**Psychology 493 (010)**

**Course Syllabus (Fall Semester 2021)**

# Part 1: Course Information

## Course Title

Psychology 493-Section 010 (Issues in Psychology: Psychology of Religion and Spirituality)

Fall 2021

## Meeting Times and Place

Tuesdays and Thursday 10:20 am- 11:40 am

119 Psychology Building

## Instructor

Lee N. June, Ph.D. (He, Him, His)

Office: 318 MSU Union Building

Mailing Address:

Honors College

468 East Circle Drive

Michigan State University

East Lansing, Michigan 48824

517-355-2326 (office phone); 517-505-1881 (cell)

517-353-4721 (fax)

leejune@msu.edu

## Format

Mini lectures/facilitated discussions

## Technology Requirements

Computer with Internet capabilities to access Zoom, YouTube, D2L, MSU email, and Myspace.

## Office Hours

Tuesdays ­12:30 -1:30 pm and by appointment (except 11/9/2021)

Virtual appointments available on request.

## Course Description

This course examines the psychology of religion and spirituality, both historically and contemporarily. Utilizing multiple approaches, including a lifespan approach (childhood through the older years), it will examine how psychology, as well as biology, views religion/spirituality and religion’s/spirituality’s influence and impact on human behavior and society. Pioneers, as well as contemporary thinkers in the field are discussed. Differences between religion and spirituality; the “healthy” and “unhealthy” practices of religion/spirituality; the current prevalence and impact of religion/spirituality in America and the world; atheism, agnosticism and the religion/spirituality of the “Unaffiliated” (“Nones”); ways of measuring religiosity/spirituality; the diversity of the religious and spiritual experience; and the historical and contemporary tensions between religion and psychology will be explored. Primary emphases will be placed on the empirical evidence related to the psychological impact of religion and spirituality on behaviors, beliefs, and attitudes. Issues related to diversity will be infused throughout the course.

## Required Texts

Hood, R W. Jr., Hill, P C., & Spilka, B. (2018). *The psychology of religion: an empirical approach* (5th ed.). The Guilford Press.

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

Note, you may purchase the book on your own or access the online version of this text at <http://www.gutenberg.org>.

## Required Readings (Other Required Readings May Be Embedded in the Course Outline)

Allport, G. (1958). *The nature of prejudice*. Doubleday Anchor Books (read chapter 28- Religion and prejudice).

*Baylor’s Religion Survey.* (2006). America’s Piety in the 21st Century.

*Ethical Code of Psychologists.* (2010). American Psychological Association. http://www.apa.org.

*Global Index of Religion and Atheism.* (2012).

Hall, T.W. & Fugikawa, A.M. (2013). God image and the sacred- Chapter 15 in Pargament, K. (Ed.). *APA handbook of psychology, religion and spirituality*, volume 2.

Hood, R W. Jr., Hill, P. C., & Spilka, B. (2018). *The psychology of religion: an empirical approach* (5th ed.). The Guilford Press. Selected chapters.

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

Note, you may purchase the book on your own or access the online version of this text at <http://www.gutenberg.org>. Selected chapters

Jones, J.W. (2013). The psychology of contemporary violence. Chapter 18 in Pargament, K. (Ed.). *APA handbook of psychology, religion and spirituality*, volume 2.

Ladd, K.L., & Spilka, B. Prayer: A review of the empirical literature. Chapter 16 in Pargament, K. (Ed.). *APA handbook of psychology, religion, and spirituality*, volume 1

Pargament, K., Mahoney, A., Exline, J. J., Jones, J.W., & Shafranske, E.P. (2013). Envisioning an integrative paradigm for the psychology of religion and spirituality. Chapter 1 in Pargament, K. (Ed.). *APA handbook of psychology, religion, and spirituality*, volume 1 - pay particular attention to pages 11-17.

Pew Forum on Religion and Public Life (http://[www.pewforum.org](http://www.pewforum.org)). July 23, 2019. What Americans Know about Religion.

Pew Forum on Religion and Public Life (http://[www.pewforum.org](http://www.pewforum.org)). August 29, 2018. The Religious Typology: A New Way to Categorize Americans by Religion.

Pew Forum on Religion and Public Life (http://[www.pewforum.org](http://www.pewforum.org)). April 25, 2018. When Americans say they believe in God, What do they mean?

Pew Forum on Religion and Public Life (http://[www.pewforum.org](http://www.pewforum.org)). The religious landscape survey (Read the latest report).

Pew Forum on Religion and Public Life (http://[www.pewforum.org](http://www.pewforum.org)). April 26, 2017. In America, does more education equal less religion?

Pew Forum on Religion and Public Life (http://[www.pewforum.org](http://www.pewforum.org)). April 5, 2017. The changing global religious landscape.

Pew Forum- 10 facts about atheists (FactTank; (http://[www.pewforum.org](http://www.pewforum.org)). June 1, 2016)

Pew Forum on Religion and Public Life (http://[www.pewforum.org](http://www.pewforum.org)). October 9, 2012. ”Nones” on the rise: One-in- five adults have no religious affiliation.

Puckett, J. A., Wolff, J.R., Gunn, H.A., Woodward, E.N., and Pantalone, D.W. (2018). An investigation of religion and spirituality of sexual minorities in the United States: Exploring perceptions, intrinsic religiosity, and outness to religious communities. *The International Journal for the Psychology of Religion*, *28*(3), 145-161.

Zinnbauer, B. J. Models of healthy and unhealthy religion and spirituality in Pargament, K. (Ed.) (2013). *APA handbook of psychology, religion and spirituality*, volume 2, chapter 4).

**Suggested/Recommended Readings**

Allport, G. (1958). *The nature of prejudice*. Doubleday Anchor Books.

Bonab, G.B., Miner, M., & Proctor, M. T. (2013). Attachment to God in Islamic spirituality. *Journal of Muslim Mental Health*, *7* (2).

Bradley, D.F., Exline, J.J., Uzdavines, Stauner, N., and Gribbs, J.B. The reasons for atheists and agnostics for nonbelief in God’s existence scale and initial validation. *Psychology of Religion and Spirituality*, *10*(3), 263-275).

Ciftci, A., Jones, N., & Corrigan, P. W. (2012). Mental health stigma in the Muslim community. *Journal of Muslim Mental Health*, *7*(1).

*Diagnostic and statistical manual of mental disorders (DSM 5)*. (2013). (5th ed.). American Psychological Association.

Fowler, J. W. (1981). *Stages of faith: the psychology of human development and the quest for meaning*. Harper and Row, Publishers.

Galen, L.W. (2018). Focusing on the nonreligious reveal secular mechanisms underlying well-being and prosociality. *Psychology of Religion and Spirituality*, *10*(3), 296-306.

Hartford Institute for Religion Research (google their website)

Herzig, B.A., Roysircar, G., Kosyluk, K.A., & Corrigan, P.W. (2012). American Muslim college students: The Impact of religiousness and stigma on active coping. *Journal of Muslim Mental Health*, *7*(1).

Hill, P.C. & Hood, R.W. Jr. (Eds.) (1999). *Measures of religiosity*. Religious Education Press.

June, L. N. (2008). *Yet with a steady beat: The Black church through a Biblical and*

*psychological lens*. Lift Every Voice- Moody Press.

June, L. N. & June, S. A. (2021). Initial real time coping by African American Christians during COVID-19. *Journal of Pastoral Counseling and Care*.

Kosmin, B.A. & Keysar, A. (2008). American nones: The profile of the no religion population: A report based on the American Religious Identification Survey.

Li, Y., Woodbury, R., Liu, H., & Guo, G (2020.). Why are women more religious than men? Do risk preferences and genetic risk predispositions explain the gender gap? *Journal for the Scientific Study of Religion*, *59*(2), 289-310.

Lincoln, C. E. & Mamiya, L (1990). *The Black church in the African American experience.* Duke University Press.

Mbiti, J.S. (1992). *African religions and philosophy* (2nd ed.). Heinemann Publishing.

Pargament, K.I. (Ed.). (2013). *APA Handbook of psychology, religion, and spirituality* (Volumes 1 and 2). American Psychological Association. NOTE: This handbook will be placed on reserve in the MSU library and may also be assessed online. Note: some chapters are required reading.

Pew Forum on Religion and Public Life (http:// [www.pewforum.org](http://www.pewforum.org)). Why Americans go (and don’t go) to religious services. August 1, 2018.

Pew Forum on Religion and Public Life (http:// www.pewforum.org). .Religion’s relationship to happiness, civic engagement and health around the world. January 31, 2019.

Pew Forum on Religion and Public Life (http://[www.pewforum.org](http://www.pewforum.org)). April 25, 2018. When Americans say they believe in God, what do they mean?

Pew Forum on Religion and Public Life (http:// [www.pewforum.org](http://www.pewforum.org)). Where Americans find meaning in life. November 20, 2018.

Pew Forum on Religion and Public Life (http:// [www.pewforum.org](http://www.pewforum.org)). Religion in everyday life. April 12, 2016.

Pew Forum on Religion and Public Life (https://www.pewforum.org). U.S. teens take after their parents religiously, attend services together and enjoy family rituals, September 10, 2020.

Pew Research Center, Feb. 16, 2021, Faith among Black Americans ([www.pewforum.org](http://www.pewforum.org)).

Pew Forum on Religion and Public Life, October 17, 2019, In U.S., Decline of Christianity continues at rapid pace; An update on America's changing religious landscape

Pryor, J. H. et al. The American experience: Forty year trends, 1966-2006. Higher Education Research Institute. http://[www.heri.ucla.edu/PDFaa/pubs/TFS/Trends/mo.(review](http://www.heri.ucla.edu/PDFaa/pubs/TFS/Trends/mo.%28review). Review the sections related to opinions on religion).

Reiss, S. (2015). *The 16 strivings for God*. Mercer University Press.

Richards, P.S. & Bergin, A.E. (Eds.) (2000). *Handbook of psychotherapy and religious diversity*. American Psychological Association.

Richardson, B. L. & June, L, N. (2006). Developing effective partnerships in order to utilize and maximize the resources of the African American church- strategies and tools for counseling professionals. In. Lee, C. C. (Ed.). *Multicultural issues in counseling: New approaches to diversity*. American Counseling Association.

Shafranske, E.P. (1996). *Religion and the clinical practice of psychology*. American Psychological Association.

Spilka, B. & Ladd, K. L. (2013). *The psychology of prayer: A scientific approach*. The Guilford Press.

Taylor, R.J., Chatters, L.M., & Levin, J. (2004). *Religion in the lives of African Americans: Social, psychological, and health perspectives.* Sage Publishing.

Woodell, B., & Schwadl, P. (2020). Changes in religiosity among lesbian, gay, and

bisexual emerging adults. *Journal for the Scientific Study of Religion*, *59*(2), 379-396 .

Zimbardo. P. (2007). *The Lucifer effect: Understanding how people turn evil*. Random House.

Taves, A., Asprem, E., and Ihm, E. (2018). Psychology, meaning making, and the study of worldviews: Beyond Religion and non-religion. *Psychology of Religion and Spirituality*, *10* (3), 207-217.

## Some Relevant Journals

*International Journal for the Psychology of Religion*

*Journal of Muslim Mental Health*

*Journal of Pastoral Care and Counseling*

*Journal of Psychology and Theology*

*Psychology of Religion and Spirituality*

*Journal for the Scientific Study of Religion*

**Some Important Websites**

Barna Group (<http://www.barna.com>).

Black Demographics (https://blackdemographics.com/

Hartford Institute for Religion Research (http://www.hirr.hartsem.edu).

Pew Forum on Religion and Public Life (http://[www.pewforum.org](http://www.pewforum.org)).

# Part 2: Course Objectives

## Requirements, Examinations, Posts, Papers, Projects, and Due Dates.

* Reflective Essay on one of the Following Books (20%) – due by 9/21/2021 at 11:59 pm in Desire 2 Learn- D2L (Note: other books may be substituted, but only with permission from the instructor, provided the book meets certain criteria).

Allport, G. *The individual and his religion.*

Festinger, L. *When prophecy fails*.

Freud, S. *The future of an illusion.*
Freud, S. *Moses and monotheism.*

Fromm, E. *Psychoanalysis and religion*.

Hoffer, E. *The true believer.*

June, L. (2008). *Yet with a steady beat: The Black church through a psychological and biblical lens.*

Jung, C. G. *Modern man in search of a soul.*

Jung, C.G. *Answer to Job.*

Maslow, A. *Religions, values, and peak experiences.*

Mowrer, O.H. *The crisis in psychiatry and religion.*

Rokeach, M. *The open and closed mind.*

After reading the book of your choice from the above list, and thinking through the content, write an 8-10 double space pages reflective essay. In this essay, you should cover the following areas: the author’s core thesis/argument; the basic content of the book; contributions the author makes to the field of the psychology of religion; and give your personal critique of the book. A rubric for this assignment will be posted in D2L.

* Mid-term Examination (20%) - 10/19/2021.
* Posts (10%) - you are to do six original and six reaction posts in D2L throughout the course. An original post should be no more than 150 words and should be reflective in nature drawing upon your own experiences, beliefs, and your interactions with the course materials. A reaction post should be no more than 150 words and consist of your reaction/feedback to one of your classmates’ original posts. The original posts are due by class time on the date listed and the reaction posts are due no later than 11:59 pm on the dates specified. Original posts are due on 9/28, 9/30, 10/21, 10/28, 12/2, and 12/7. Reactions posts are due 9/30, 10/5, 10/28, 11/4, 12/7, and 12/9 (see also class schedule dates).
* Paper on a religion of your choice, including atheism or agnosticism (20%). This paper (8-10 double spaced pages) will examine the religion of your choice (including atheism or agnosticism) wherein you will discuss the major psychological attributes of your chosen area and what is known empirically about that area- Due in D2L on 12/9/2021 by 11:59 pm. A rubric for the paper will be posted in Desire 2 Learn.
* Presentation and three-page paper on the religious services you attended/observed (5%).
* Class participation and attendance (5%)
* Final examination (20%) Thursday, December 16, 2021 (10 am to noon).

# Part 3: Course Outline/Schedule

Thursday- 9/2. Introduction to and overview of the course. What the course is; What the course is not; course requirements and expectations; getting to know each other; and developing the class profile.

Tuesday- 9/7. What is religion/spirituality (a focus on some historical and contemporary psychological definitions of religion); What makes for a psychology of religion/spirituality; What a psychology of religion/spirituality is not; What are the elements of an empirical approach to the psychology of religion/spirituality (read chapters 1 and 2 of Hood, et al. and lectures I and II of William James’ *The varieties of religious experience*).

Thursday- 9/9. Psychology and religion/spirituality- A historical overview of how religion and spirituality have been included/excluded and covered in the field of psychology, including points of tensions (visit the American Psychological Association website for Division 36- Society for the Psychology of Religion and Spirituality and read their mission statement and the history of that division- <http://www.apa.org>); review also chapter 1, p. 4 of Hood et al. - A brief history of division 36 of APA. What are the core elements of religion/spirituality? The prevalence and impact of religion/spirituality in America and the world (review the latest Religious Landscape Survey at the Pew Forum on Religion and Public Life website (http://[www.pewforum.org)-](http://www.pewforum.org)-) *The changing religious landscape: May 12, 2015 and The future of world’s religions: Population growth projections, 2010-2050; April 2, 2015).* Also scan Pew Forum on Religion and Public Life (http://[www.pewforum.org](http://www.pewforum.org)). April 25, 2018. When Americans say they believe in God, what do they mean?

Tuesday- 9/14. How religion/spirituality is viewed in psychology today and within the helping professions (go online to the American Psychological Association and review the current *Ethical Code of Psychologists* to determine how religion/spirituality is referenced in the code); also review how religion/spirituality is represented in the *Diagnostic and statistical manual of mental disorders* (DSM-5).

Thursday- 9/16. Religion/spirituality in the lives of Americans: How religion and spirituality vary by race, sex, gender, age, socioeconomic status, educational level, region of the country, sexual orientation, etc. and what factors contribute to these differences (review the *Pew Forum*, *Barna Group*, and the *Hartford Institute for Religion Research* websites for these data). Take online the Religion Knowledge Test-http: // [www.pewforum.org)-](http://www.pewforum.org)-) July 23, 2019 and the Muslim and Islam Knowledge Test, February 19, 2020 (<https://www.pewresearch.org/quiz/muslims-and-islam-quiz/>). Also scan Pew Forum on Religion and Public Life (http://[www.pewforum.org](http://www.pewforum.org)), August 29, 2018. The religious typology: A new way to categorize Americans by religion; and Puckett, J. A., Wolff, J.R., Gunn, H.A., Woodward, E.N., and Pantalone, D.W. (2018). An investigation of religion and spirituality of sexual minorities in the United States: Exploring perceptions, intrinsic religiosity, and outness to religious communities. *The International Journal for the Psychology of Religion*, *28* (3), 145-161.

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Tuesday- 9/21. Religion and spirituality- An in-depth discussion of the historical and changing language and differences and similarities in the concepts; The importance of precisely defining these concepts for measurement and understanding the psychology of religion and spirituality (re-read chapters 1, pp. 13-17 in Hood et. al: chapter 1 in Pargament, K. (Ed.). *APA handbook of psychology, religion, and spirituality*, volume 1- pay attention to pages 11-17. Suggested readings: More Americans now say they’re spiritual but not religious, *Pew Forum*. September 6, 2017. Note: Paper on a book of your choice due by 11:59 pm (see instructions for the paper in the section on due dates).

Thursday- 9/23. Religion/spirituality and the psychology/biology connection (Evolution, neuropsychology, etc.) (required reading- chapter 3 of Hood, et al.). Suggested reading- chapter 11- Joanna Maselko- The neurophysiology of religious experience in Pargament, K. (Ed.) *APA handbook of psychology, religion and spirituality*, volume 1.

Tuesday- 9/28. Religion/spirituality in childhood (required reading- chapter 4 of Hood, et. al; Suggested reading- chapter 27- Chris J. Boyatzis- The nature and functions of religion and spirituality in children in Pargament, K. (Ed.) *APA handbook of psychology, religion and spirituality*, volume 1.). Original Post # 1 due- What is your recollection of how religion/spirituality was present, operated in, influenced, or affected your childhood?

Thursday- 9/30. Religion/spirituality in adolescence and young adulthood (required reading- chapter 5 of Hood, et al. Suggested readings- chapter 28- Pamela Ebstyne King, Jenel Sanchez Ramos, and Casey Erin Clardy- Searching for the sacred: Religion, spirituality, and adolescent development in Pargament, K. (Ed.) *APA handbook of psychology, religion and spirituality*, volume 1); Pew Forum on Religion and Public Life (https://www.pewforum.org). U.S. teens take after their parents religiously, attend services together and enjoy family rituals, September 10, 2020. Reaction Post # 1 due; Original Post # 2 due- How do religion and spirituality currently influence or affect your life?

Tuesday- 10/5. Religion/spirituality in adulthood (read chapter 6 of Hood, et al.) Reaction Post # 2 due.

Thursday- 10/7. Religion/spirituality, aging, and death (required reading- chapter 7 of Hood, et. al.; suggested reading- chapter 29- Neal Krause- Religious involvement in the later years of life in Pargament, K. (Ed.). *APA handbook of psychology, religion and spirituality*, volume 1).

Tuesday-10/12. Religion/spirituality and conversion, spiritual transformation, and deconversion (required reading- chapter 8 in Hood et al ; suggested reading- chapter 10 in Hood, et al., and chapter 22- Steven J. Sandage & Shane P. Moe- Spiritual experience: Conversion and transformation in Pargament, K. (Ed.) *APA handbook of psychology, religion and spirituality*, volume 1).

Thursday- 10/14. Mysticism and other religious experiences (read chapter 11 of Hood et al.; chapter 10 of Hood, et al.; and lectures X, XVI, and XVII of James; and for your personal use, take The Mysticism Scale- Research Form D- Hood 1975; suggested reading- Ralph W. Hood, Jr., & Leslie J. Francis- chapter 21- Mystical experience: Conceptualizations, measurement, and correlates in Pargament, K. (Ed.) *APA handbook of psychology, religion, and spirituality*, volume 1.

Tuesday- 10/19. Mid-term exam.

Thursday- 10/21. Religion/spirituality, morality and prejudice (read chapter 12 of Hood, et al. and Allport, G. (1958). *The nature of prejudice.* Garden City, NY: Doubleday Anchor Books- chapter 28- Religion and prejudice; suggested readings: chapter 20- Carrie Doehring- An applied integrated approach to exploring how religion and spirituality contribute to or counteract prejudice and discrimination in Pargament, K. (Ed.) *APA handbook of psychology, religion, and spirituality*, volume 2.); Ahmed, S., Abu-Ras, W., & Arfken, C.L. (2014). Prevalence of risk factors among U. S. Muslim college students, J*ournal of Muslim Mental Health*, 8 (1), 1-10. Original Post # 3 due- Reflect on Gordon Allport’s statement that “The role of religion is paradoxical. It makes prejudice and it unmakes prejudice”.

Tuesday- 10/26. No Class: Break Day

Thursday- 10/28. Thursday- 10/28. “Healthy and unhealthy” practices/manifestations of religion/spirituality (required readings- chapter 13 of Hood, et. al.; Lectures IV, V, VI, and VII of James; and chapter 4- Brian J. Zinnbauer- Models of healthy and unhealthy religion and spirituality in Pargament, K. (Ed.). *APA handbook of psychology, religion and spirituality*, volume 2). Suggested readings- www. pew forum.org. April 12, 2016. Religion in everyday life, and Pew Forum on Religion and Public Life (http:// www.pewforum.org), Religion’s relationship to happiness, civic engagement and health around the world. January 31, 2019.

Reaction Post # 3 due, Original Post # 4 due- Reflect on how you see religion and spirituality operating today in society in “healthy” (helpful) and “unhealthy” (unhelpful) ways.

Tuesday- 11/2. The psychology of prayer- a deeper look. Required reading=Hood, et .al., pp.490-492 (Forms of Prayer); Ladd, K.L., & Spilka, B. Prayer: A review of the empirical literature and Chapter 16 in Pargament, K. (Ed.). *APA handbook of psychology, religion, and spirituality*, volume 1. Suggested reading- Spilka, B. & Ladd, K. L. (2013). *The psychology of prayer: A scientific approach*. The Guilford Press.

Thursday- 11/4. The psychology of forgiveness and its health benefits. Required reading- Hood, et al., p. 469. Additional readings to be assigned prior to class. Reaction Post # 4 due.

Tuesday- 11/9. No Class. (I will be attending the Educational Opportunities Program Conference in Indianapolis, Indiana)- Use this time to work on your papers, etc. Note, no office hours today.

Thursday- 11/11. Conceptions of (ways of viewing) God and their psychological/behavioral implications (read *Baylor’s Religion Survey*, 2006, America’s piety in the 21st century. This survey may be accessed online. Also read Todd W. Hall & Annie M. Fugikawa- God image and the sacred- Chapter 15 in Pargament, K. (Ed.). *APA handbook of psychology, religion and spirituality*, volume 2). Suggested reading: When Americans say they believe in God, what do they mean? *Pew Forum*, April 25, 2018.

Tuesday- 11/16. The psychology of Atheism and the “Nones”/“Unaffiliated” (required readings- chapter 9 of Hood, et al., pp. 298-307); *Global Index of Religion and Atheism*-2012 (maybe accessed online); Pew Forum on Religion and Public Life, October 17, 2019, In U.S., Decline of Christianity continues at rapid pace; An update on America's changing religious landscape; also *Pew Research Forum*- “Nones on the rise: October 9, 2012; Religious “nones” are not only growing, they are becoming more secular/ November 11 2015; Pew Forum- 10 facts about atheists (FactTank; June 1, 2016); suggested readings- chapter 40- Heinz Streib and Andrea D. Haugen- Atheists, agnostics, and apostates in Pargament, K.(Ed.). *APA handbook of psychology, religion and spirituality*, volume 1); Why American’s “nones” don’t identify with a religion, Pew Forum, August 8, 2018; Galen, L.W. (2018). Focusing on the nonreligious reveal secular mechanisms underlying well-being and prosociality. *Psychology of religion and Spirituality*, *10* (3), 296-306; Coleman III, T.J., Hood, Jr, R.W., and Strieb, H. (2018). An introduction to atheism, agnosticism, and nonreligious worldviews. *Psychology of Religion and Spirituality*, *10* (3), 203-206.

Thursday- 11/18. Measuring religion, religiosity, and spirituality (an overview of the variety of instruments for measuring aspects of religion, religiosity and spirituality; critical measurement issues; you are required to take the Quest scale by Bateson & Schoenrade, 1991 and the Religious Orientation scale by Allport & Ross, 1967 for your personal use). Review/reread pp. 30-41 of the Hood, et al. text.

Tuesday- 11/23. Religion/spirituality and violence/ “evil” and a discussion of “cults”. Required readings- Chapter 18- James W. Jones- The psychology of contemporary violence in Pargament, K (editor) *APA handbook of psychology, religion and spirituality*, volume 2; also pp. 260- 295 of chapter 9 in Hood, et al.

Thursday- 11/25. (Thanksgiving- no class: official University holiday).

Tuesday- 11/30. The Black Church: A case study of the psychology of one group’s unique religious/spiritual experience in America. It is recommended that you scan chapters 30-39 of Kenneth Pargament (editor) *APA handbook of psychology, religion and spirituality*, volume 1. These chapters cover some of the unique religious and spiritual issues of African Americans, North American Indians and Alaska Natives, Asian Americans, Latinos, Gay and Lesbians, Buddhists, Hindus, Jews, and Christians; suggested reading: Pew Research Center. Feb. 16, 2021, Faith among Black Americans (www.pewresearch.org.

Thursday- 12/2. Religion/spirituality as driving forces in the lives of Dr. Martin Luther King, Jr., Mahatma Gandhi, Mother Teresa, and Cesar Chavez. You are to do some background research on the role of religion/spirituality in the lives of these four individuals and the application/consistency of the empirical findings uncovered in this course with their life experiences. Original Post # 5 due- Reflect on how religion/spirituality influenced the life of either King, Gandhi, Mother Teresa, or Chavez. You are to review the textbook for references to Gandhi, King, and Mother Teresa; also review the references to James Fowler’s stages of faith in Hood, et al. .

Tuesday- 12/7. Presentations and discussion regarding your observation of the in person or online religious event. Reflection paper (maximum of three double spaced pages) on session attended due in D2L by class time. You will also be given 5 minutes to share with the class your experiences/observations. Reaction Post #5 due. Original Post # 6 due- Based on the readings and discussions in this class, what would you do with religion and spirituality (seek to eliminate it and if so why; or seek to change it in fundamental ways and if so how).

Thursday- 12/9. Continuation of presentations and discussion regarding your observation of the religious event. A Summary of the empirical evidence of the benefits and detriments of religion/spirituality (review/reread chapter 13 of Hood, et al., pp. 461-472)

Wrap-up. The psychology of religion/spirituality: Where do we go from here (read chapter 14 of Hood, et al.); suggested reading- Taves, A., Asprem, E., and Ihm, E. (2018). Psychology, meaning making, and the study of worldviews: Beyond religion and non-religion. *Psychology of Religion and Spirituality*, *10* (3), 207-217. Reaction Post # 6 due. Paper on a religion of your choice due by 11:59 pm (see instructions below)

## Final exam (Thursday December 16, 2021 (10 am to noon).

# Part 4: Grading Policy

## Evaluation Criteria/Letter Grade Assignment

4.0= 95-100 (Excellent Work)

3.5= 90-94 (Very Good Work)

3.0= 80-89 (Good Work)

2.5= 75-79 (Above Average Work)

2.0= 70-74 (Average Work)

1.5= 66-69 (Below Average Work)

1.0= 60-65 (poor Work)

0.0=<60 (Failing Work)

## Late Work Policy

Students work must be submitted on the due dates listed above. Work submitted up to one week after the due date (within the class period) will receive an automatic one-grade reduction. No assignment will be accepted after one week (within the class period), without prior approval from the instructor.

## Viewing Grades

Papers and assignments will be graded and returned to students. Midterm exam scores will be shared in class with students.

# Part 5: Course Policies

## Academic Honesty

Article 2.3.3 of the Academic Freedom Report states that “The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards”. In addition, the Department of Psychology adheres to the policies on academic honesty as specified on the General Student Regulations 1.0, Protection of Scholarship and Grades, the all-University Policy on Integrity of Scholarship and Grades, and Ordinance 17.00, Examinations (see Spartan Life. Student Handbook and Resource Guide and/or the MSU Web site: [www.msu.edu](http://www.msu.edu))

Therefore, unless authorized by your instructor, you are expected to complete all course assignment, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course, therefore you may not submit course work you submitted to another course to satisfy the requirements for this course. Also, you are not authorized to use the http:// [www.allmsu.com](http://www.allmsu.com) Web to complete any course work in this course. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work (see also the Academic Integrity Webpage).

## Limits to Confidentiality

Essays, journals, and other materials submitted to this class are generally considered confidential pursuant to the University’s student records policies. However, students should be aware that university employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices (including the Department of Police and Public Safety) if you share with me:

* Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
* Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
* Credible threats of harm to oneself or to others

These reports may trigger contact from a campus official who will want to talk to you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual, If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the MSU Counseling Center.

## Accommodations for Students with Disabilities

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Service Accommodation (VISA”) form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date may not be honored.

## Drops and Adds

The last day to add this course is the end of the first week of classes. The last day to drop this course with 100 percent refund and no grade reported if found on the Registrar’s webpage. You should immediately make a copy of your amended schedule to verify you have added or dropped this course.

## Disruptive Behavior in the Classroom

Article 2.III.B.4 of the Academic Freedom Report (AFR) for Students at Michigan State University states: “The student’s behavior in the class room shall be conducive to the teaching and learning process for all concerned. Article 2.III.B.10 of the AFR states that “The student has to scholarly relationships with faculty based on mutual trust and civility.” General Student Regulations 5.02 states: “No student shall…interfere with the functions and services of the University (for example, but not limited to, classes…) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to the Student Judicial Affairs office.

## Attendance

Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course.

## Participation

Students are expected to attend each class and participate in the learning process.

## Complete Assignments

Assignments for this course are to be submitted electronically through D2L unless otherwise instructed. Assignments must be submitted by the given deadline contained in this syllabus or special permission must be requested before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances.

## Use of Cell Phones and Other Electronic Equipment in the Classroom

Use of cell phones and other electronic equipment (including recordings of class sessions) are not permitted.

## Commercialization of Lecture Notes and University Provided Course Materials

Commercialization of lecture notes and university-provided course materials is not permitted in this course

## Spartan Code of Honor (From Associated Student of Michigan State University/ASMSU- 08/16/2016)

“As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing this endeavor to build personal integrity in all that I do”

**Information Regarding COVID-19.**

**Face Coverings.** Appropriate face coverings must be properly worn – covering both mouth and nose – by everyone (including all faculty, staff, students, vendors, and visitors) while on property owned or governed by MSU and while participating in any indoor MSU-related or MSU-sponsored activities. If someone has a medical condition that prevents them from safely wearing a face covering, they should contact [MSU’s Resource Center for Persons with Disabilities (RCPD)](https://www.rcpd.msu.edu/coronavirus) to begin the accommodation process. They must receive documents attesting to their exemption from the mask mandate before entering an MSU building without a mask.

**Grief.** Concerns regarding grief- contact Counseling and Psychiatric Services **(**[CAPS](https://caps.msu.edu/)- https://caps.msu.edu) and for other matters, contact the [Keep Learning Website](https://remote.msu.edu/learning/index.html) (https://remote.msu.edu/learning/indedexhtml).

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