

BRESCIA UNIVERSITY COLLEGE

RELIGIOUS STUDIES 2217F – Fall 2011 & PSYCHOLOGY 2092A

Education for Religious and Spiritual Development & Religion and Personal Development

PROFESSOR: Dr. Lorna MA Bowman

OFFICE: BR – MRW 152

OFFICE HOURS: Monday 1:00 – 2:00 and Wednesday 2:00 –3:00 or by appointment through e-mail – lbowman@uwo.ca

VOICE MAIL & PHONE: If you need to leave a phone message please call 519-432-8353 ext. 28240

Course Description:

This course builds on contemporary theories of human growth and development with attention to the work of James Fowler, Jean Piaget, Lawrence Kohlberg, Carol Gilligan and Erik Erikson. Through study and practical examples students will examine how we make sense of the world and find meaning in life. Antirequisites: None

Note: This course is cross-listed with a Special Topics Course in Psychology: *Religion & Personal Development*. The cognate discipline for the course is psychology in conversation with different field of religious studies. Students are encouraged to learn from one another, to bring their knowledge from their respective disciplines as well personal perspectives and experience to all class discussions. See pages 10– 12 for the *Preliminary Class Schedule* with reading assignments.

Course Requirements:

Informed class participation	15%
Integrative Book Review	15%
TV or Film Review with Class Presentation	20%
Response Paper to Film	10%
Self-Evaluation	10%
Final Paper	30%

Once the class has met, minor changes to course requirements may be worked out in class. The syllabus contains course assignments and information.

Required Texts:

- Fowler, James W. *Stages of Faith: The Psychology of Human Development and the Quest for Meaning*. HarperCollins, 1995.
- Loewenthal, Kate M. *The Psychology of Religion*. Oxford: Oneworld Publications, 2000.
- Cottone, Robert Rocco. *Toward a Positive Psychology of Religion: belief Science in the Postmodern Era*. Alresford, Hants: 2011.

Book for Integrative Book Review (one of):

- Hill, Lawrence. *The Book of Negroes*. Toronto: HarperCollins, 2007.
- Hosseni, Khaled. *The Kite Runner*. Canada: Anchor Canada [distributed by Random House], 2004.

Potok, Chaim. *My Name is Asher Lev*. New York: Knopf [distributed by Random House], 1972.

See, Lisa. *Snow Flower and the Secret Fan*. New York: Random House, 2007.

These books are all readily available at any library or through purchase on line or any bookstore. Reserve copies are available in the Brescia Library for you to check out before you make your choice.

Learning Outcomes:

When you have completed this course you will be able to:

1. discuss the contribution developmental psychology makes to an understanding of religious and personal development.
2. Review a novel with respect to how the character (s) reflect their religious and/or personal development/
3. analyze the content of a TV program or film in light of the developmental theories covered in class.
4. synthesize the course learning through applying faith development theory and the course content to a significant person or your own vocational biography.
5. evaluate your participation in the class in light of your personal participation in and preparedness for the classes.

RECOMMENDED BOOKS

PLEASE NOTE: With the computer-assisted research resources of the Western Library system it is very easy to conduct your own search on any aspect of religious and personal development in which you have a particular interest. Such a search will enable you to find additional articles, book reviews, etc. You may also search for sources on a theme using a number of descriptors such as "faith, belief, doctrine." The Beryl Ivey Library staff are extremely helpful.

Barrett, Justin L., Ed. *Psychology of Religion: Critical Concepts in Religious Studies* (vol.1). New York: Routledge, 2010. See the whole series.

Keirse, David and Marilyn Bates. *Please Understand Me: Character & Temperament Types*. Del Mar, CA: 1984.

Conn, Joann Wolski, Ed. *Women's Spirituality: Resources for Christian Development*, 2nd ed. New York: Paulist Press, 1996/1996.

Fowler, James W. *Stages of Faith: The Psychology of Human Development*. San Francisco: Harper & Row, 1981/Harper Collins 1991.

_____. *Becoming Adult, Becoming Christian*. San Francisco: Harper & Row, 1984

_____. *Weaving the New Creation*. San Francisco: Harper Collins, 1991.

_____. *Faithful Change: The Personal and Public Challenges of Postmodern Life*. Nashville: Abingdon Press, 1996.

- Gilligan, Carol. *In a Different Voice*. Cambridge, MA: Harvard University Press, 1986.
- Gilligan, Carol et al., Eds. *Making Connections*. Cambridge, MA: Harvard University Press, 1990.
- Hyde, Kenneth E. *Religion in Childhood & Adolescence: A Comprehensive Review of the Literature*. Birmingham, AL: Religious Education Press, 1990.
- James, William. *The Varieties of Religious Experience*. New York: Mentor, 1958.
- Muuss, Rolf E. *Theories of Adolescence*. Sixth Edition. New York: McGraw-Hill, 1996.
- Levinson, Daniel J. *The Seasons of a Man's Life*. New York: Ballantine, 1978.
- Levinson, Daniel J. in collaboration with Judy D. Levinson. *The Seasons of a Woman's Life*. New York: Knopf, 1996.
- Nelson, Kevin. *The Spiritual Doorway in the Brain*. New York: Dutton, 2011.
- Palmer, Parker J. *Let Your Life Speak: Listening for the Voice of Vocation*. San Francisco: Jossey Bass: 2000.
- Sheehy, Gail. *Passages: Predictable Crises of Adult Life*. New York Bantam, 1977.
- Pratt, James Bissett. *The Psychology of Religious Belief*. New York: The Macmillan Co., 1908.
- Tillich, Paul. *Dynamics of Faith*. New York: Harper & Row, 1975.
- Webb, Eugene. *Worldview & Mind: Religious Thought & Psychological Development*. Columbia: University of Missouri Press, 2009.

COURSE REQUIREMENTS

There are three short written assignments for this course and a final paper. Students are expected to attend all classes, to read the material assigned, and to participate in the class process and discussion in an informed manner.

A. Informed Class Participation (15%)

Full attendance and participation in all classes for this course are required. *There is no final examination*. Thus, your successful completion of this course requires that you be present and prepared. Readings are assigned for each week. Attendance for all class presentations will be both a learning experience and a courtesy to your student colleagues.

If you must be absent due to illness please e-mail me at lbowman@uwo.ca It is your responsibility to catch up on what you have missed, including the class activities.

B. Integrative Book Review (15%)

Please choose one of the novels listed above on page 1-2. You are asked to prepare

a 5-6 page integrative review of it. After a basic overview of the content of the book (no more than two pages), write an analysis of the ways that human development and religion influence the life of the major character(s).

Questions such as the following may be addressed:

- What role does religion and/or culture play in the life of the major character(s)?
- What aspects of normal human development do you see are present?
- Does religion and/or culture serve to broaden or stifle the lives in question?
- What elements of religion and culture are the most prominent?
- *Conclude* your integrative review with a one to one and a half page description of your personal response to the book and what it revealed to you about personal development and the function of religion in the lives of people and cultures. If religion is not present, talk about the cultural forces. Include, the questions that the book raises for you..

Please submit your paper through turnitin.com. The link is found on the WebCT page for the course.

THIS ASSIGNMENT IS DUE Thursday November 3, 2011.

Please note: Assignments submitted late will receive a grade no higher than B+. A grade only, without comments, will be given.

D. TV or Film Review & Class Presentation and Paper (20%)

Students will be asked to work in groups of three or four. You are asked to watch a movie or TV programme together and to prepare a review of it for the class. In the review you are asked to apply what we are learning in class about cognitive and moral development as well as faith development and how these developmental processes affect how we make sense out of life from a religious perspective, if applicable. Each presentation need only be 10 to 15 minutes in length. We will talk more about this in the class.

Note: Guidelines will be posted on WebCT.

E. Response/Reaction to the film: "The Last Marranos" (10%)

This film will be viewed in class on November 29th. Following discussion, you will be asked to compose a short personal response in class for submission at the end of the class.

F. Self-Evaluation (10%)

This portion of the final mark is a self-appraisal reflecting your informed contribution to the learning that has occurred during class discussions and the questions raised and addressed by you and your learning colleagues throughout the course. It will be completed in class on December 6th.

G. Final Paper (30%)

The final paper should reflect your integration and understanding of the course material *in a scholarly manner*. The paper should be 8-10 pages in length, including full endnotes and bibliography. Choose one of the following:

1. For Fowler, "*Vocation is the response a person makes with his or her total self to the address of God and to the calling to partnership*. The shaping of vocation as a total response of the self to the address of God involves the orchestration of our leisure, our relationships, our work, our private life, our public life, and of the resources we steward, so as to put it all at the disposal of God's purposes in the service of God and the neighbour." (*Becoming Adult, Becoming Christian*, p. 95.)

One's sense of vocation is a developmental process and occurs within a particular religious tradition and culture. In this paper you are asked to reflect on how your sense of vocation has developed as you have matured. Your paper should reflect your integration of the course content and be informed by it.

2. Trace the faith development of a well-known person or a significant person in your life. Use either a book, a film or a well-developed interview as your primary resource. Remember, often the screenplays of a film are adapted for this medium, and some facts may be distorted. Try to check these out. Use the course content around the psychology of religion and human and faith development theory to assist your understanding. How does this person's life critique faith development theory. What surprises you? What do you wish to pursue further? Your paper should reflect your integration of the course content and be informed by it. Note: you may not use your own life for this paper.

The paper should be 8 to 10 pages in length, including references.

THE FINAL PAPER IS DUE December 9th, 2011

General Expectations:

1. **Deadlines:** Deadlines are firm, and must be met. Absence from class on the day work is due does not constitute an extension. Any extension must be negotiated with the instructor prior to the due date. Any work submitted after the due date for which you have not followed this procedure may be penalized at five (5) percent per day.

It is particularly important that presentation dates are honoured. Failure to present on the specified date without sufficient prior notification may be penalized by not less than 35%.

A medical accommodation for work valued at less than 10% of your total grade can be established with your instructor. For all other cases, please refer to Western's policy regarding "Medical Accommodation Policy," available at <https://studentservices.uwo.ca/secure/index.cfm> . See also Brescia University College Academic Policies and Regulations pages 8-10 of this syllabus.

2. **Academic Integrity:** One operative assumption of this course, as with all university courses, is that all work you submit for marking will be **your** work. You must **properly cite all the sources** from which you gather your ideas and phrasing, and not only the directly quoted material.

Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar, available at <http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between the University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Plagiarism may be penalized with a failing grade in the assignment and an offence record that

will be held in the Office of the Academic Dean.

3. Academic Style: There are a number of acceptable styles of documentation: Chicago, MLA and APA. The MLA (Modern Language Association) style is preferred for this course.

The MLA recommends a Name-Page method. In this method, no footnote or endnote is needed. Rather you can make a brief parenthetical citation in your text.

i.e., “Mysticism is seen to be a highly specialized search for reality, for heightened and completed life, which we have found to be a constant characteristic of human consciousness” (Underhill 27).

The parenthetical reference includes the author's surname and the relevant page number with no punctuation intervening. Placed on a separate sheet, at the end of the paper, is placed a list of Works Cited.

The bibliographic form is:

Underhill, Evelyn. *Mysticism: A Study in the Nature and Development of Spiritual Consciousness*. 12th ed. New York: World Publishing, 1930.

The list of “Works Cited” must include an entry for each source you use in your paper.

PLEASE NOTE: An on-line document guide can be found at:
<http://www.lib.uwo.ca.proxy1.lib.uwo.ca:2048/files/styleguides/MLA.pdf>

This site is particularly helpful in giving examples of the proper way to cite electronic sources.

4. Inclusive Language: Use non-sexist, non-discriminatory language in your writing. Language that reinforces sexism, racism, ethnic bias, homophobia, or other forms of prejudice and discrimination should not be used. Some general points: In English, there is the custom of using male terms to refer to the whole human population: “man,” “mankind,” “he,” and “his” are often employed in the generic sense. Since these terms refer also to exclusively male populations, using the same term for the two different meanings is ambiguous. Be specific: if you mean all people, males and females, say so. Instead of man/mankind – use humanity, human beings, human race, people, person(s), individual(s), men and women, women and men.

When writing about certain groups or cultures, try to use words which are currently acceptable to the groups themselves.

5. A Respectful Learning Environment: A respectful learning environment is a collective responsibility. We will listen to each other with openness and consideration, respecting individual differences and honouring each person’s right to hold her or his own beliefs. This

does not preclude discussion and/or disagreement, but does call for a considerate sharing of opinions and ideas.

6. Grading: Grading will be based on the extent and quality of research; on the imagination and critical judgment shown in papers and on the exam.

- A Outstanding. Beyond a thorough grasp of required texts and lectures, shows ability to relate material to life and to other subject areas and to form a personal synthesis; shows good critical judgment in area; very good oral and written expression.
- B Superior/Good. Accurate grasp of required texts and lectures; shows critical judgment, good speaking and writing skills.
- C Satisfactory. Adequate grasp of required texts and lectures in essentials.
- D Unsatisfactory/Poor.

BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation on medical grounds will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

If supporting documentation is from a family physician, Hospital Urgent Care Centre or Emergency Department, or a walk-in clinic a UWO Student Medical Certificate (SMC) is required. To download an SMC go to <https://studentservices.uwo.ca/secure/index.cfm> and follow the link under "Medical Documentation". Documentation should be obtained at the time of the initial visit. If it is not possible to have an SMC completed by the attending physician, the student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** considered adequate to support a request for academic accommodation. All documentation is to be submitted to an Academic Advisor.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full statement of University policy regarding extensions of deadlines or makeup exams can be found at <http://www.westerncalendar.uwo.ca/2011/pg117.html>.

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses,

this must be done by the appropriate deadlines (refer to the Registrar's website, www.registrar.uwo.ca, for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity

review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Academic Rights and Responsibilities in the Western Academic Calendar.

6. PREREQUISITES AND ANTIREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

7. SUPPORT SERVICES

The Brescia University College Registrar's website, with a link to Academic Advisors, is at http://www.brescia.uwo.ca/academics/registrar_services/index.html.

The University of Western Ontario Registrar's website is at <http://www.registrar.uwo.ca/index.cfm>

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.

PRELIMINARY Class Schedule

Please note: this may be adapted as the term progresses. Updates will be posted on WEbCT.

September Class Schedule	
	8 th – Introduction & Overview
13 th – <i>Faith as a Human Activity</i> Read: Fowler, Chapter 1 & Loewenthal, Chapter 1:	15 th – <i>Religion in a Postmodern Context</i> Read: Cottone, Chapter 1
20 th – Conceptualizing <i>Faith, Religion, & Belief</i> Read: Fowler, Chapter 2 & Loewenthal, Chapter 2	22 nd – Conceptualizing <i>Spirituality</i>
27 th – The Relational Nature of Faith Read: Fowler, Chapter 3	29 th – Relationship Read: Cottone, Chapter 2

October Class Schedule	
4 th – <i>Faith as Imagination</i> Read: Fowler, Chapters 4 & 5	6 th – <i>Video interview with James Fowler re how he came to develop his theory of faith development</i>

October Class Schedule	
<p>11th – <i>Thinking Developmentally</i></p> <p>Constructivist developmental theory with a focus on Piaget's Cognitive Development Theory</p> <p>Read: Fowler, Chapters 6 & 7</p> <p>See also: http://webspace.ship.edu/cgboer/genpsypiaget.html</p>	<p>13th – TBA</p>
<p>18th – Kohlberg's <i>Theory of Moral Development</i></p> <p>Read: Fowler, Chapters 8 & 9</p> <p>See also: http://www.youtube.com/watch?v=zY4etXWYS84</p>	<p>20th – Carol Gilligan & her critique of Kohlberg's Theory of Moral Development</p> <p>See: http://tigger.uic.edu/~lnucci/MoralEd/overview.html & Gilligan: http://bigthink.com/ideas/13321</p> <p>Also read: Cottone, Chapters 3 & 4.</p>
<p>25th – Erik Erikson's Theory of Psychosocial Development</p> <p>Read: Fowler, Chapters 10 & 11</p> <p>See also: http://www.businessballs.com/erik_erikson_psychosocial_theory.htm</p>	<p>27th – Class presentations</p>

November Class Schedule	
<p>1st – Fowler’s concept of “faith” termed <i>Faithing</i></p> <p>Read: Fowler, Part III, pages 89-114 What do you think about <i>Speed-Faithing</i> at Princeton? http://www.youtube.com/watch?v=UEckSWADwA8</p>	<p>3rd – Class presentations</p> <p>Integrative Book Review Due</p>
<p>8th – Fowler’s <i>Stages of Faith</i> – I</p> <p>Read: Fowler, Chapters 15, 16, 17 & 18</p>	<p>10th – Class presentations</p>
<p>15th – Fowler’s <i>Stages of Faith</i> – II</p> <p>Read: Fowler, Chapters 19, 20 & 21</p>	<p>13th – Class presentations</p>
<p>22nd – <i>Thinking Religiously</i> or?</p> <p>Read: Loewenthal, Chapter 3 & 4.</p>	<p>25th – Class presentations – if this time is required</p>
<p>29th – Formation of Religious Identity</p> <p>Film: <i>The Last Marranos</i> with Evaluative Class Exercise</p>	<p>24th – Fowler’s concept of <i>Vocation & Vocational Biography</i></p> <p>Read: Fowler, <i>Becoming Adult, Becoming Christian</i>, pages 92-105. On Reserve in Brescia Library.</p>
<p>29th – Religious Feelings & effect of Religion on Behaviour</p> <p>Read: Loewenthal, Chapters 5 & 6 and Cottone, Chapters 7, 8 & 9.</p>	

December Class Schedule	
	1 st – Small group process with <i>your</i> completed <i>Vocational Biography</i> .
6 th – Recap & Overview	8 th – Study Day -- Your Final Paper is Due on Friday the 9 th by 4:00 p.m.