

Philosophy PHI 117-621

PHI 117: Psychology of Religion

Fall 2019 Syllabus

Instructor Information

Instructor: Jan Briel

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Course Meeting Dates and Times

Start and End Dates: [List the start and end dates of the class e.g., 8/20/2019-12/10/2019 – REQUIRED]

Meeting Days and Times: Fridays 5:00 pm – 10:00 pm; Saturdays 8:00 am – 5:00 pm

Room:

Required Textbook/Course Materials

Invitation to the Psychology of Religion (3rd edition)

Raymond F. Paloutzian; The Guilford Press, 2017.

Part 1: Course Information

Course Description

This class will be an overview of the major psychological perspectives on religion, faith and religious experience. We will use objective and subjective approaches to the study of religion relating to meditation, social attitudes and behavior, mental health, mysticism, and personal orientation and development.

Credit hours: 3

Part 2: Course Objectives

REQUIRED COURSE LEARNING OUTCOMES

- To provide the student with a knowledge of the fundamental methodologies and psychological theories used in the study of religion.
- Heighten self-awareness and the ability to critically assess the students own religious beliefs and values .
- Develop the ability to discuss studies of religious phenomena, while respecting the beliefs of others.

GUARANTEED TRANSFER (GT) PATHWAYS COURSE STATEMENT

The Colorado Commission on Higher Education has approved PHI 111 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT- AH3 category. For transferring students,

successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information visit the GT Pathways program website [<http://higherred.colorado.gov/academics/transfers/gtpathways/curriculum.html>]

STANDARD COMPETENCIES:

- STUDENTS SHOULD BE ABLE TO THINK CRITICALLY AND
- ASSESS AND EVALUATE MATERIAL FROM A VARIETY OF PERSPECTIVES.
- After completing this course the student should be able to think critically and analyze a wide variety of religious phenomena from an equally diverse number of psychological perspectives. Through discussing and interpreting the significance of religious beliefs, practices, and rituals in light of modern psychology, students will synthesize the insights of empirical psychologists Bernard Spilka and Daniel McIntosh.

- Adding a theoretical foundation to their empirical observations, students will identify and summarize the ideas of key theorists, such as Rodney Stark and William Sims Bainbridge.

- Through the viewing of films and class discussions, students will analyze and assess the relative merit and contribution of each theory (A, B).

- STUDENTS SHOULD BE ABLE TO ADJUDICATE BETWEEN

- CONFLICTING THEORIES AND EVALUATE THEIR STRENGTHS AND

- WEAKNESSES.

- After completing this course, students should be able to analyze key theorists and relate their ideas to the study of religious beliefs, practices, and rituals. Identifying key theorists by relating their work to religious phenomena is of central importance within Psychology of Religion. Once students have had exposure to several theorists and their ideas, students can analyze and assess each theory, such as that of Phillip R. Shaver and Lee A. Kirkpatrick, and decide which theory is most helpful in trying to understand the phenomenon under discussion. Such comparative thinking--being able to synthesize the theories and research of more than one psychologist--will provide students with critical skills of analysis and assessment (C, E).

- STUDENTS SHOULD BE ABLE TO SYNTHESIZE DATA, COMPREHEND MULTIPLE THEORIES, DISCUSS VIEWS, AND PROPOSE NEW IDEAS.

- After completing this course, students should be able to synthesize data, comprehend multiple theories, and propose new ideas. Synthesizing the general patterns of interaction between psychology and religion over the last 100 years will enable students to have a well-rounded understanding of the events which have shaped the culture at large, as well as each discipline in particular. After completion of selected articles, students will be able to interpret and discuss the major events in the history of the interaction between psychology and religion (D, E, F).

- KEY:

- Develop critical thinking skills
- Assess and evaluate material
- Adjudicate between conflicting theories
- Discuss views and interact with peers

- Evaluate data and propose new ideas
- Comprehend multiple theories

TOPICAL OUTLINE:

- Historical and theoretical introduction
- Religion from a psychological perspective: an introduction
- Theory of religion, example number one
- Theory of religion, example number two
- Theory of religion, example number three
- Religious Conversion
- Experiential approach to religion
- Religion-as-Schema
- Empirical study of Mysticism
- Theory of religion, example four
- Empirical approach to religion
- Research within Psychology of Religion
- Religious orientations, attitudes, behavior
- Religion and ethics
- Religion, health,
- d well-being
- Religion in the next millennium: what can psychology tell us?

ARTS & HUMANITIES (AHUM) CONTENT CRITERIA GT-AH3

Respond analytically and critically to ways of thinking, by addressing one or more of the following:

- Logic
- Ethics
- The different questions dealt with by leading philosophers and/or theologians and their positions on those questions.

- COMPETENCIES & STUDENT LEARNING OUTCOMES ASSOCIATED FOR GT-AH3

- Explain an Issue
- Use information to describe a problem or issue and/or articulate a question related to the topic.
- 2. Utilize Content
- Evaluate the relevance of context when presenting a position.
- Identify assumptions.
- Analyze one's own and others' assumptions.
- Understand Implications and Make Conclusions
- Establish a conclusion that is tied to the range of information presented.
- Reflect on implications and consequences of stated conclusion.

Part 3: Course Policies

Course Requirements/Expectations

The mission of the RRCC Philosophy Department is to inspire students to live dynamic and thoughtful lives by helping them develop ideas and intellectual virtues conducive to human flourishing. We do this by introducing the rich heritage of the philosophical tradition and teaching students to think critically and creatively. Philosophy faculty are motivated by the conviction that learning is an end in itself and endeavor to foster a passion for the pursuit of wisdom

- You as the learner play a vital role in the quality of class time. Please come to class prepared and engaged.

Attendance and Participation

Attendance is mandatory. If you absolutely must miss a class, then you alone are responsible for finding out what you missed. If possible, please inform the instructor in advance if you are going

to miss a class. Students are expected to attend all class sessions. The instructor will present material based upon the expectation that the reading has been done.

- Students are responsible to meet all deadlines for the course unless serious and unforeseen events can be documented for the instructor.
- Make copies of all material sent through the mail; the instructor is not responsible for undelivered assignments. Students will be required to resubmit any missing material.
- Under extreme circumstances, the grade of "Incomplete" may be assigned. The grade requires that the student make up the coursework, on their own, by the end of the following semester.

Part 4: Grading Policy

- Methods of Evaluation
- Attendance/Participation: 50 points
- Final Essays: 20 points
- Religious Autobiography: 30 points

GRADES

Letter Grade

Percentage

Performance

A

90-100%

Excellent Work

B

80-89%

Good Work

C

70-79%

Average Work

D

60-69%

Poor Work

F

0-59%

Failing Work

- To receive an "Incomplete" the student must be in good standing in the course at the time that the Incomplete is requested. If the Incomplete is not resolved by the end of the following semester, the grade will revert to "F".

GRADED COURSE ACTIVITIES

Points

Description

50

Participation

20

Final Essays (4 essays@5 points each)

30

Religious Autobiography

100

Total Points Possible

Part 5: TENTATIVE COURSE SCHEDULE

- All readings are found in the required text Psychology of Religion Schedule

9/14

- Introduction---Paloutzian: chapters 1&3 (pgs. 22-13; pgs. 89-92)

9/15

- Lifespan Development---Paloutzian: chapter 5 (pgs. 149-213)

9/21

- Religious Conversion---Paloutzian: chapter 7 (pgs. 216-238)

9/22

- Religious Experience---Paloutzian: chapter 8 (pgs. 253-273)
- Mysticism

9/28

- Health---Paloutzian: chapter 9 (pgs. 288-299)

9/29

Field Experience

- **Assignments due: 10/5/2018.**

PART 6: RRCC POLICIES AND PROCEDURES

Important Dates

STUDENTS: PLEASE VERIFY THE SPECIFIC DROP AND WITHDRAW DATES FOR THIS COURSE IN YOUR “Detailed Student Schedule (with Drop-Withdrawal Dates)” LINK IN THE ROCK, UNDER THE STUDENT TAB
(https://erpdnssb.ccs.edu/PRODRRCC/wt_student_sched.P_DisplayStudentSched)

DROP/Census Date (last day to drop with a refund)

This is the last day you can remove yourself from this class without having to pay for the class and without the class showing on your permanent student record. If you are considering dropping the class, please talk to your instructor first. If you are on financial aid, you should also consult a financial aid advisor before dropping a class. All students are encouraged to see an academic advisor about how dropping may affect their goals.

Withdraw date (last day to withdraw with a “W”)

This is the last day you can remove yourself from this class and receive a “W” for the class instead of a grade. You are responsible for payment. If you are considering withdrawing from the class, please talk to your instructor first. If you are on financial aid, you should consult a financial aid advisor before withdrawing from a class. All students are encouraged to see an academic advisor about how withdrawing may affect their goals.

RRCC Syllabus Insert – REQUIRED and Additional Information

All students are required to be familiar with the information contained in the RRCC Syllabus Insert document. In addition to your instructor reviewing the required content in class, the RRCC SYLLABUS INSERT can be found as an announcement on all D2L landing pages (where you have access to all of your courses) and in the “Student Help” pull-down menu.