

# COURSE SYLLABUS

<b>Course Title:</b>	Psychology & Religion	<b>Date submitted:</b>	Fall 2017 (AAC: 17-53)	
<b>Department:</b>	Social Science			
<b>Curriculum:</b>	Psychology			
<b>Course Descriptors:</b> Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.	<b>Course Code:</b> (eg. ACC 101)	PSY*246	<b>Prerequisites:</b>  C- or better in Composition (ENG*101) and C- or better in General Psychology I (PSY*111) or permission of Department Chair	
	<b>Course Type:</b>	D/L		
	A: Clinical B: Lab D: Distance Learning I: Individual/Independent L: Lecture N: Internship M: Seminar P: Practicum U: Studio X: Combined Lecture/Lab Y: Combined Lecture/ Clinical/Lab Z: Combined Lecture/Studio			
	<b>Elective Type:</b>	G/LAS/SS	<b>Corequisites:</b>  None	
	AH: Art History E: English FA: Fine Arts FL: Foreign Language G: General HI: History HU: Humanities LAS: Liberal Arts & Sciences M: Math S: Science SS: Social Science			
	<b>Credit Hours:</b>	3		
	<b>Developmental:</b> (yes/no)	No		
	<b>Contact Hours:</b>	Lecture:		3
		Clinical:		0
		Lab:		0
Studio:		0		
Other:		0		
TOTAL:		3		
<b>Class Maximum:</b>	35	<b>Other Requirements:</b>  None		
<b>Semesters Offered:</b>	S			
<b>Ability Based Education (ABE) Statement:</b>	At Tunxis Community College students are assessed on the knowledge and skills they have learned. The faculty identified the General Education Abilities critical to students' success in their professional and personal lives. In every class, students are assessed on course abilities, sometimes program abilities, and, in most classes, at least one General Education Ability. Students will receive an evaluation of the degree to which they have demonstrated or not demonstrated that General Education Ability.			
<b>Catalog Course Description:</b>	Introduces students to the major issues, research, and theoretical approaches to the psychology of religion. The study of religion has prompted more questions than answers regarding various phenomena such as religious conversion, the nature of cults, understanding religious belief and behavior, and the socio-cultural blending of mysticism, religion, and science. This course examines religiosity from the psychological perspective as it pertains to personality development, mental health, social behavior, and the human existential experience. It is important to note that this course does not attempt to validate or negate the tenets of any religion; rather, the focus of study centers around the human mind as it grapples with the psychological realm of religion.			

<p><b>Topical Outline:</b> List course content in outline format.</p>	<ol style="list-style-type: none"> <li>1. The Psychology of Religion in a Changing World</li> <li>2. Foundations of Religion</li> <li>3. Behavioral and Comparative Theories of Religion</li> <li>4. Religion in the Human Cycle</li> <li>5. Jungian Perspective</li> <li>6. William James – Varieties of Religious Experience</li> <li>7. The Power of Religious Belief</li> <li>8. Psychology and Religion: Together in a Changing World</li> </ol>
<p><b>Outcomes:</b> Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.</p>	<p><b>Upon successful completion of this course, the student will be able to do the following:</b></p> <p><b>COURSE:</b></p> <ol style="list-style-type: none"> <li>1. demonstrate an understanding of the psychological, socio-cultural, and historical elements of religion</li> <li>2. describe religious development through the lifespan: childhood, adolescence, and adulthood</li> <li>3. provide specific examples of the ways in which religious beliefs can influence psychological functioning, and the ways in which psychological functioning can influence religious beliefs.</li> </ol> <p><b>PROGRAM:</b> N/A</p> <p><b>COMPETENCIES FULFILLED:</b></p> <p><b>Social Phenomena</b> - Students will develop an increased understanding of the influences that shape a person's, or group's attitudes, beliefs, emotions, symbols, and actions, and how these systems of influence are created, maintained, and altered by individual, familial, group, situational or cultural means.</p> <p><b>Demonstrates:</b> Accurately and sufficiently explains factors that influence and shape a person's or group's attitudes, beliefs, decisions, and actions.</p> <p><b>Does Not Demonstrate:</b> Inaccurately or insufficiently explains factors that influence and shape a person's or group's attitudes, beliefs, decisions, and actions.</p> <p><b>Ethical Dimensions (embedded)</b> - Students will identify ethical principles that guide individual and collective actions and apply those principles to the analysis of contemporary social and political problems.</p> <p><b>Demonstrates:</b> Identifies and reflects critically on ethical issues presented in classroom instruction or in assigned co-curricular or civic activities and/or professional internships and practica.</p> <p><b>Does Not Demonstrate:</b> Does not sufficiently identify or reflect critically on ethical issues presented in classroom instruction or in assigned co-curricular or civic activities and/or professional internships and practica.</p>
<p><b>Evaluation:</b> List how the above outcomes will be assessed.</p>	<p><b>Assessment will be based on the following criteria:</b></p> <p>examinations written assignments</p>
<p><b>Instructional Resources:</b> List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.</p>	<p><b>Required:</b> Online technical support</p> <p><b>Desired:</b></p>

**Textbook(s)**

Wulff, D. M. (1997). *Psychology of Religion: Classic and Contemporary* (2<sup>nd</sup> Ed.). Wiley.