

COURSE TITLE		PSYCHOLOGY OF RELIGION						
Code	KBT: 404 ISVU: 82589	Year of study			I			
Course teacher/s	Full professor Josip Mužić, Ph.D	Credit (ECTS)			5			
Assistants	Boris Vidović, M.S.	Type of instruction (number of hours per semester)			L	S	E	F
					60			
Course status	Core course	Percentage of e-learning implementation						
COURSE DESCRIPTION								
Course goals	Understand relationship between psychology and religion and gain knowledge on the most important approaches to the subject matter of religion psychology. Introduce students with the models of religious development and spiritual formation from the childhood to the mature age. Also, the student is introduced with the impact of emotions, cognitive processes and motivation on religious behaviour, as well as influence of environment on one's formation and expression. Students develop the ability do discern and recognize religious tendencies in the contemporary world.							
Course enrollment requirements and core competencies	Competences acquired in the courses: <i>General Psychology</i> and <i>Developmental Psychology</i> .							
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Differentiate and interpret a relationship between psychology and religion. 2. Demonstrate and interpret psychological criteria for discerning healthy and unhealthly religion. 3. Distinguish and interpret extraordinary religious phenomena. 4. Interpret the most relevant approaches in studying psychology of religion. 5. Evaluate contribution of psychology to theological reflections. 6. Identify religious elements in the contemporary world. 7. Recognize the influence of religion on psychological well-being and a person's health.							
Detailed course content (weekly class schedule)	General introduction to the psychology of religion (4). Relationship between psychology and religion (3). Religion and personality traits (4). Psychological approaches to religion: S. Freud (3), A. Adler (3), C.G. Jung (3), W. James (3), E. Fromm (3), G.W. Allport (3), A. Maslow (3), V.E. Frankl (3), R. Assagioli (3). Dimensions of religion: emotional (3), motivational (3), cognitive (3), social (3), ritual (3). Religion and health (4). New religious movements and religious tendencies (3).							
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> entirely <input type="checkbox"/> combined e-learning <input type="checkbox"/> field instruction			<input type="checkbox"/> individual tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (other)				
Student obligations	Regular class attendance and active participation.							
Screening student work (<i>specify portion in ECTS credits per each</i>)	Class attendance	2,0	Research		Practical training			
	Experimental work		Written representation		(Other)			

activity so that total number of ECTS credits corresponds to the ECTS credit value of the course)	Essay		Seminar essay		(Other)	
	Mid-term exams	2,0	Oral exam	0,5	(Other)	
	Written exam	0,5	Project		(Other)	
Grading and evaluation of student work in class and at the final exam	Mid-term exam – 50 % Final exam – 40 % Participation in discussions – 10%					
Obligatory literature (available in the library or via other media)	Title			Number of copies in the library	Availability via other media	
	Š. Š. Čorić, <i>Psihologija religioznosti</i> , Slap, Jastrebarsko ² , 2003., 1-228., 249-272.			4		
	Frankl, V.E., <i>Bog kojega nismo svjesni</i> , Provincijalat franjevacu trećoredaca, Zagreb, 2001. ⁵ , 1-132.			3		
	E. Fromm, <i>Psihoanaliza i religija</i> , V. B. Z., Zagreb, 2000., 1-109			2		
	Groeschel, B. J., <i>Psihologija duhovnoga razvoja</i> , Verbum, Split, 2009., 153-288.			1		
	Koić i dr., <i>Glossolalia</i> , u "Collegium Antropologicum", 29 (2005.) 1, 373–379.				www.hrcak.srce.hr	
	Živković, I., <i>Koncept Boga i religioznosti kod djece i adolescentata u istraživanjima Piagetovog, Kohlbergovog i postpiagetovog kognitivnog pravca</i> , u "Sociologija i prostor", 45 (2007.), 177-178 (3–4): 321-337				www.hrcak.srce.hr	
	Živković I., Vuletić S., <i>Ekleziogene neuroze u psihopatološkim oblicima religioznosti</i> , u: "Društvena istraživanja", Zagreb, god. 16 (2007.), br. 6 (92), str. 1263-1285			1	www.hrcak.srce.hr	
Supplementary literature	James, W., <i>Raznolikosti religioznog iskustva</i> , Naprijed, Zagreb, 1990., 1-359 Szentmartoni, M., <i>Psihologija duhovnog života</i> , FTI, Zagreb, 1990., 18-261. Domazet, A., <i>Teologija i psihologija: mogućnosti i granice dijaloga</i> , u: Filozofska istraživanja, 27(2), 2007., str. 261-278. Bulat, B., <i>Psihološki aspekti religioznog iskustva</i> , u: Iskustvo vjere danas, CUS, Split, 2000., str. 81-113.					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Student-teacher consultations, monitoring presence and activities in discussions, end-of-semester course and teacher evaluation.					
Other (according to the opinion of education provider)						