Requisite Approval must be attached

CITRUS COMMUNITY COLLEGE DISTRICT
CREDIT COURSE OUTLINE

DEPARTMENT  Behavioral Sciences  COURSE NUMBER  PSY 111

TITLE  Psychology of Religion II

THIS COURSE IS CLASSIFIED AS:

DEGREE APPLICABLE

UNIT VALUE  3

LECTURE HOURS PER WEEK BASED ON 18 WEEK SEMESTER  3

ENTRANCE SKILLS, PREREQUISITES, OR CO-REQUISITES

Prerequisite:  PSY 110.

CATALOG COURSE DESCRIPTION

This course expands the concepts, dialogue, and research in the connection of religion to psychological health and well-being introduced in PSY 110. Cross topical themes of psychology of religion are presented. Three hours lecture per week. CSU;UC

CLASS SCHEDULE COURSE DESCRIPTION

This course expands the concepts, dialogue, and research in the connection of religion to psychological health and well-being. Cross topical themes of psychology of religion are presented. CSU;UC

COURSE OBJECTIVES

Upon successful completion of this course, the student should be able to:

1. explain the prevalence and scope of the field, psychology of religion

3. understand the tensions between psychology and religion and the role psychology can fulfill

4. recognize the religious development in children, including: Piaget's stages in moral and cognitive development, Kohlberg's stages of moral judgment,
and general stages of religious development within the family

5. analyze religious conversions

6. describe and explain insight and understanding of the religious experience

7. recognize the health factors and well being which results in religion

8. recognize religious material in psychic disturbance in contrast to religion in normal personalities

9. analyze and understand how cults take advantage of persons in emotional distress

10. evaluate the new directions in religious development, including areas and issues for psychology and religion for the future

REQUIRED TEXTS AND MATERIALS

Invitation to the Psychology of Religion, Paloutizian

The reading for this course is:

PRIMARILY COLLEGE LEVEL

REQUIRED ASSIGNMENTS OUTSIDE OF CLASS

Over an 18 week presentation of the course three hours per week are required for each unit of credit. Two hours of independent work done out of class are required for each hour of lecture. Students will be required to complete the following types of assignments outside of the regular class time:

- Study
- Answer questions
- Practice skills
- Read required materials
- Solve problems
- Write essays, research papers, lab reports, or journals
- Observe activities related to course content
- Participate in activities related to course content

DEGREE APPLICABLE COURSE:
2 hours of independent work done out of class per each hour of lecture or class
COURSE CONTENT

I. Research in the Psychology of Religion
   A. Multiple accounts of religious behavior
      1. maps and theories
      2. multiple viewpoints
      3. “explaining” versus “explaining away”
      4. the role psychology can fulfill
   B. Methods of researching religion
      1. strategies and methods
      2. the individual and people in general: the ideographic and nomothetic approaches
         a. phenomenology
         b. content analysis
         c. questionnaires and surveys
         d. naturalistic studies
         e. studying deviant groups
         f. experiments
   C. Measuring religion
      1. simple identification
      2. factors and scales

II. Religious Development in Children
   A. Psychological Research on Religious Development
   B. The Nature of childhood religion
      1. perception, language, and the meaning of symbols: cognitive mechanisms
      2. family, social context, and personal needs: social learning and attachment process
      4. practice versus belief
   C. Cognitive factors in moral development
      1. Piaget’s two stages of moral reasoning
      2. Piaget’s three stages of cognitive development
      3. Kohlberg’s six stages of moral judgment
   D. Stages of religious development
      1. Elkind’s stage theory
      2. research on religious stages
      3. religious stages in prayer
         a. perceptions of God and retardation
III. Religious Development Through the Lifespan: Adolescence and Adulthood
   A. Religion in adolescence
      1. global measures of religiousness
      2. doubt
      3. secret doubt and hidden observers
   B. Models of lifespan religious development
      1. development of religious judgment: the double helix model
      2. stages of faith development
      3. psychological processes prompting adolescent religious development
         a. paradox
         b. cognitive factors
         c. social factors
         d. personal factors
   C. Religion and spirituality in adulthood and old age
      1. baseline data on religion and spirituality
      2. spirituality and functional religious development

IV. Religious Conversion
   A. Prevalence and definition of conversion
      1. the prevalence of conversion
   B. Conversion types
      1. sudden and gradual conversion
         a. sudden conversion
         b. gradual conversion
         c. religious socialization
      2. comparison of conversion types
   C. Conversion process models
      1. motives are important: Glock’s expansion of sect-church theory
      2. the relief effect and group processes
      3. the conversion-as-creativity analogy
      4. a systemic stage model
      5. choice and the cause of conversion
   D. Psychological issues in conversion
      1. religion as a crutch: the psychopathology issue
      2. role of emotions
      3. the convertible-type issues
      4. the ripe-age issue
   E. Two meanings of “cult”
      1. “snapping” and brainwashing
      2. immunity and resistance
      3. deprogramming
V. Religion, Health, and Well-Being
   A. Impressions of religion and psychopathology
      1. religious symbolism in psychic disturbance
         a. religious symbolism in psychotic speech
         b. mental illness in religious leaders
         c. the strange behavior of some religious followers
         d. opinions of experts
         e. is the conclusion warranted
      2. relativity of mental health
   B. Religion and normal personality
      1. early childhood factors
      2. authoritarianism and dogmatism
      3. suggestibility and hypnotizability
      4. intelligence and achievement
   C. Religion, mental and physical health, and well-being
      1. religion and mental health
         a. anxiety and inadequacy
         b. “hard” versus “soft” measures of mental health
         c. religious orientation
         d. competence and coping
      2. physical health
      3. fear of death
      4. spiritual well-being and loneliness
      5. counseling

METHODS OF INSTRUCTION

Lecture
Lecture/Discussion

METHODS OF ASSESSMENT

FOR DEGREE APPLICABLE COURSES:
Students will be graded, at minimum, in at least one of the following categories. If "essay" is not checked, it must be explained why essays are an inappropriate basis for at least part of the grade in the course.

ESSAY OR SUBSTANTIAL WRITING ASSIGNMENT
Includes not only "blue book" examinations but any written assignment of sufficient length and complexity to require students to select and organize ideas as well as to explain them.
COMPUTATIONAL OR NON-COMPUTATIONAL PROBLEM-SOLVING
Critical thinking should be demonstrated by the solution of unfamiliar problems that admits various solutions or various strategies for achieving the solution.

A course grade may not be based solely on attendance.

Adopted: January, 2002
Revised: July, 2002
The Requisite Approval form must be completed for any course that carries a prerequisite, corequisite, or limitation on enrollment as indicated on the Course Approval form.

**Department:** Behavioral Sciences

**Course number:** PSY 111

**Title:** Psychology of Religion II

I. **RECOMMENDED REQUISITE(S):**

Prerequisite: PSY 110.

II. **TYPE OF REQUISITE AND THE APPROPRIATE LEVEL OF SCRUTINY. CIRCLE THE APPROPRIATE LETTER:**

**B. SEQUENTIAL/CONCURRENT**

Include in the content review a comparison of the skills, concepts and information taught in the first or concurrent course to those required at entrance for success in the second course.

III. **CONTENT REVIEW. FACULTY SHOULD BASE CONTENT REVIEW ON THE SYLLABUS AND OUTLINE OF RECORD, TESTS, RELATED INSTRUCTIONAL MATERIALS, TESTS, AND GRADING CRITERIA. CHECK THE APPROPRIATE BOX TO INDICATE THAT THE CONTENT REVIEW HAS BEEN COMPLETED:**

☑ For courses to be used as requisites or advisories, compare the knowledge and/or skills needed at entry with those taught in the requisite, concurrent, or advisory course.

A. **LIST THE SPECIFIC SKILLS, CONCEPTS AND INFORMATION REQUIRED FOR SUCCESS IN THE COURSE:**

1. Have taken Psychology of Religion I with a passing grade.

2. Knowledge of William James, Sigmund Freud, Carl Jung, Gordon Allport, and Abraham Maslow’s view of religion.

3. Have an overview of the wisdom, tradition, and the major religion families.

4. Will have increased understanding of the past and present dialogue
between psychology and religion.

5. Have knowledge of the present research in the field of Psychology of Religion.

6. Understand development through the lifespan, adolescence and adulthood.

7. Have increased awareness of the relationship of religion, to mental and physical health and general well being.

B. LIST THE SPECIFIC SKILLS, CONCEPTS AND INFORMATION THE STUDENT WILL ATTAIN IN THE REQUISITE COURSE OR THAT WILL BE MEASURED WITH THE REQUISITE TEST:

1. Have taken Psychology of Religion I with a passing grade.

2. Knowledge of William James, Sigmund Freud, Carl Jung, Gordon Allport, and Abraham Maslow’s view of religion.

3. Have an overview of the wisdom, tradition, and the major religion families.

4. Will have increased understanding of the past and present dialogue between psychology and religion.

5. Have knowledge of the present research in the field of Psychology of Religion.

6. Understand development through the lifespan, adolescence and adulthood.

7. Have increased awareness of the relationship of religion, to mental and physical health and general well being.

NOTE: Per District policy and procedures the completed and approved Requisite Approval form is considered to be part of the official course outline of record.