

FSoS 4150 Sec. 7 Syllabus
University of Minnesota
Summer Term, 2007 - 1 credit
7/20/07 (Friday) 8:30 A.M. - 4:55 P.M.
7/21/07 (Saturday) 8:30 A.M. - 3:50 P.M.
McNeal Hall, Room 144
Prereq: None

FSoS 4150: Spiritual Transformation in Couple and Family Relationship Dynamics

Instructor: Gregg Schacher
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Office Hours: By Appointment

I am available by phone, e-mail or by appointment (e-mail will elicit the fastest response). Students are encouraged to contact me regarding questions or issues raised by course content or to discuss progress in the course.

Course Description

This course will evaluate the link between spirituality, faith, and religiosity (all separate constructs) with couple and family relationship dynamics (relationship satisfaction, differentiation of selves, conflict management, communication, negotiation of stress / change, role-playing, religious homogamy / heterogamy, parenting styles, etc.). Various faith formation models and developmental growth continuums will be incorporated into students' exploration of their own experiences and presuppositions of spirituality.

Research will be presented to review how religiosity, spirituality and faith have been conceptualized by theorists and researchers. Spiritual transformation (or spiritual conversion) will be examined for its varying definitions, causes and effects, both from a view of the individual's development, as well as what happens within the relational systems in which the individual is a member. Both protective and risk factors related to spiritual transformation will be examined. Issues of diversity (gender, culture, sexual orientation, institutions) will also be examined.

Constructs such as religion, spirituality, faith, the sacred, religious / spiritual conversion, and spiritual transformation will be defined and applied to individual psychological, developmental-life course, and family systems theoretical frameworks. The history of these constructs will be reviewed with an emphasis on the unique contributions that family systems approaches offer for understanding these constructs as part of a relational spirituality.

Course Goals:

After completing this course students will be able to distinguish between spirituality, religiosity, faith formation and spiritual transformation constructs within the context of both individual and relationship dynamics. They will be familiar with different learning models or continuums that provide more inclusive views of spirituality and faith formation. Students will distinguish between risk and protective factors associated with spiritual transformation dynamics in couple and family relationships. Lastly, students will personalize course material by identifying and discussing personal presuppositions related to spiritual transformation and the impact on relationships in their own lives.

Course Objectives:

Students will:

1. Learn about distinctions between faith, spirituality and religion.
2. Identify their own emerging experience with these constructs.
3. Learn faith formation processes within which the experience of spiritual transformation is nested.
4. Learn about how spiritual transformation has been historically conceptualized by theorists and researchers.
5. Identify some of the bidirectional linkages between intrapersonal and interpersonal factors related to spiritual transformation of individuals.
6. Apply family systems concepts (e.g. second order change) to an understanding of the contextual factors involved in spiritual transformation.
7. Identify and record their own personal journey of growing awareness around spiritual transformation issues through the comprehension and integration of course concepts.

Course Schedule

Date	Description	Assignment Due
7/20/07	Review syllabus, define primary constructs, explore personal experiences and presuppositions, integrate faith perspective continuums, introduce faith formation models, review research about spiritual transformation, examine relevant intrapersonal factors, interact with media and case study examples	Complete required readings listed in syllabus
7/21/07	Review research about relationship impact of spiritual transformation, incorporate family systems concepts, explore relational risks and protective factors, examine impact of specific diversity issues, review & study for quiz, discussion of final integrative paper requirements	Final Quiz at completion of class (some study time will be allotted in class)
8/4/07		Final Integrative Paper Due

Required Readings

Several journal articles and book readings that explore spiritual transformation and processes related to individual and relational changes. Copies of these readings will be kept on file in McGrath library. Several readings will include notes indicating that only a portion of the reading is required. Students are expected to have read all required readings before the first class session.

Legako, M. A. & Soreson, R. L. (2000). Christian psychology graduate school's impact on marriage: Nonstudent spouses speak, *28(3)*, 212-220.

Mahoney, A. & Pargament, K. I. (2004). Sacred changes: Spiritual conversion and transformation. *Journal of Clinical Psychology*, *60(5)*, 481-92.

Mansager, E. & Eckstein, D. (2002). The Transformative Experience Questionnaire (TEQ): Spirituality in couples context. *The Family Journal: Counseling & Therapy for Couples & Families*, *10(2)*, 227-33.

Marks, L. (2005). How does religion influence marriage? Christian, Jewish, Mormon and Muslim perspectives. *Marriage & Family Review*, *38(1)*, 85-111.

Paloutzian, R. F., Richardson, J. T., & Rambo, L. R. (1999). Religious conversion and personality change, *Journal of Personality*, *67(6)*, 1047-1079.

Parker, S. (2006). Measuring faith development. *Journal of Psychology and Theology*, *34(4)*, 338-339.

Shults, F. L. & Sandage, S. J. (2006). *Transforming spirituality: Integrating theology and psychology*. Grand Rapids, MI: Baker Academic, selected readings.

Zinnbauer, B. J & Pargament, K. I. (1998). Spiritual conversion: A study of religious change among college students. *Journal for the Scientific Study of Religion*, *37(1)*, 161-167.

Course Expectations

Final Quiz Due: Saturday, July 21, 2007

Final Integrative Paper Due: Friday, August 3, 2007

This paper will integrate personal experiences of the primary constructs discussed in class with two or more models of faith formation or dynamics of spiritual transformation as outlined in the readings and examined in class.

Course Policies – Assignments & Grading

This is a one credit course. Students are expected to participate in small and large group class discussions and activities. If any student has difficulty defining their integrative

paper topic, it is expected that they will consult with the professor for feedback and guidance.

Grades will be assigned as follow:

Class participation: 15 points
Quiz 25 points
Integrative research paper 60 points
(Paper = 10-15 pages and is 8/3/07 4:30 P.M.)

Grade point totals:

A	95-100 points
A-	90-94 points
B+	85-89 points
B	80-84 points
B-	75-79 points
C	70-74 points
F	< 70 points

Late Work: The final integrative paper is due by 4:30 P.M. on Friday, August 3, 2007. The paper may be submitted in person, by e-mail or to the Family Social Science main office – McNeal Hall room 290). Papers turned in after this time will lose up to 2.5 points for each day that it is late.

Incompletes will not be given except in extraordinary circumstances.

Attendance: All students are required to be in attendance for the entire course (from the beginning of the class period on the first day until the end of the class period on the last scheduled day).

Course Policies – Ethics & Conduct

Scholastic dishonesty: Written materials for this course must represent your own work. In University policy, scholastic dishonesty is broadly defined as follows: “an act that violates the rights of another student in academic work or that involves misrepresentation of a student’s own work. Scholastic dishonesty includes (but not limited to) cheating on assignments or examinations; plagiarizing (misrepresenting as one’s own anything done by another); submitting the same or substantially similar papers for more than one course without consent of all instructors concerned; depriving another of necessary course materials; or sabotaging another work.”

Accessibility: Please contact your instructor as soon as possible if disability-related accommodations are needed.

Harrassment: Sexual harassment will not be tolerated in any way in this classroom. If any student feels that he or she has experienced any form of harassment, please contact the instructor right away, so that the behavior may be addressed within the University’s action guidelines for sexual harassment.

Diversity: It is expected that students will be respectful and considerate of all members of the class, regardless of ethnicity, gender, cultural background or sexual orientation. It is suggested that you presume welcome from others and extend welcome, as well. Any reported or observed behavior that does not respect the diversity of individuals will be addressed within the University's action guidelines of diversity.