

Soul Beliefs

01:830:123:01

Spring 2022 Tuesday/Thursday
2:00-3:20pm

AB-2125 Zoom:

<https://rutgers.zoom.us/j/97870157568?pwd=WGtEM0J0RkNEV1krcWxGQnEvZmUxZz09> Password: 378306

Instructor:

Lyra Stein, PhD (She/Her/Hers)

Email: Lyra@psych.rutgers.edu

Office Hours on Zoom Mondays 1-2

<https://rutgers.zoom.us/j/98638823259?pwd=bXBVUnh1c0swdzZ5VXhaQkU3UXEvUT09> Passcode: 901935

In person Wednesdays 2-3 in Tillet 221 (starting Feb. 2)

Graduate TA: Elisabeth Black (She/Her/Hers)

Email: meb349@psych.rutgers.edu

Office Hours: By appt.



UNDERGRADUATE ASSISTANTS:

Feel free to contact your TA for tutoring or help with assignments. Your TA is assigned by last name.

Maria Bodkin mib49@scarletmail.rutgers.edu (A-C)

Kyna Eagar kae103@scarletmail.rutgers.edu (D-G)

Sara George seg202@scarletmail.rutgers.edu (H-K)

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Course Objectives

- Explore the causes and consequences of various beliefs about the soul.
- Understand how self-esteem is related to soul beliefs
- Analyze the evolution of religion and soul beliefs
- Analyze how culture and soul beliefs buffer against death anxiety
- Understand the cognitive and biological basis soul beliefs
- Analyze how religious (and internalized) beliefs can lead to political division and polarized beliefs (such as those relating to the COVID-19 pandemic).

Instructional Resources

- 1) There is no required textbook. The assigned material will be posted to Canvas.
- 2) iclicker ISBN-13: 978-1498603058 (for the face to face class)
We will use TopHat if classes are remote for more than 3 weeks.
- 3) Some lectures will be recorded talks from leaders in the field. These will be provided during the lectures.

LECTURES:

The class will meet in the Academic Building 2125 starting Feb. 1. The class will take place over Zoom for the first 2 weeks during the scheduled class times. You can enter the Zoom meeting with the following link: <https://rutgers.zoom.us/j/97870157568?pwd=WGtEM0J0RkNEV1krcWxGQnEvZmUxZz09>

Password: 378306

You must have a Rutgers Zoom account to join.

When you are logged into the Zoom site, please turn off your video and mute your audio. I will provide opportunities for you to ask questions and participate in the discussions if you wish. If you have questions or comments during the lectures, I will be monitoring the chat feed.

TEACHING PHILOSOPHY:

My bias is to explore content areas in depth, as opposed to giving superficial coverage to many areas. If time becomes a limiting factor, changes in the schedule will reflect that bias. Thus, topic areas and readings may be dropped or added, depending upon time constraints. I believe education is a cooperative enterprise in which you have an active role. Therefore, I want to encourage an active participation on your part during the course. Please don't hesitate to respond, question, and challenge. To facilitate this process, I will occasionally ask you to take part in discussion groups. I hope these experiences will allow you to apply the material we cover to your own lives.

CLASS PARTICIPATION

The clicker system will allow for interactive class participation. When a question is presented on the PowerPoint during lecture, you will answer and receive 1 point for each question answered, and another point for each question answered correctly. The clicker total will be out of 50 points (I will present about 100-130 points worth of questions, therefore I am accounting for missed days). I will give you an extra credit point for every 10 points earned above 50 points. You can use the physical iclicker remote or the Reef app. **If we are remote for more than 3 weeks, we will use TopHat**



Make sure to any address clicker issues within a week after the class in question. It is your responsibility to make sure your clicker points show up on Canvas within a week of each class period. Please do not contact me with clicker concerns more than a week old.

RESPECT FOR DIVERSITY

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

I acknowledge that we all come from different backgrounds and that we all can learn to be more understanding and well-versed on issues that do not directly affect us through providing a welcoming environment for all to discuss their experiences. With that being said, I intend for all class materials and activities to be respectful to all in the class.

CLASS ETIQUETTE:

In this course, we will be discussing sensitive topics and persons with mental disabilities have often experienced discrimination. Please keep in mind that while we can (and should) critique and comment on scientific findings, methods, theories, etc., we will not critique and/or question our classmates' experiences or identities. Offensive and disruptive behavior will not be tolerated.

ATTENDANCE POLICY:

You only need to earn 50 Clicker points by the end of the semester. You do not need to inform me when you do not attend class. If you have extenuating circumstances, please have an undergraduate Dean send me an email. Please do not leave lecture early: Besides distracting your fellow students, when I hear people leaving or packing their bags, I become very distracted. I end up losing my train of thought and will have to stop the lecture until the noise ceases. (P.S.: I understand that occasionally people must miss part of a class. If you intend to do so, please sit close to the door so you won't distract everyone)

Syllabus & Canvas Site: This contains everything you need to know about the course; **refer to it often**. I reserve the right to change this syllabus in writing or by announcement.

ASSESSMENTS



There will be 11 quizzes which will consist of 10 questions each. You will have 30 min. to complete each quiz and will only have one chance to take the assessment. You cannot save a quiz after you start. **Please make sure not to miss the closing date as I will not be able to open the quiz once it has closed.**

I will drop the lowest quiz score, therefore your grade will be out of 10 quizzes.

There will be three midterm exams (the best two of these will be added to your grade) and one cumulative final exam. I will drop the lowest of the three midterms (the final is mandatory). Test dates noted on the syllabus may be changed if needed; changes will be announced in class and on Canvas). You will need a #2 pencil for the in-class exams

Each midterm will consist of 50 multiple choice items (75 for the final)

ACCOMMODATIONS

Appropriate accommodations will be made for students with disabilities.

Students with disabilities requesting accommodations must follow the procedures outlined at <http://disabilityservices.rutgers.edu/request.html>

Cheating and Plagiarism

Short version: Don't cheat. Don't plagiarize.

Longer version: Cheating on tests or plagiarizing materials in your papers deprives you of the educational benefits of preparing these materials appropriately. It is personally dishonest to cheat on a test or to hand in a paper based on unacknowledged words or ideas that someone else originated. It is also unfair, since it gives you an undeserved advantage over your fellow students who are graded on the basis of their own work. In this class we will take cheating very seriously. All suspected cases of cheating and plagiarism will be automatically referred to the Office of Judicial Affairs, and we will recommend penalties appropriate to the gravity of the infraction. The university's policy on Academic Integrity is available at <http://academicintegrity.rutgers.edu/academic-integrity-policy>¹ I strongly advise you to familiarize yourself with this document, both for this class and for your other classes and future work. To help protect you, and future students, from plagiarism, we require all papers to be submitted through Turnitin.com.

Since what counts as plagiarism is not always clear, I quote the definition given in Rutgers' policy:

Plagiarism: Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.

¹ This web link was corrected on Sept. 13, 2015. S. Lawrence

- Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution.²

Honor pledge:

You are not allowed to screenshot questions, copy questions, or distribute the questions to any individual or onto any website. Anyone who does this will fail the exam and possibly the course. You also may not communicate with others during the exam, which is grounds for failure according to the Rutgers office of academic integrity and student conduct. By clicking "Begin Assessment," on the exams, you agree to these conditions.

ADDITIONAL CREDIT

For every 10 Clicker points above 50, you will be given an extra credit point
 You may complete the following extra credit assignment for a total of 10 points:



During the course of the semester, we will address many reasons that people believe in a soul.

Several different lectures, and the associated readings, have dealt with beliefs in the soul. Take information from **all parts** of the course and write a cohesive essay on why most people believe in a soul. Make sure to address **all** reasons we have touched on in the course. Include information from Historical Foundations, Wade-The evolution of religious behavior, evolutionary psychology, Terror Management Theory and Bloom-Religion is Natural

In a **3-page double-spaced paper**, write a well-documented (cite readings and lectures) essay that demonstrates in-depth knowledge that you have gained from the course. Develop this theme in a **logical and cohesive essay** with your **conclusions** indicated at the end of the essay. List the **citations** of the lectures and readings that you used in crafting your essay.

² <http://academicintegrity.rutgers.edu/academic-integrity-policy/> Updated with the University's current language on July 13, 2012 and web link was corrected on Sept. 13, 2015. S. Lawrence.

Inevitably every semester there are students who are unhappy with their grades and are not concerned until the day before the final. Please do not put yourself in that position and make sure that you keep up with the class throughout the semester. The following are some tips on how you should study for the exams:

If you want to learn the subject matter well, read the assigned material before the lecture, review the power points after the lecture, quickly go over it again a day or two later, and then re-read the notes and the chapter for a few days before the exam. Memory researchers have established that you will understand and remember something better by studying it several times spread out over days than by studying the same amount of time all at once. Also, of course, the more total time you spend studying, the better.



When you study, don't just read the lecture notes but stop and think about the material. The more actively you use the material, the better you will remember it. Also test yourself! Go through the lecture notes and fill out the study guide with an explanation of the concept in **your words**. Don't worry about memorizing the definition word for word as it would be better to try to use each word in a sentence or think of examples for each term.

HOW TO PERFORM WELL IN THIS CLASS:

- Attend class and engage in class discussions.
- Complete every quiz on time.
- Read the assigned material carefully and closely, taking notes in your own words. Stop after each paragraph or two and make sure you understand the important points. You should end up with many pages of notes for each chapter, which are now your study materials. Outline the text in your own words with information from the book and lecture.
- At least a week before the exam, begin studying your notes on the readings and your notes from class. Get more information about concepts you do not understand by contacting me or working with your TA.
- Work actively with the course material: develop your own examples of concepts; explain in your own words how certain topics in psychology are studied; draw models of the concepts; organize the material in each chapter in ways that make sense for you.
- Contact me or your TA to ask questions or just to talk about the material. I would be happy to look at your notes and study materials to see if I have any advice for you.
- Work productively during class. During class we will actively analyze, apply, and evaluate the text material.

The faculty and staff at Rutgers are committed to your success. Students who are successful tend to seek out resources that enable them to excel academically, maintain their health and wellness, prepare for future careers, navigate college life and finances, and connect with the RU community. Resources that can help you succeed and connect with the Rutgers community can be found at success.rutgers.edu, and nearly all services and resources that are typically provided in-person are now available remotely.

Please DO NOT email me concerning a change of grade for any reason other than a miscalculation. I will not respond to any pleas for grade changes after the final points are calculated.

EVALUATION

Evaluations are based on:

Quizzes	100 points (10 x 10) (one quiz grade will be dropped)
Two hourly exams (50 questions)	200 points (2 x 100) (one exam grade will be dropped)
Assignments	100 points (5 x 20 points)
Final examination worth (75 questions)	150 points
Clicker points	<u>50 points</u>
	600

A: 540-600, B+: 510-539, B: 480-509, C+: 450-479, C: 420-449, D: 360-419, F: 0-418

LECTURE TOPICS AND READING:

Date	Topic	Reading	Assignments Due
1/18 Recorded Lecture on Canvas -no synchronous class	Introduction to the Course		
1/20 NO CLASS			
1/25 ZOOM-synchronous class	What I was told to believe/Historical Foundations of Soul Beliefs – Part I	<i>A Partial History of Soul Beliefs</i>	
1/27 Zoom-synchronous class	Historical Foundations of Soul Beliefs – Part II	<i>The Evolution of Religious Behavior</i> (Wade)	
2/1	Functions of Religion in Ancient & Modern Times	Pyysiäinen, I., & Hauser, M. (2010). The origins of religion: evolved adaptation or by-product?. <i>Trends in cognitive sciences</i> , 14(3), 104-109. <i>TED talk- Jonathan Haidt: Religion, evolution, and the ecstasy of self-transcendence</i> https://www.ted.com/talks/jonathan_haidt_religion_evolution_and_the_ecstasy_of_self_transcendence?language=en	Quiz 1 Assignment 1
2/3	Religions Under Attack	<i>The Four Horsemen of Atheism</i> https://www.youtube.com/watch?v=9DKhc1pcDFM	
2/8	Big Ideas and Big Controversies	<i>The Crime of Galileo and Scientific Revolution</i> http://www.fordham.edu/halsall/mod/1630galileo.asp	Quiz 2

2/10	Darwin's Dangerous Idea	<i>The Development of Evolutionary Science</i>	
2/15	Exam 1 (Canvas)		Quiz 3
2/17	The Mind-Body Problem Part 1	<i>Did Your Brain Make You Do It?</i> (Monterosso & Schwartz) https://www.nytimes.com/2012/07/29/opinion/sunday/neuroscience-and-moral-responsibility.html	Assignment 2
2/22	The Mind-Body Problem Part 2	Chapter 5: <i>My Brain Made Me Do It</i> (Gazzaniga)	
2/24	Internalized Beliefs I	<i>Anatomy of Internalized Beliefs</i> (Ogilvie), p 1-21	Quiz 4
3/1	Internalized Beliefs II: The Evolution of Senses of Self in Childhood	<i>Religion is Natural</i> (Bloom) <i>Mirror Neurons and Imitation: Learning</i> (Ramachandran)	
3/3	Terror Management	<i>Tales from the Crypt</i> (Solomon et al.) <i>Terror management theory and the COVID-19 pandemic</i> (Pyszczynski et al.)	Quiz 5
3/8	In the Face of Death	Jutzi, C. A., Willardt, R., Schmid, P. C., & Jonas, E. (2020). Between conspiracy beliefs, ingroup bias, and system justification: How people use defense strategies to cope with the threat of COVID-19. <i>Frontiers in psychology, 11</i> .	
3/10	Exam 2 (in-person)		Quiz 6
3/15		NO CLASS-SPRING BREAK	
3/17		NO CLASS-SPRING BREAK	
3/22	The Soul and Scientific Thinking Part 1	<i>Psychology and Scientific Thinking</i>	
3/24	The Soul and Scientific Thinking Part 2	Anglin, S. M. (2014). I think, therefore I am? Examining conceptions of the self, soul, and mind. <i>Consciousness and Cognition, 29</i> , 105-116.	
3/29	The Brain and Our Emotional Future	<i>Brain and Behavior</i> (Damasio) https://www.youtube.com/watch?v=5B2pQkqM6nc	Quiz 7
3/31	Thinking and Feeling	<i>Unpleasantness in Vermont</i> (Damasio)	

4/5	The Biology of Thou Shalt Not	The Biology of Thou Shall Not	Assignment 3 Quiz 8
4/7	Caused and Intended Behavior	Neuroscience in Court (Kelland) http://news.yahoo.com/insight-neuroscience-court-brain-made-070322193.html	
4/12	Exam 3 (in person)		Quiz 9
4/14	The Evolution of the Human Brain	Velmans, M. (2012). The evolution of consciousness. <i>Contemporary Social Science</i> , 7(2), 117-138.	
4/19	Evolutionary Psychology	<i>Cosmides & Tooby, Evolutionary Psychology: A Primer</i> , http://www.cep.ucsb.edu/primer.html	
4/21	The Human Spark	https://theconversation.com/would-we-still-see-ourselves-as-human-if-other-hominin-species-hadnt-gone-extinct-166759	Assignment 4 Quiz 10
4/26	The Scopes Trial: Human Origins and the Public Classroom	<i>Defeating Creationism in the Courtroom, But Not in the Classroom</i> (Berkman & Plutzer) <i>The Scopes Trial</i> http://law2.umkc.edu/faculty/projects/ftrials/scopes/evolut.htm	
4/28	The Dover Board of Education: Intelligent Design and the Public Classroom	<i>Kitzmiller v. Dover Area School District: Teaching Intelligent Design in Public Schools</i> (Lee) http://www.law.harvard.edu/students/orgs/crcl/vol41_2/lee.pdf	
5/2			Quiz 11 Assignment 5

Student-Wellness Services:

Just In Case Web App

<http://www.justincaseforcolleges.com/faq/>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ www.rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Scarlet Listeners

scarlet.listeners@gmail.com

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space. If you've got something going on and would like someone to listen, you can reach out to our partner hotline, CONTACT We Care, at 908-232-2880, or the National Suicide Prevention Lifeline which is open 24/7 at 1-800-273-TALK (1-800-273-8255).