

New Course Proposal Form

Directions:

- A. Complete this form.
- B. Attach a syllabus or course guidelines that includes
 - a. list of measurable student learning outcomes
 - b. information on how outcomes will be assessed including descriptions of reading and writing activities, projects, presentations, testing, etc
 - c. list of course requirements such as attendance, assignments, etc
- C. Have your proposal reviewed by the appropriate department and school/college committee.
- D. Submit your proposal to the University Curriculum Committee in care of the Office of Academic Affairs.

Form information:

1. Department/Program: **Behavioral and Social Sciences**
2. Course Information: **PSYC / 3300 / Psychology of Religion**

Prefix	Number	Title
3	/	PSYC 1100 and 6 credit hours of psychology.
Credit Hours	Prerequisites	
3. Catalog Description for the catalog: (This description should briefly describe the basic content of the course as it will be offered.)

Introduction to the major issues, theories and empirical approaches to the psychology of religion. Illuminates the role of religion as a powerful meaning system that can affect the lives of individuals in terms of their beliefs, motivations, emotions and behaviors, and can influence their interactions on both interpersonal and intergroup levels. Utilizes psychological theory to understand the role that religion, faith, and spirituality play in different areas of human activity such as health and the recovery from physical illness, psychotherapy, sexuality, interpersonal relationships, violence, racial prejudice, personality development, adolescent behavior, ageing and mental health.

4. May students repeat this course for credit? If so, are there limits?

No

5. What is the rationale for adding this course?
 - a. How does it support the philosophy and enhance the curriculum of your department?

Religion plays a significant role in shaping our world. This area is one of the oldest in psychology; research on religious development and experience was conducted over a century ago, and both William James and G. Stanley Hall were leading psychologists of religion. Consequently, many psychology departments offer a psychology of religion course. In addition, Division 36 (Psychology of Religion) of the American Psychological Association (APA) is devoted to illustrating how the psychological study of religion may contribute to a scientific understanding of human development and functioning.

b. How does it relate to the overall University curriculum?

The inclusion of this course in the curriculum will ensure that students receive a high quality learning experience. In addition, the cross-cultural material in the course will help prepare students for global citizenship and individual excellence.

6. Should this new course be considered for General Education coding? **NO**
If yes, attach the Application for General Education Coding Form.

7. Staffing requirements:

- a. Qualifications necessary for instructor: **Instructor will need to have a MA or PhD in psychology. The focus can be experimental or clinical.**
- b. What staffing changes, if any, will be necessary to offer this additional course?
None

8. When will this course be initiated? **This course has been taught several times at extended campuses. There has been interest in teaching this course at the main campus.** How often will it be taught? **Once every 2 or 3 semesters.** What sites are likely to offer this course? **Main campus, Vienna, Leiden, and Geneva.**

9. Does this course affect degree requirements in your, or any other, department/program's major, emphasis, minor, or certificate. **No. The course would be a psychology elective.**
If yes, please attach corrected catalog copy for approval.

10. List any existing University course(s), undergraduate or graduate, which are similar in title and /or subject matter and explain how this course differs from them.

The Department of Religious Studies has a topics course: RELG 3070 Topics in Religion and Psychology (3) Investigates religious beliefs and behavior and the influence of religion on the life of the individual.



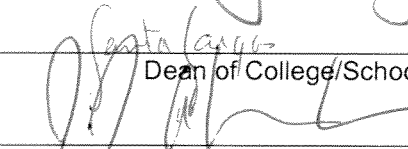

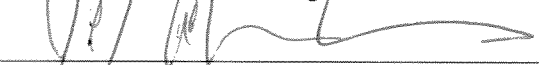

The course is not offered every semester. In addition, as a topics course, the content varies. Plus, more importantly, the course is taught from a religious studies perspective rather than a focus on psychology.

11. Are University resources adequate to support this course? (library holdings, space, specialized, equipment, etc.). **Yes.** If not, what additions are necessary?

12. What course(s), if any, will be dropped to make room for this course? **None**

13. What entities (department, college/school) have reviewed and approved this proposal? **The proposed course has been approved for inclusion by the BSS department including extended sites.**

Signatures:

	
Department/Program Chairperson	Date
	
Dean of College/School	Date
	
Chair/Curriculum Committee	Date

Rev. 2004

Psychology of Religion Syllabus

Text: Paloutzian RF. (1996). Invitation to the Psychology of Religion, 2nd Ed. Massachusetts. Allyn and Bacon

Additional Required Reading: Articles will be on e-reserve through Webster University's Library system. Access to e-reserve will be demonstrated in class. Students may also contact a library representative for assistance in accessing e-reserve. These are required readings.

Course Description: Introduction to the major issues, theories and empirical approaches to the psychology of religion. Illuminates the role of religion as a powerful meaning system that can affect the lives of individuals in terms of their beliefs, motivations, emotions and behaviors, and can influence their interactions on both interpersonal and intergroup levels. Utilizes psychological theory to understand the role that religion, faith, and spirituality play in different areas of human activity such as health and the recovery from physical illness, psychotherapy, sexuality, interpersonal relationships, violence, racial prejudice, personality development, adolescent behavior, ageing and mental health.

Learning Objectives:

- To encourage the development of research, theory, and practice in the psychology of religion and related areas
- To provide students with knowledge of psychological models used to describe and explain the effects of religion, faith and spirituality play on human behavior.
- To develop the skills of students in applying psychological theory to the understanding of everyday phenomena.
- To develop the skills of students in evaluating and integrating empirical developments in an emerging field of psychology.
- To integrate these findings into the broader context of psychological research, theory, and practice.

Learning Outcomes:

- Students will understand research, theory, and practice within the field of the psychology of religion
- Students will understand the various psychological models to explain the effects explain the effects of religion, faith and spirituality play on human behavior.
- Students will develop the ability to apply psychological theory to the understanding of everyday phenomena.
- Students will be able to evaluate and integrate empirical developments in the field of psychology of religion and integrate these findings into the broader context of psychological research, theory, and practice.

Assessment:

- In depth religious coping interviews
- Midterm & Final
- Team project & Presentation
- Class participation

Attendance: Attendance in this course is mandatory. Absences will significantly lower your grade. If you miss more than one class period, you will not be able to successfully complete the

course. You must be present for the entire class period to be counted as present. Any exceptions to this must be discussed and approved by the instructor prior to missing a portion of the class.

Assignments: Each student is expected to read the assigned material prior to class and to be prepared to discuss the material at each class meeting. No late assignments will be accepted unless there is a documented, extreme emergency and arrangements are made with the course instructor prior to the time the assignment is due.

Students with disabilities who believe they may need accommodation in this class are encouraged to contact the Academic Resource Center as soon as possible to ensure that such accommodation can be implemented in a timely fashion.

Syllabus is subject to change at any time

Week 1 Religion as a Meaning System

Pargament, K. I. (1997). *The psychology of religion and coping*. New York: Guilford Press. Ch. 1,2. Pp. 34-42.

McIntosh, D.N. (1995). Religion-as-schema, with implications for the relations between religion and coping. *The International Journal for the Psychology of Religion*, 5 (1), 1-16.

Also Recommended

Ellis, A. (1986). *The case against religion: A psychotherapist's view and the case against religiosity*. Austin: American Atheist Press.

Freud, S. (1927/1961). *The future of an illusion*. New York: London.

Geertz, C. (1973). *The interpretation of culture*. New York: Basic Books, Inc., Publishers. Pp. 87-125.

Spilka, B., Hood, R.W.Jr., & Gorsuch, R.L., (1985). The psychology of religion: An empirical approach. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. (Ch. 1, Pp. 1-29)

James, W. (1902). *The varieties of religious experience*. New York: Longman.

Week 2 Religion and Coping/Well-Being

Pargament, K.I. (1997). *The psychology of religion and coping*. New York: Guilford Press. Ch. 6, 7, 8 &10.

Pargament, K.I., Poloma, M.M., & Tarakeshwar, N. Methods of coping from the religions of the world: Spiritual healing, Karma, and the Bar Mitzvah. In C.R. Snyder (Ed.). *Coping and copers: Adaptive Processes and People*. Oxford University Press.

Kushner, H.S. (1989). *When bad things happen to good people*. New York: Avon Books.

Emmons, R. A., Cheung, C., & Tehrani, K. (1998). Assessing spirituality through personal goals: Implications for research on religion and subjective well-being. *Social Indicators Research*, 45, 391-422.

Ventis, W. L. (1995). The relationship between religion and mental health. *Journal of Social Issues*, 51(2). 33-48.

Week 3 Religion as a Values System

Roccas, S., & Schwartz, S. (1997). Church-state relations and the associations of religiosity with values: A study of Catholics in six countries. *Cross-cultural research*, 31, 356-375.

Schwartz, S.H., & Huismans, S. (1995). Value priorities and religiosity in four Western Religions. *Social Psychology Quarterly*, 58, 88-107.

Week 4 Religion as a Call for Change

Pargament, K. I. & Park, C. L. (1995). Merely a defense? The variety of religious means and ends. *Journal of Social Issues*, 51(2), 13-32.

Silberman, I., Higgins, E. T., & Dweck, C. S. (2000). The relation between Religiosity and openness to change. Paper presented at the 108th Annual Convention of the American Psychological Association. Washington, DC.

Week 5 Religion and Forgiveness

McCullough, M. E., & Worthington, E.L., Jr. (1999). Religion and the forgiving personality. *Journal of Personality*, 67, 1141-1164.

Rye, M. S., Pargament, K. I., Ali, M. A., Beck, G.L., Dorff, E.N., Hallisey, C., Narayanan, V., & Williams, J.G. (2000). Religious perspectives on forgiveness. In M.E. McCullough, K.I. Pargament, and C. E. Thoresen (Eds.), *Forgiveness* (pp. 17-40). New York: Guilford Press.

Week 6 Religion and Human Rights

Allport, G.W. (1966). Religious context of prejudice. *Journal for the Scientific Study of Religion*, 5, 447-457.

Batson, C.D., & Burris, C.T. (1994). Personal religion: Depressant or stimulant of prejudice and discrimination. In M.P. Zanna & J.M. Olson (Eds.), *The psychology of prejudice: The Ontario Symposium*, Vol. 7 (pp. 149-169). Hillsdale, NJ: Erlbaum.

Griffin, G.A., Gorsuch, J.L., & Davis, A.L. (1987). A cross cultural investigation of religious orientation, social norms, and prejudice. *Journal for the Scientific Study of Religion*, 26, 358-365.

Hunsburger, B. (1995). Religion and prejudice: The role of religious fundamentalism, quest, and right-wing authoritarianism. *Journal of Social Issues*, 51(2), 113-129.

Week 7 Religion as a Factor in Conflict and Resolution

Mahoney, A., Pargament, K.I., Jewell, T., Swank, A., Scott, E., Emery, E., & Rte, M. (1999). Marriage and the spiritual realm: The role of proximal and distal religious constructs in marital functioning. *Journal of Family Psychology*, 13(3), 321-338.

Swank, A.B., Mahoney, A. & Pargament, K.I. (2000). A sacred trust: Parenting and the spiritual realm. Paper presented at the 108th Annual meeting of the American Psychological Association, Washington D.C.

Gopin, M. (2000). *Between Eden and Armageddon: The future of religion, violence and peacemaking*. New York and London: Oxford University Press.

Struch, N. & Schwartz, S.H. (1989). Intergroup aggression: Predictors and distinctiveness from ingroup bias, *Journal of Personality and Social Psychology*, 56, 364-373.

Week 8 Presentations and Final Exam