

Instructor/TA Info

Instructor Information

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TA Information

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Or By Appointment

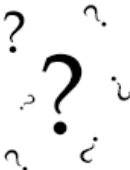
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Course Information

Description

This course critically examines the complex and sometimes controversial relationship between psychology, religion, and spirituality. Critical examination in the context of this course means 1) identifying the underlying assumptions that inform psychology, religion, and spirituality, 2) evaluating the implications of those assumptions, and 3) comparing the assumptions to alternative assumptions and evaluating their different implications.

Materials

	Item	Price (new)	Price (used)
	<u>PSYCHOLOGY RELIGION & SPIRITUALITY - Required</u> by NELSON, J	59.99	45.00

Learning Outcomes

1. Key assumptions of psychology, religion, and spirituality

Students will define psychology, religion, and spirituality and compare and contrast their key assumptions.

Measurement: Multiple choice/Analytic essays.

2. Critical examination of perspectives

Students will critically examine the implications of psychological perspectives on religion and spirituality, as well as the implications of religious and spiritual perspectives on psychology.

Measurement: Analytic essays.

3. Alternative perspectives

Students will identify alternative psychological, religious, and spiritual perspectives, examine their assumptions, and consider the value of their alternative implications to the relationship between these three worldviews.

Measurement: Multiple choice/Analytical essays.

4. Critical examination of one's own assumptions

Students will critically examine their own assumptions about the relationship between psychology, religion, and spirituality.

Measurement: Analytical essays.

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Grading Policy

Grades for all assignments will be recorded on Gradebook. It is the students' responsibility to monitor their grades on Gradebook and to notify the teaching assistant of any missing or incorrect grades immediately. If students do not notify the teaching assistant of missing or incorrect grades by the day of the final exam, missing scores will receive a score of zero and incorrect scores will stand as recorded, and those grades will be used to calculate the final course grade. Any missing or incorrect grades from the final exam or from work turned in on the day of the final exam must be brought to the attention of the teaching assistant by the day before the date that final course grades are due to the registrar's office. Requests to fill in missing grades or to alter incorrect grades will not be accepted after these two deadlines respectively. Finally, in cases when the student notifies the teaching assistant of a missing grade or an incorrect grade prior to the deadline, it is the responsibility of the student to produce evidence of the correct grade for the assignment, or evidence that the work was turned in for grading on time.

Participation Policy

Students are expected to participate in class discussions. Students will receive a participation grade. See assignments for details.

Attendance Policy

Students are expected to attend all classes except for emergencies. If they can not attend a class, they should let the instructor know and find out how to make up what was missed in the class. Students can make up quizzes when prior permission has been given by the instructor unless class was missed for an emergency and then prior permission is not necessary.

Classroom Procedures

Please be respectful in our classroom. Please turn off cell phones while in class. Computers are welcome in class for note taking. Please do not surf the internet, answer email, etc. as these activities are distracting to you and those around you. Your participation in the class will make it more interesting.

Assignments

Assignment Descriptions

Chapter 2 Reading Quiz

Sep
12

Due: Tuesday, Sep 12 at 12:00 pm

Reading Quizzes (Learning Outcome #1): Students are responsible for reading the assigned sections of the book before the start of each class. A 5 question reading quiz will be given at the beginning of each class that covers the assigned reading for that day. At the end of the semester, each student's 3 lowest reading quiz scores will be dropped.

Chapter 1 Reading Quiz

Sep
12

Due: Tuesday, Sep 12 at 12:00 pm

Reading Quizzes (Learning Outcome #1): Students are responsible for reading the assigned sections of the book before the start of each class. A 5 question reading quiz will be given at the beginning of each class that covers the assigned reading for that day. At the end of the semester, each student's 3 lowest reading quiz scores will be dropped.

Chapter 4 Reading Quiz

Sep
19

Due: Tuesday, Sep 19 at 12:00 pm

Reading Quizzes (Learning Outcome #1): Students are responsible for reading the assigned sections of the book before the start of each class. A 5 question reading quiz will be given at the beginning of each class that covers the assigned reading for that day. At the end of the semester, each student's 3 lowest reading quiz scores will be dropped.

Chapter 3 Reading Quiz

Sep
26

Due: Tuesday, Sep 26 at 12:00 pm

Reading Quizzes (Learning Outcome #1): Students are responsible for reading the assigned sections of the book before the start of each class. A 5 question reading quiz will be given at the beginning of each class that covers the assigned reading for that day. At the end of the semester, each student's 3 lowest reading quiz scores will be dropped.

Religious Tradition Study Presentation

Sep
26

Due: Tuesday, Sep 26 at 12:00 pm

Religious Tradition Study Presentation (Learning Outcome #4)

Students in small groups will study a faith tradition other than his or her own and will examine the relationship of that faith tradition to psychology using any topics and themes covered in the course as a guide. This study may be conducted through online research, interviews, and participation in worship services or other practices. Utilizing several different methods of study will result in a more thorough and comprehensive study. Each group will be allotted 25 minutes during class to present their study. Their presentation is worth 75 points and will be graded for 1) thoroughness of the study (manifested primarily by the different methods used), 2) clear understanding of the way in which the faith tradition views and relates to psychology (manifested by the discussion of at least 3 ways it relates to psychology), and 3) the quality of critical reflection (manifested by a description of strengths and limitations of the relationship between the faith tradition studied and psychology).

Chapter 5 Reading Quiz

Oct

Due: Tuesday, Oct 03 at 12:00 pm

Reading Quizzes (Learning Outcome #1): Students are responsible for reading the assigned sections of the book before the start of each class. A 5 question reading quiz will be given at the beginning of each class that covers the assigned reading for that day. At the end of the semester, each student's 3 lowest reading quiz scores will be dropped.

Chapter 6 Reading Quiz

Oct
10

Due: Tuesday, Oct 10 at 12:00 pm

Reading Quizzes (Learning Outcome #1): Students are responsible for reading the assigned sections of the book before the start of each class. A 5 question reading quiz will be given at the beginning of each class that covers the assigned reading for that day. At the end of the semester, each student's 3 lowest reading quiz scores will be dropped.

Chapter 7 Reading Quiz

Oct
17

Due: Tuesday, Oct 17 at 12:00 pm

Reading Quizzes (Learning Outcome #1): Students are responsible for reading the assigned sections of the book before the start of each class. A 5 question reading quiz will be given at the beginning of each class that covers the assigned reading for that day. At the end of the semester, each student's 3 lowest reading quiz scores will be dropped.

Chapter 9 Reading Quiz

Oct
24

Due: Tuesday, Oct 24 at 12:00 pm

Reading Quizzes (Learning Outcome #1): Students are responsible for reading the assigned sections of the book before the start of each class. A 5 question reading quiz will be given at the beginning of each class that covers the assigned reading for that day. At the end of the semester, each student's 3 lowest reading quiz scores will be dropped.

Chapter 8 Reading Quiz

Oct
31

Due: Tuesday, Oct 31 at 12:00 pm

Reading Quizzes (Learning Outcome #1): Students are responsible for reading the assigned sections of the book before the start of each class. A 5 question reading quiz will be given at the beginning of each class that covers the assigned reading for that day. At the end of the semester, each student's 3 lowest reading quiz scores will be dropped.

Implicit Prejudice Paper

Nov
07

Due: Tuesday, Nov 07 at 12:00 pm

Implicit Prejudice Paper (Learning Outcomes #2,3):

1. Each student is required to download and read the following articles:

Reber, J. S., & Slife, B. D. (2013). Theistic psychology and the relation of worldviews: A reply to the critics. *Christian Psychology: A Transdisciplinary Journal*, 7(1), 5-20.

Slife, B. D. & Reber, J. S. (2009). Is there a pervasive implicit bias against theism in psychology? *Journal of Theoretical and Philosophical Psychology*, 29, 63-79.

Reber, J. S. (2006). Secular psychology: What's the problem? *Journal of Psychology and Theology*, 34, 193-204.

2. Using the knowledge gained from the articles read, each student will select a religious or spiritual phenomenon or topic that has been the subject of research in the psychology of religion (e.g., prayer, forgiveness). Each student will then identify a published exemplar study on that topic and will examine the study for signs of any implicit biases against theism in the article.

3. Each student will write a 4-5 page, double-spaced report of their findings following APA style guidelines. The report will include 1) a copy of the front page of the research article (including the abstract), 2) an introduction that takes up the question of implicit prejudice toward theism and reviews the arguments made in the three articles above, 3) a description of any implicit biases against theism that were identified in the paper with an explanation of how the student came to the conclusion that they are genuine biases, 4) a discussion about how the study could be conducted in a less-biased or explicitly theistic way. The paper is worth 75 points.

Chapter 10 Reading Quiz

Nov
07

Due: Tuesday, Nov 07 at 12:00 pm

Reading Quizzes (Learning Outcome #1): Students are responsible for reading the assigned sections of the book before the start of each class. A 5 question reading quiz will be given at the beginning of each class that covers the assigned reading for that day. At the end of the semester, each student's 3 lowest reading quiz scores will be dropped.

Chapter 11 Reading Quiz

Nov
14

Due: Tuesday, Nov 14 at 12:00 pm

Reading Quizzes (Learning Outcome #1): Students are responsible for reading the assigned sections of the book before the start of each class. A 5 question reading quiz will be given at the beginning of each class that covers the assigned reading for that day. At the end of the semester, each student's 3 lowest reading quiz scores will be dropped.

Chapter 12 Reading Quiz

Nov
28

Due: Tuesday, Nov 28 at 12:00 pm

Reading Quizzes (Learning Outcome #1): Students are responsible for reading the assigned sections of the book before the start of each class. A 5 question reading quiz will be given at the beginning of each class that covers the assigned reading for that day. At the end of the semester, each student's 3 lowest reading quiz scores will be dropped.

Chapter 13 Reading Quiz

Dec
05

Due: Tuesday, Dec 05 at 12:00 pm

Reading Quizzes (Learning Outcome #1): Students are responsible for reading the assigned sections of the book before the start of each class. A 5 question reading quiz will be given at the beginning of each class that covers the assigned reading for that day. At the end of the semester, each student's 3 lowest reading quiz scores will be dropped.

Class Participation Grade

Dec
12

Due: Tuesday, Dec 12 at 12:00 pm

Students are expected to participate in class. If they make at least one or two comments per class they will receive full credit for participation. If they participate in 3/4, 1/2 or 1/4 of the classes, their participation score will reflect the percentage of how often they participate. If they feel the instructor has not adequately taken into account their participation in class, they are welcome to schedule an appointment with the instructor to discuss this.

Psychology of Religion Final Paper

Dec
12

Due: Tuesday, Dec 12 at 12:00 pm

Psychology of Religion Final Paper (Learning Outcome #2, #3 #4):

Students will pick a topic from this semester's study of the psychology of religion and write an 8-10 page doubled spaced literature review that includes a list of references. The topic should be something that has caught the students' interest and that they would enjoy exploring further. They will be expected to read articles and book chapters on the topic to develop their understanding of it and to explore the different ways writers and researchers approach the topic (i.e., from a theistic perspective, a naturalistic perspective...etc.). They will address the implications of the different approaches to the topic and their own assumptions. Papers will be graded on 1) demonstration of an understanding of the topic using multiple sources 2) their analysis of the topic from at least 2-3 different perspectives, and 3) a thoughtful evaluation of their own assumptions about the topic. They will submit a proposal for the topic for approval no later than Nov 7th.

Chapter 14 Reading Quiz

Dec
12

Due: Tuesday, Dec 12 at 12:00 pm

Reading Quizzes (Learning Outcome #1): Students are responsible for reading the assigned sections of the book before the start of each class. A 5 question reading quiz will be given at the beginning of each class that covers the assigned reading for that day. At the end of the semester, each student's 3 lowest reading quiz scores will be dropped.

Chapter 15 Reading Quiz

Dec
12

Due: Tuesday, Dec 12 at 12:00 pm

Reading Quizzes (Learning Outcome #1): Students are responsible for reading the assigned sections of the book before the start of each class. A 5 question reading quiz will be given at the beginning of each class that covers the assigned reading for that day. At the end of the semester, each student's 3 lowest reading quiz scores will be dropped.

Final Exam

Dec
16

Due: Saturday, Dec 16 at 11:00 am

Forty multiple choice questions that test students' knowledge of important and emphasized parts of the text and class lectures. Three essay questions, each worth 20 points, testing students' ability to understand concepts taught in class and in the text.

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Deliberation Guidelines

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2) To enable time for everyone to speak, strive to be concise with your thoughts. (3) Respect all speakers by listening actively. (4) Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an

argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation.

(<http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines>)

Devotional Attendance

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

Inappropriate Use Of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

Mental Health Concerns

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-

The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Schedule

Date	Column 1	Column 2
Week 1		
T Sep 05 Tuesday	Philosophies of Teaching and Course Introduction Syllabus, Small Groups Introduction to Psychology, Religion, and Spirituality	Chapter 1
Week 2		
T Sep 12 Tuesday	Science, Religion, and Psychology	Chapter 2 Chapter 1 Reading Quiz Chapter 2 Reading Quiz
Week 3		
T Sep 19 Tuesday	Phenomenological Approaches to Religion and Spirituality	Chapter 4 Chapter 4 Reading Quiz
Week 4		
T Sep 26 Tuesday	Religious Traditions	Chapter 3 Religious Tradition Study Presentation Chapter 3 Reading Quiz
Week 5		

T Oct 03 Tuesday	Psychodynamic and Relational Approaches Guest speaker: Steve Morris, Ph.D. (Private Practice, SLC)	Chapter 5 Chapter 5 Reading Quiz
Week 6		
T Oct 10 Tuesday	Contemporary Approaches and Debates	Chapter 6 Chapter 6 Reading Quiz
Week 7		
T Oct 17 Tuesday	Fundamentals of Human Development, Religion and Spirituality	Chapter 7 Chapter 7 Reading Quiz
Week 8		
T Oct 24 Tuesday	Religion and Development in Adulthood	Chapter 9 Chapter 9 Reading Quiz
Week 9		
T Oct 31 Tuesday	Religion and Development in Childhood and Adolescence Christian Smith Movie Guest Speaker - Marilyn Simpson, Ph.D. (Practicing Psychologist in CA)	Chapter 8 Chapter 8 Reading Quiz
Week 10		
T Nov 07 Tuesday	Religion, Spirituality and Physical Health	Chapter 10 Chapter 10 Reading Quiz Implicit Prejudice Paper
Week 11		
T Nov 14 Tuesday	Religion Spirituality, and Mental Health Guest Speaker, Dr. Stevan Lars Nielsen, Ph.D. (BYU CAPS)	Chapter 11 Chapter 11 Reading Quiz
Week 12		
T Nov 21 Tuesday	Friday Instruction	
Week 13		
T Nov 28 Tuesday	Practices and Religious Communities Guest Speaker, Dr. John Scileppi, Ph.D. (Marist College)	Chapter 12 Chapter 12 Reading Quiz
Week 14		
T Dec 05 Tuesday	Individual Religious and Spiritual Practices Guest Speaker, Buffy Bernheart, LCSW (Private Practice, Ashville, NC)	Chapter 13 Chapter 13 Reading Quiz
Week 15		

T Dec 12 Tuesday	Helping Relationships: Counseling and Spiritual Growth Spiritual Direction Experience	Chapter 14 Psychology of Religion Final Paper Chapter 14 Reading Quiz Chapter 15 Reading Quiz
F Dec 15 Friday	Fall Exam Preparation (12/15/2017 - 12/15/2017)	
Sa Dec 16 Saturday	First Day of Fall Final Exams (12/16/2017 - 12/21/2017) Final Exam: 1145 SWKT 11:00am - 2:00pm	Final Exam