

# Cover Sheet: Request 14568

## Religion & Psychology

### Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Jonathan Edelmann jonathanedelmann@ufl.edu
Created	12/20/2019 11:00:32 AM
Updated	10/16/2020 2:01:32 PM
Description of request	This request is submitted by Jonathan Edelmann for a new course in the Department of Religion called REL 3xxx Religion & Psychology.

### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Religion 16420000	Terje Ostebo		12/20/2019
No document changes					
College	Recycled	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The College Curriculum Committee recycles this request, with the following steps needed: 1) please include a consult with the Department of Psychology; 2) please remove the attached syllabus, it is not needed for the request; 3) if repeatable, adjust repeatable credits to 6 not 2; 4) the course can use "sophomore standing" as a prerequisite; 5) change course description to "A survey of" and "Covers the history of..." to match catalog style; 6) please adjust weekly schedule to 15 weeks; 7) please add the grade scale; 8) please change attendance explanation from "the participation grade" to "the attendance grade"	1/24/2020
No document changes					
Department	Approved	CLAS - Religion 16420000	Terje Ostebo		2/26/2020
Psychology uccconsult.pdf					2/25/2020

Step	Status	Group	User	Comment	Updated
College	Recycled	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The College Curriculum Committee recycles this request, with the following changes needed: 1) the course needs a prerequisite, it does not have to be a specific course, but it WILL NOT be approved without one, please contact Associate Dean Spillane if you have questions; 2) remove Week 16 from the weekly schedule of courses; 3) under the Attendance section of the grading scheme, change the word "participation" to "attendance"	4/3/2020
No document changes					
Department	Approved	CLAS - Religion 16420000	Terje Ostebo		9/14/2020
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	1) Editing in Course Description. Second line: construction "of" knowledge? Third line; psychological models.	10/16/2020
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			10/16/2020
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

## Course|New for request 14568

### Info

**Request:** Religion & Psychology

**Description of request:** This request is submitted by Jonathan Edelman for a new course in the Department of Religion called REL 3xxx Religion & Psychology.

**Submitter:** Jonathan Edelman jonathanedelman@ufl.edu

**Created:** 11/12/2020 9:11:28 PM

**Form version:** 12

### Responses

**Recommended Prefix** REL

**Course Level** 4

**Course Number** xxx

**Category of Instruction** Intermediate

**Lab Code** None

**Course Title** Religion and Psychology

**Transcript Title** Religion & Psychology

**Degree Type** Baccalaureate

**Delivery Method(s)** Online, On-Campus

**Co-Listing** No

**Effective Term** Spring

**Effective Year** 2021

**Rotating Topic?** Yes

**Repeatable Credit?** No

**Amount of Credit** 3

**S/U Only?** No

**Contact Type** Regularly Scheduled

**Weekly Contact Hours** 3

**Course Description** Covers history of philosophy and religion on psychological theories of consciousness, intelligence, cognition, as well as the mind's role in the construction of knowledge, ignorance and morality, and it facilitates students in articulating their psychological models to explain human experience, belief, and well-being.

**Prerequisites** junior standing or above

**Co-requisites** n/a

**Rationale and Placement in Curriculum** The psychology of religion – or the ways that the mind and theories of mind inform an understanding of human conceptions of the sacred ritual, belief, and practice – is an essential part of the study of religion. It was an important part of the formation of Religious Studies and it remains a core disciplinary approach for the BA, MA, and PhD in Religious Studies today. The Department of Religion currently does not offer an undergraduate course on the psychology of religion and this course on the psychology of religion does not conflict with offerings in the Department of Psychology at the University of Florida (cf. Julia Graber, Re: UCC: External Consultations). This would supplement other courses in the Department of Religion that look at the way religious thought intersects with other disciplines like ecology, anthropology, medicine, and food production. The psychology of religion is a central topic within our MA and PhD course work for the required courses "Method and Theory I & II" (REL 6035, REL 6036). Thus, it would be a good course for our graduate students to TA and it would be an important course for undergraduate students who want to pursue graduate work in religious studies. This course could be taught by any of the faculty in the Department of Religion and one that they can build according to their own particular approach to the subject matter, therefore it is a course that could remain in the course catalogue well into the future. The content of "Religion & Psychology" might support students working on degrees in Psychology, Philosophy, and Sociology, and those perusing the Certificate Program in the Center for Spirituality and Health.

**Course Objectives** Course Student Learning Objectives (SLOs): At the conclusion of this course students will have learned:

1. Content: Identify, describe, and explain the views of the primary thinkers and theories in the psychology of religion. The ability to distinguish the distinct approaches and their interconnections within the psychology of religion, the connections to other approaches to the study of religion. Measured by papers and presentations.
2. Critical Thinking: Identify and analyze key religious and psychological elements that shape the thought process of each person and topic we study. To evaluate and assess the ability of the thinkers and theories to explain religious beliefs, experiences, and practices. Examine how topics and thinker are related to one another. Measured by papers and presentations.
3. Communication and Connection: Communicate knowledge, thoughts and reasoning clearly and effectively on the thinkers and theories in the psychology of religion, as well as your opinion and assessment of them. Students are encouraged to examine the content in relation to their own belief system and academic discipline, and to communicate their views in relation to your peers. Measured by papers and presentations.

**Course Textbook(s) and/or Other Assigned Reading** 1. Course Textbook: The Psychology of Religion: An Empirical Approach (Fifth Edition) by Ralph W. Hood, Jr., Peter C. Hill, and Bernard Spilka, Guildford Press, 2018. Required.

2. Other Assigned Readings: Readings, videos, and handouts provided by instructor on Canvas. Required.

### **Weekly Schedule of Topics** INTRODUCTION

Week 1: What is the psychology of religion?

Topics:

- Psychology as one approach among many in religious studies
- Origins and overview of the psychology of religion within religious studies
- Why psychology is relevant to the study of religion

Readings:

- "The Psychological Nature and Function of Religion," The Psychology of Religion: An Empirical Approach (Fifth Edition) by Ralph W. Hood, Jr., Peter C. Hill, and Bernard Spilka, Guildford Press, pp.1-25

### FOUNDING FIGURES: FREUD, JUNG, JAMES

Week 2: What is psychoanalytic psychology?

Topics:

- Freud's back ground and biography
- The contributions of Freud and the limitations of his theories
- The social impact of Freud and enduring allure

Readings:

- "Chapters I-VI," Future of an Illusion, by S. Freud, pp.5-33

Week 3: What is the unconscious?

Topics:

- Jung's concept of self in opposition to Freud
- Jung's theory of the unconscious and the archetypes
- Jung's concept of religious experience and psychology

Readings:

- "The Autonomy of the Unconscious," Psychology of Religion, by K. Jung, in The Basic Writings of C.G.Jung, edited by V.Laszlo, pp.469-489

Movie:

- "The Forbidden Planet," 1956, directed by Fred M. Wilcox

Week 4: How was psychology of religion applied to the study of religion?

Topics

- Background and biography
- The other contributions of James in pragmatism and ethics

- James on the forefront of consciousness and brain studies

#### Readings

- “The Religion of the Healthy-mindedness (Lectures IV and V),” in *The Varieties of Religious Experience*, by William James, pp.78-126.

### BIOLOGICAL APPROACHES TO THE STUDY OF RELIGION

#### Week 5: What is reductionism?

##### Analytic Due

##### Topics:

- The empirical study of religion and spirituality
- Reductionism in conceptualizing religious issues
- Measurement in the psychology of religion

##### Readings:

- “Evolution, Neuropsychology, and Other Biological Aspects of Religion,” in *The Psychology of Religion: An Empirical Approach (Fifth Edition)* by Ralph W. Hood, Jr., Peter C. Hill, and Bernard Spilka, Guildford Press, pp.56-79

#### Week 6: Do genes determine psychology?

##### Topics:

- Introduction to Steven Pinker, Richard Dawkins, and others
- Religious belief as a by-product of natural selection
- Richard Dawkins and the impact of *The Selfish Gene*

##### Listen to a recent conversation:

- <https://www.youtube.com/watch?v=QqVG4-ykP4c>
- <https://www.youtube.com/watch?v=S9TvtKrvdQ8>

##### Reading:

- “Forward to the First Edition” by R. Trivers, *The Selfish Gene* by R. Dawkins
- “The Long Reach of the Gene,” by Richard Dawkins in *The Selfish Gene* by Richard Dawkins, pp.302-344

### THE LIFE CYCLE

#### Week 7: What is attachment?

##### Topics:

- Religious development and education, and their impact on psychology
- Attachment theory and Socialization theory

##### Readings:

“Religion in Childhood,” in *The Psychology of Religion: An Empirical Approach (Fifth Edition)* by Ralph W. Hood, Jr., Peter C. Hill, and Bernard Spilka, Guildford Press, pp. 80-113.

#### Week 8: What is socialization?

##### Topics:

- Socialization in religious and nonreligious context
- Doubt, apostasy, and conversion
- Religious reasoning in adolescence

##### Reading:

“Religion in Adolescence and Young Adulthood” in ,” in *The Psychology of Religion: An Empirical Approach (Fifth Edition)* by Ralph W. Hood, Jr., Peter C. Hill, and Bernard Spilka, Guildford Press, pp.114-144.

#### Week 9: What is faith?

##### Topics:

- Faith in America
- Religious, sex, marriage, love

- Religion in the workplace
- Tradition, women, and religion

Reading:

“Adult Religious Issues” in *The Psychology of Religion: An Empirical Approach (Fifth Edition)* by Ralph W. Hood, Jr., Peter C. Hill, and Bernard Spilka, Guilford Press, pp.146-182.

Week 10: What is death?

Evaluation Paper Due

Topics:

- Ernst Becker on Freud, Jung, and the fear of death
- Faith, fear, and anxiety
- Euthanasia and suicide

Reading:

- “What is the heroic individual” by E.Becker in *The Denial of Death*, pp.255-285
- “Religion, Aging, and Death” in *The Psychology of Religion: An Empirical Approach (Fifth Edition)* by Ralph W. Hood, Jr., Peter C. Hill, and Bernard Spilka, Guilford Press, pp.183-221.

## RELIGION, COMMUNITY, AND PSYCHOLOGY

Week 11: What is conversion?

Topics:

- Conversion: definitions and concepts
- Leaving religion and the psychological impact
- Social and interdisciplinary models of conversion and deconversion

Reading:

“Conversion, Spiritual Transformation, and Deconversion” in *The Psychology of Religion: An Empirical Approach (Fifth Edition)* by Ralph W. Hood, Jr., Peter C. Hill, and Bernard Spilka, Guilford Press, pp.222-259

Week 12: How do individuals relate with groups?

Topics:

- Reason, freedom, conformity and attitudes toward religion
- Types of religious organization
- Cults and anti-cults
- Social-psychological processes in religion and religious organizations

“Relationship between Individuals and Religious Groups” in *The Psychology of Religion: An Empirical Approach (Fifth Edition)* by Ralph W. Hood, Jr., Peter C. Hill, and Bernard Spilka, Guilford Press, pp.260-308.

“An answer to the question ‘what is enlightenment?’” by Immanuel Kant, pp.1-20

## THE RELIGIOUS EXPERIENCE

Week 13: What is religious experience?

Topics:

- Recent studies on meditation and the brain
- The methods and approaches to the study of meditation
- The empirical findings and implications for health and well being

Readings:

“Prelude to the Mystical Mind,” in *The Mystical Mind: Probing the Biology of Religious Experience*, by E.d’Aquili and A.Newber, pp.1-74

Week 14: What is mysticism?

Topics:

- What makes an experience religious or mystical?

- The descriptions and imagery of religious experiences
- Mysticism and psychopathology

Readings:

“Religious and Spiritual Experiences” and “Mysticism” in *The Psychology of Religion: An Empirical Approach* (Fifth Edition) by Ralph W. Hood, Jr., Peter C. Hill, and Bernard Spilka, Guildford Press, pp.309-353 and pp.354-403.

Week 15: What is peak experience?

Final Analytic and Evaluation Paper due

Topics:

- The work of A. Maslow
- Maslow’s *Toward a Psychology of Being*, *The Psychology of Science*, and *Religions, Values, and Peak-Experiences*

Reading:

“Part IV: Education: Knower and Known; Education and Peak Experiences; Humanistic Education” by A. Maslow in *The Farther Reaches of Human Nature*, pp.149-190

**Grading Scheme** List of Graded Work

12 Weekly “Discussion Papers”. Each Week students shall submit “discussions,” or reading response papers, that address the question posed for each week of class. Class time will be devoted to addressing the question of the week in the lectures, discussions, and group work. During this time students should begin to formulate their answers. Papers should be submitted by 5:00 pm on Friday of each week. 100-200 words (this does not count towards WR). 240 in total:12 Discussions worth 20 points each. There is no partial credit; as long as the assignment is complete, it will be given 20 points.

One “Analytic Paper” due Week Five. This papers should shall analyze and evaluate an essential question(s) in the topics from Weeks One to Five. Students should use MLA or a related style. 1000 words (this does count towards WR). 200 points.

One “Evaluation Paper” due Week Ten. This paper should provide an evaluation or critical reflection on your intellectual, personal, and/or professional perspective on an essential question(s) in the topics from Weeks Six and Ten. Students should use MLA or a related style. 1000 words (this does count towards WR), 200 points.

One “Final Paper” due Week Fifteen. This paper should provide an analysis of a topic from the course, and your evaluation or critical reflection on your intellectual, personal, and/or professional perspective on a topic(s) from this course. 2000 words (this does count towards WR). 300 points.

Final Presentation due Week Sixteen. At the end of the semester students shall make a short presentation of the Final Paper and other relevant work completed in this course. Students should summarize their arguments and describe why and how they wrote their Paper. Approximately 5-7 minutes. 60 points.

Total 1000 points

Attendance: will be taken daily and recorded in the Canvas gradebook. You are allowed four “personal days” for the semester, after which each absence that does not meet university criteria for “excused” will result in a two-point deduction from your final grade. Information on University of Florida’s Writing Studio is here: <https://writing.ufl.edu/> (Links to an external site.)

The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.

The instructor will evaluate and provide feedback, on all of the student’s written assignments with respect to grammar, punctuation, clarity, coherence, and organization.

WR Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.”

Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/> (Links to an external site.)

A 94 – 100% of possible points

A- 90 – 93%

B+ 87 – 89%

B 84 – 86%

B- 80 – 83%

C+ 77 – 79%

C 74 – 76%

C- 70 – 73%

D+ 67 – 69%

D 64 – 66%

D- 60 – 63%

E <60

Writing Assessment Rubric (from a formatted scheme)

SATISFACTORY (Y)

UNSATISFACTORY (N)

#### CONTENT

Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.

Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.

#### ORGANIZATION AND COHERENCE

Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.

Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.

#### ARGUMENT AND SUPPORT

Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.

Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.

#### STYLE

Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.

Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.

#### MECHANICS

Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.



Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

**Instructor(s)** Jonathan Edlmann

**Attendance & Make-up** Yes

**Accomodations** Yes

**UF Grading Policies for assigning Grade Points** Yes

**Course Evaluation Policy** Yes

External Consultation Results (departments with potential overlap or interest in proposed course, if any)

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

Department	Name and Title
_____	_____
Phone Number	E-mail
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Comments	

Department	Name and Title
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