COURSE TITLE	PSYCHOLOGY OF RELIGION						
Code	KBF: 202 ISVU: 82146	Year of study		II			
Course teacher/s	Full professor Josip Mužić, Ph.D.	Credit (ECTS)		3			
Assistants	Boris Vidović, M.S.	Type of instruction (number of hours per semester)		L	S	E	F
				45			
Course status	Core course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Understand relationship between psychology and religion and gain knowledge of the most important approaches to the issues of religion psychology. Introduce students with religious formation and acquisition from the childhood to the mature age. Student is introduced with the impact of emotions, cognitive processes, motivation and environment on one's religious behaviour, formation and expression.						
Course enrollment requirements and core competencies	Competencies acquired through the course *General Psychology*.						
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Differ and interpret a relationship between psychology and religion. 2. Demonstrate and interpret psychological criteria for discerning healthy and unhelathy religion. 3. Interpret the most relevant approaches in studying psychology of religion. 4. Evaluate contribution of psychology to theological reflections. 5. Identify elements of religion in the contemporary world. 6. Recognize the influence of religion on psychological well-being and health of a person.						
Detailed course content (weekly class schedule)	Introductory lecture to psychology of religion (3). Relationship between psychology and religion (2). Religion and personality traits (4). Psychological approaches to religion: S. Freud (3), A. Adler (2), C.G. Jung (3), W. James (2), E. Fromm (2), G.W. Allport (2), A. Maslow (2), V.E. Frankl (2), R. Assagioli (1). Dimensions of religion: emotional (2), motivational (2), cognitive (2), social (2), ritual (2). Religion and health (4). New religious movements and religious tendencies (3).						
Format of course instruction:	⊠ lectures ☐ seminars and workshops ☐ exercises	☐ individual tasks ☐ multimedia ☐ (other)					
Student obligations	Regular class attendance and active participation.						

Screening student work (specify *portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course)*	Class attendance	1,5	Research		Practical training	
	Experimental work		Written representation		(Other)	
	Essay		Seminar essay		(Other)	
	Mid-term exams	0,8	Oral exam	0,3	(Other)	
	Written exam	0,4	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, *Psihologija religioznosti*, Slap, Jastrebarsko, [2]2003., 1-228., 249-272.	4	
	V. E. Frankl, *Bog kojega nismo svjesni*, Provincijalat franjevaca trećoredaca, Zagreb, [5]2001., 1-132.	3	
	E. Fromm, *Psihoanaliza i religija*, V. B. Z., Zagreb, 2000., 1-109	2	
	B. J. Groeschel, *Psihologija duhovnoga razvoja*, Verbum, Split, 2009, 153-288	1	
Supplementary literature	Koić i dr., *Glossolalia*, u: "Collegium Antropologicum", 29 (2005) 1, 373–379; Živković I., *Koncept Boga i religioznosti kod djece i adolescentata u istraživanjima Piagetovog, Kohlbergovog i postpiagetovog kognitivnog pravca,* u: "Sociologija i prostor", 45 (2007), 177–178 (3–4), 321–337; Živković I., Vuletić S., *Ekleziogene neuroze u psihopatološkim oblicima religioznosti,* u: "Društvena istraživanja", Zagreb, god. 16 (2007), br. 6 (92), str. 1263-1285.		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Teacher-student consultations, student attendance register, activity in discussions, end-of-semester course/teacher evaluation.		
Other (according to the opinion of education provider)			