special needs as addressed by the Americans with Disabilities Act who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the Disability Support Services Office. Any student who currently has a documented disability (physical, learning, or psychological) needing academic accommodations should contact Disability Services Office (Daum Hall- second floor, 310.338.8216) as early in the semester as possible. All discussions will remain confidential. Please visit <http://www.lmu.edu/dss> for additional information.

The information contained in this syllabus is based on the instructor's best judgment prior to the start of the semester. The course calendar may change due to extenuating circumstances. Students will be informed in class or via e-mail regarding any adjustments to the course schedule.

TENTATIVE COURSE SCHEDULE

<u>Week</u>	<u>Date</u>	<u>Topic</u>
1	8/31, 9/02	Introduction; An invitation to “experiment” Film: <i>Everyday Creativity</i> , Dewitt Jones (Across Borders Media, 1999)

2	9/07	Labor Day Holiday
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	9/09	An invitation to “experiment” Continued..
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Reflection #1: The Capstone Seminars, Part I due.

Reflection #2: The Capstone Seminars, Part II due.

3	9/14	Planning for Service Projects in Spring 2016— Part I <i>Clarifying your Passion</i> Dr. Lezlee Mathews & CSA Staff
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	9/16	Philosophy of Science & Philosophy of Psychology issues
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Readings:

1. Kronman, A. T., (2007). Introduction & What is living for? In *Education's End* (pp. 1-35). New Haven, CT: Yale University Press.
2. Slife, B. D., Yanchar, S. C., & Reber, J. S. (2005). Introduction: Thinking critically about critical thinking. In B. D. Slife, J. S. Reber & F. C. Richardson (Eds.), *Critical thinking about psychology* (pp. 3-14). Washington, DC: American Psychological Association.
3. Slife, B. D. (2005). Are the natural science methods of psychology compatible with theism? In A. Dueck & C. Lee (Eds.), *Why psychology needs theology: A radical-reformation perspective* (pp. 163-184). Grand Rapids, Michigan: William B. Eerdmans Publishing Co.
4. Chung, M. C., & Hyland, M. E. (2012). God, divine forces and who we are. In *History and Philosophy of Psychology* (pp. 5-33). West Sussex, UK: Wiley-Blackwell.

Week Date Topic
4 9/21

Philosophy of Science & Philosophy of Psychology issues (*Continued*)

Readings:

1. Chung, M. C., & Hyland, M. E. (2012). Psychology and science: First Beginnings. In *History and Philosophy of Psychology* (pp. 34-60). West Sussex, UK: Wiley-Blackwell.
2. Chung, M. C., & Hyland, M. E. (2012). Philosophy of mind and philosophy of science. In *History and Philosophy of Psychology* (pp. 61-87). West Sussex, UK: Wiley-Blackwell.
3. Williams, R. N. (2005). The language and methods of science: Common assumptions and uncommon conclusions. In B. D. Slife, J. S. Reber & F. C. Richardson (Eds.), *Critical thinking about psychology* (pp. 235-249). Washington, DC: American Psychological Association.
4. Kirschner, S. R. (2005). Conclusion: Toward critical openness. In B. D. Slife, J. S. Reber, & F. C. Richardson (Eds.), *Critical thinking about psychology* (pp. 267-277). Washington, DC: American Psychological Association.

9/23

Psychology and Spirituality & Philosophy of Psychology issues, Part I...

Readings:

1. William J. Byron, S.J.— *The Man Who Was Loyola*, pp. 1-7. AND Charles J. Healey, S.J — *Ignatius's Journey & Ignatius's Later Years (1541-56)*. pp. 1-20.
2. Dahlsgaard, K., Peterson, C., & Seligman M. E. P. (2005). Shared virtue: The convergence of valued human strengths across culture and history. *Review of General Psychology*, 9, 203-213.
3. Astin, A. W., Astin, H. S., & Lindholm, J. A. (2011). Ch. 1. Why spirituality matters; Ch. 2. Assessing spiritual and religious qualities. In, *Cultivating the spirit: How college can enhance students' inner lives*. (pp. 1-26). San Francisco, CA: John Wiley & Sons, Inc.
4. Astin, A. W., Astin, H. S., & Lindholm, J. A. (2011). Ch. 3. Spiritual quest: The search for meaning and purpose; Ch. 5. Spirituality in practice: Caring for and about others. In, *Cultivating the spirit: How college can enhance students' inner lives*. (pp. 27- 48; 63-82). San Francisco, CA: John Wiley & Sons, Inc.
5. Astin, A. W., Astin, H. S., & Lindholm, J. A. (2011). Ch. 8. How spiritual growth affects education and personal development; Ch. 9. Higher education and the life of the spirit. In, *Cultivating the spirit: How college can enhance students' inner lives*. (pp. 115-136; 137-157). San Francisco, CA: John Wiley & Sons, Inc.

Reflection #3: The Color of My Skin due.

5 9/28, 09/30

Psychology, Culture, Self and Meaning

Reflection #4: My Song and My Soul due.

***** Discussion and Sharing whole week! *****

6 10/05

Planning for Service Projects in Spring 2016— Part II

Turning your Passion into Action

Dr. Lezlee Mathews & CSA Staff

10/07

Psychology, Culture, Self and Meaning [Continued]

Discussion and Sharing

Reflection #4: My Song and My Soul. Continued...

Week Date Topic

7 10/12, 10/14

**Psychology and Spirituality: Integration and Whole Person, Part I...
"Spirituality" Walks.
Day 1- Upper campus. Day 2- Lower campus.**

8 10/19, 10/21

**Psychology and Spirituality: Integration and Whole Person, Part I [Continued]...
Discussion of Spirituality Walks and
Closing Circles essay by Paulo Coehlo**

**Reflection #5: Spirituality Walks due.
Reflection #6: Closing Circles due.**

Brainstorming: Integrating Final Projects

9 10/26, 10/28

Psychology and Spirituality: How am I human?

Readings:

Spiritual Evolution, Chapter 1: Positive Emotions
Chapter 2: The Prose and the Passion
Chapter 3: Three Evolutions
Chapter 4: Faith

Brainstorming: Integrating Final Projects

<><><> Daylight Saving Time ENDS: Sunday, NOVEMBER 01 <><><>

10 11/02, 11/04

Psychology and Spirituality: Integration and Whole Person, Part II...

Film: *Eat Pray Love (2010)*

with Julia Roberts, James Franco & Javier Bardem

Director: Ryan Murphy, Columbia Pictures (140 minutes)

Fri, 11/06

<><><> Last Day to Withdraw from Course Or Apply for Credit/No Credit Grading <><><>

11 11/09, 11/11

Discussion and Integration of Capstone Seminar themes: *Eat Pray Love* film

Psychology and Spirituality: How am I human?

Readings:

Spiritual Evolution, Chapter 5: Love
Chapter 6: Hope
Chapter 7: Joy
Chapter 8: Forgiveness

Reflection #7: LMU- Mission, Goals and Lion's Code due.

Brainstorming: Integrating Final Projects

<u>Week</u>	<u>Date</u>	<u>Topic</u>
12	11/16, 11/18	Psychology and Spirituality & Philosophy of Psychology issues, Part II... Reading: Paulo Coelho's <i>The Alchemist</i> (1993/1998) Discussion and Integration Reflection #8: Six Months to Live due. Reflection #9: The Alchemist due. Brainstorming: Integrating Final Projects
13	11/23	Psychology and Spirituality: How am I human? Readings: Spiritual Evolution, Chapter 9: Compassion Chapter 10: Awe and Mystical Illumination Chapter 11: The Difference Between Religion and Spirituality
	Weds-Fri 11/25-11/27	UNIVERSITY HOLIDAYS: THANKSGIVING
14	11/30, 12/02	Independent Work
15	12/07, 12/09	Independent Work
16	Finals Week MONDAY, 12/14, 2-4pm	Presentation of Integrating Final Projects Written Artifacts due

CAPSTONE SEMINAR PSYC 4101

Spring 2016

Culmination & Integration— A Year in Living the Mission of LMU

Part I: Psychology, Integration & Mission (Fall 2015)

Part II: Community-based Service Learning, Integration & Mission
(Spring 2016)

Instructor: Ricardo Arturo Machón, Ph.D. **Course:** PSYC 4101.01
Office: UNH 4749 **CRN:** 77389
Phone: 310.338.1766

Room: WHH 324 **Meetings:** MW 2:20-3:50 pm

Office Hours: Mondays and Wednesdays 4:00-6:00 pm [Starbucks café]
Tuesdays 4:15-5:15 pm [Starbucks café]

And by appointment.

E-mail Address: Ricardo.Machon@LMU.EDU

Required Texts: Readings to be distributed in class.

Course Requirements:

- 1.) About 6-8 Personal Reflections, 3-4 pages each.
- 2.) Final Integrating (Group) Project that creatively and meaningfully integrates the overarching themes of this course.

Part I is due on Monday, February 15 [week #6]; and

Part II (oral presentation and accompanying artifacts) is due on the day of the scheduled final exam, Monday, May 2, 2-4pm.

More details on expectations will be provided at a later date.

- 3.) Completion of 30 hours in a community based service-learning project by Friday, April 29, 2016. Failure to complete the agreed-upon project will result in a grade of F.
- 4.) Lead class discussion based on assigned readings.
- 5.) Active participation and regular attendance in class.

Attendance Policy:

The effectiveness of this seminar depends primarily on regular attendance and active and thoughtful participation. You will be permitted 2 absences. Your final course grade will be lowered by 1 full grade for every subsequent absence. **No exceptions.**

Workload Expectations:

This 4-unit course requires substantial work outside of class. Please be prepared to spend an average of at least 9 hours every week on class-related learning activities. This includes reading, preparation for class and exams, independent research, preparation and writing of drafts, and field trips and/or engaged learning activities.

Student E-mail Addresses:

All students registered in the class are required to access their LMU lion e-mail account. It is expected that you will check your e-mail regularly because I will use it as a supplemental means of communicating with the class.

Policy on Use of Electronics in the Classroom:

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<u>Final Grade:</u>	Breakdown--	Class Participation and Attendance	15%
		Personal Reflections	25%
		Integrative Final Project, Part I	15%
		Integrative Final Project, Part II	<u>45%</u>
		<i>Total Course Percent:</i>	100%

Final Course Grade Computation--	≥ 93 %	A
	90 -92 %	A-
	87 -89 %	B+
	83 -86 %	B
	80 -82 %	B-
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	60 -69 %	D
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Overview of the Capstone Seminars— Fall 2015 and Spring 2016.

The Capstone Seminar in the fall is part of a 2-course sequence. The overarching theme for both courses is "Culmination and Integration— A Year in Living the Mission of LMU." The Capstone Seminar in the fall, drawing on the Bio-Psycho-Socio/Cultural model and the gifts of discernment and Ignatian Spirituality lay the theoretical foundation for a more practical aspect of the year-long objectives in Spring 2016.

The seminar in the fall (Part I) is designed to enliven the first 2 pillars of the LMU Mission, the Encouragement of Learning (in all its forms) and the Education of the Whole Person (mind, body and soul). The Capstone seminar in the spring (Part II) directly embodies the third pillar, the Service of Faith and the Promotion of Justice (translating course objectives into real-life community issues).

In Part II of the Capstone, students will conceive and effect 30 hours of an organized service project ("community based service-learning") and engage in guided reflection and critical analysis. The primary goal of the spring seminar is to inspire students to integrate academic learning and community based experiences that are intentionally and deeply interrelated.

Using the central concept of "personality" and the Bio-Psycho-Social/Cultural paradigm as organizing principles, the Capstone is intended to invite and perhaps inspire you, students, to begin to answer several basic and existential questions.

- ψ Why am I?
- ψ How do I find meaning in me? In my life?
- ψ What is my place in this world?
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These basic questions, inspired by the life and teachings of St. Ignatius of Loyola, also frame this Capstone course for you, 4th year and soon to graduate psychology majors.

As seniors, you are now taking the final set of courses for the psychology major.

Thus far, you have been required to take a variety of courses covering topics such as—

- ✦ The scientific method and research methodology, neuroscience, statistical methods.
- ✦ And breadth courses in Lifespan Development, Social Psychology and Cognition.
- ✦ And a variety of specialty courses such as, Abnormal Psychology, Personality, Psychology of Marriage, Sports Psychology, Forensic Psychology etc.

Additionally, you have also taken courses in the core curriculum, including philosophy, theology, literature, arts and science.

As members of the University community, you have ideally lived and experienced the "ethos" of LMU which is embodied in these themes:

- ✦ The Encouragement of Learning
- ✦ The Education of the Whole Person
- ✦ The Service of Faith and the Promotion of Justice

Our University mission intentionally shapes your curricular and extracurricular experiences.

Taking the above curricula and experiences into consideration, the overarching objective of these Capstone courses is to create a truly culminating experience in which graduating psychology students are given an opportunity to integrate issues in the discipline of psychology with other critical aspects of their University-wide experience.

Inspired, in part, by Paulo Coelho's *The Alchemist* and *The Pilgrimage*, the Capstone course has a theme of travel— within one's self on a journey of discovery from birth to earthly death— a metaphor for the psychology of personality, and life in general. A related sub-theme is "personal alchemy" and transformation.

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"Personality" Defined:

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"The set of psychological traits and mechanisms within the individual that are organized and relatively enduring and that influence his or her interactions with, and adaptations to, the intrapsychic, physical and social environments" (Larsen & Buss, 2010, p. 4).

The challenge of this course will be to engage in an integrative analysis of the many aspects of this definition, in the context of the Bio-Psycho-Social/Cultural paradigm.

Class Format:

This is primarily a seminar-style course. Thus, open discussion will be a central element. Class demonstrations and exercises, handouts, and films/videos are also important aspects of this course. Students are expected to have critically-read the assignments and to lead the day's discussion and reflections. Sign-ups will be circulated for leading class discussions.

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This course is intended as a culminating, capstone experience. This integrating academic experience will be grounded in contemporary personality psychology, the University mission and the core curriculum.

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- ✦ Understand the theory and research in personality psychology in the context of six organizing *principles* or "domains"--- Dispositional, Biological, Intrapsychic, Cognitive-Experiential, Social & Cultural, and Adjustment.
- ✦ Integrate multiple and interdisciplinary perspectives of personality, behavior and experience in a meaningful, holistic analysis.

The objectives for you, the student are to:

- ✦ Facilitate the development of your capacities for self-reflection, discernment and mindfulness in order to more deeply understand and appreciate your own "personality"--- in the context of the concepts and paradigm(s) of this course.
- ✦ Stimulate and facilitate the development of:
 - Your critical analysis of theory and research in personality psychology, specifically.
 - Your critical thinking, in general.

Student Learning Outcomes:

This course is intended as a culminating, capstone experience. The themes grounding these seminars are enlivened by the LMU Mission and Ignatian spirituality. As part of the Psychology department curriculum, the seminars adhere to the following learning outcomes—

(a). After having taken **Capstone Seminar Part I**, students will demonstrate knowledge of the history, foundations, content, and analytical skills of psychology in their ability to:

- ✦ Value the importance and limitations of a scientific approach to understanding human behavior.
- ✦ Apply critical thinking in their understanding of psychological principles.
- ✦ Write a complete manuscript in APA style.
- ✦ Demonstrate increased skills in their oral and written communication on psychological topics.
- ✦ Analyze and critically evaluate the bio-psycho-social components of behavior.
- ✦ Integrate concepts in psychology with the arts, philosophy and theology/spirituality.

(b). After having taken **Capstone Seminar Part II**, students will demonstrate:

- ✦ the capacity to integrate the overarching themes of this course through their community-based service projects.
- ✦ the capacity to reflect on and critically analyze their experiences in their community-based service projects.
- ✦ Increased knowledge and awareness of social, political and economic influences on the communities and populations served by their community-based service projects.

Responsibilities and Expectations:

I am responsible for the overall direction and content of this course. In addition, I take the responsibility for creating an environment, which maximizes your potential for learning about personality psychology, in particular, and learning, in general.

Your responsibilities include: regular attendance in class and your active participation in class discussions. It is also expected that you manage your time effectively so that this course remains a top priority relative to your other four courses and other life/personal/financial/career commitments and responsibilities.

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Academic Honesty and Integrity--LMU Honor Code and Process:

Cheating or plagiarizing on exams or assignments will not be tolerated and will result in at least a grade of **F** on the assignment or exam and it may be referred to the appropriate disciplinary body for additional sanctions. Kindly refer to the LMU Honor Code and Process printed in the Undergraduate Bulletin for further reference.

Americans with Disabilities Act:

Students with special needs as addressed by the Americans with Disabilities Act who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the Disability Support Services Office. Any student who currently has a documented disability (physical, learning, or psychological) needing academic accommodations should contact Disability Services Office (Daum Hall Room 224, 310.338.4535) as early in the semester as possible. All discussions will remain confidential. Please visit <http://www.lmu.edu/dss> for additional information.

The information contained in this syllabus is based on the instructor's best judgment prior to the start of the semester. The course calendar may change due to extenuating circumstances. Students will be informed in class or via e-mail regarding any adjustments to the course schedule.

Tentative Course Schedule

Week #	Date	Topic
1	01/11 Monday 01/13 Wednesday	Class overview Discussion and Integration
2	01/18 Monday 01/20 Wednesday	University holiday: MLK Day Discussion and Integration <i>Reflection #1 What Motivates Me to Engage in Service?</i>
3	01/25 Monday 01/27 Wednesday	Discussion and Integration <i>Reflection #2: Everyday Creativity. A Photo Essay of Me.</i> CBL placements
4	02/01 Monday 02/03 Wednesday	Discussion and Integration <i>Reflection #2: Everyday Creativity. A Photo Essay of Me.</i> CBL placements
5	02/08 Monday 02/10 Wednesday	Discussion and Integration CBL placements
6	02/15 Monday 02/17 Wednesday	Final Integrating Projects, Part I due CBL placements
7	02/22 Monday 02/24 Wednesday	Discussion and Integration CBL placements
--	02/29-03/04 Monday-Friday	<i>Spring break holidays!</i>
8	03/07 Monday 03/09 Wednesday	Discussion and Integration CBL placements
9	03/14 Monday 03/16 Wednesday	Discussion and Integration <i>Reflection #3: My Service Project. What does it all mean?</i> CBL placements

Tentative Course Schedule

10	<p><i>03/21 Monday</i></p> <p><i>03/23-03/25 Wednesday-Friday</i></p>	<p>Discussion and Integration</p> <p><i>Reflection #4: My Service Project. What does it all mean?</i></p> <p>A Group Response</p> <p><i>Spring break #2 & Easter holidays!</i></p>
11	<p><i>03/28 Monday</i></p> <p><i>03/30 Wednesday</i></p>	<p>Discussion and Integration</p> <p><i>Reflection #5: The LMU and Capstone Seminars journeys</i></p> <p>CBL placements</p>
12	<p><i>04/04 Monday</i></p> <p><i>04/06 Wednesday</i></p>	<p>Discussion and Integration</p> <p><i>Reflection #6: The Lion's Code</i></p> <p>CBL placements</p>
13	<p><i>04/11 Monday</i></p> <p><i>04/13 Wednesday</i></p>	<p>Discussion and Integration</p> <p>CBL placements</p>
14	<p><i>04/18 Monday</i></p> <p><i>04/20 Wednesday</i></p>	<p>Discussion and Integration</p> <p>CBL placements</p>
15	<p><i>04/25 Monday</i></p> <p><i>04/27 Wednesday</i></p>	<p>Discussion and Integration</p> <p>CBL placements</p>
16	<p><i>05/02 Monday</i></p> <p><i>2-4pm</i></p>	<p><i>Final Integrating Projects Part II presentations and artifacts due</i></p>