

Emotions, Emotional Intelligence, and the World's Religions

FYOS 1001 First-Year Odyssey Seminar:

Syllabus

Professor: Dr. Godlas, Thurs, 5:00–6:15 p.m., Room 274 MLC

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Seminar Description:

Although most if not all of everything we think and do is influenced by our emotions, they are often ignored in university education, in spite of the fact that recent research in neuroscience and the psychology of intelligence strongly suggests that emotions play an important role in cognition. This "emotional intelligence" (EI), if underdeveloped, can hinder our ability to find and implement wise solutions to the difficult problems we face in our individual lives and in our globalized world. My contention is that, fortunately, the world's religions have rich teachings that can improve EI, even though throughout history such teachings have frequently not been well-utilized (often with tragic consequences). This seminar, after examining the scientific evidence for EI and modern psychological methods of enhancing it, will discuss the importance of emotions in Judaism, Christianity, Islam, Hinduism, and Buddhism, and will then investigate resources in these religions for enhancing EI.

Goals:

- 1) To increase understanding of emotions and emotional intelligence (EI) enhancement
- 2) To learn about the role of emotions in the world's religions
- 3) To investigate resources in the world's religions for enhancing EI

Grading: (A-F)

- A. **Attendance:** Students may be dropped after missing three sessions without a reasonable excuse. The instructor determines what is reasonable. 10%
- B. **Preparation & Participation:** The quality of your participation is the key to your grade here. If you have read, thought about, taken notes on, and written about the week's reading before coming to our seminar, your participation should be of relatively high quality, enough for an A here. 15%
- C. **Article summaries:** each week, three students will be responsible for summarizing in the seminar the major points concerning emotions in the article to be read for that week and for helping to lead the discussion of that article. You should divide up the weekly article into thirds, each student of the group summarizing one third in two to three pages on a word processor; and then presented orally in class. As long as your summary adequately covers your section of the article, you should receive an A here. 20%
- D. **Weekly reading responses,** ½ page minimum on word processor, 12 pt. font one and a half spacing, explain and discuss at least one topic in the weekly reading that interested you, paying particular attention to your feelings about the particular

- part of the article that attracted your attention. **Must be brought to class each week and handed in at the end of class.** As long as you have a thoughtful response, you should get an A for this. 20%
- E. **Keeping an emotion journal** (on a word-processor) once per week: see handout on ELC (derived from Ellison & Greenberg p. 70). Also, rate your mood on the mood meter
https://twimg0-a.akamaihd.net/profile_images/1535489240/picture4.png : If at any point you feel these are too personal, create a fictional character and write about his/her emotions. **To be handed in each Thursday at the end of class.** As long as you follow the directions for this you will get an A. 10%
- F. **Group project** (3-4 students/group): based on Dr. Godlas' paper, "Resources in Islam for Enhancing Emotional Intelligence" each student (as part of a small group) will choose or be assigned a religion (Judaism, Christianity, Hinduism, and Buddhism) and will speculate (regarding the religion he/she will focus on) in 2- 4 pages about possible resources in that religion for enhancing EI, specifically examining possible resources for enhancing EI in one of the following five categories (derived from Greenberg): (1) emotional awareness, (2) expression of emotions, (3) regulating emotions, (4) understanding emotions, and (5) transforming emotions. Each group will designate its own participants to be responsible for discussing possible resources in at least one of the above five categories.15%
- G. **Oral presentation** of group project: Each student will prepare a 7-10 minute oral presentation (depending on whether one's group is 4 or 3 students) of his/her written part of the group project during the last two weeks of class. 10%
- H. **Optional:** take the MSCEIT (Mayer, Salovey, Caruso Emotional Intelligence Test). This is confidential; namely, only you and I will see it. It also involves a short feedback session in which I will discuss with you what the results mean. Date: TBA. Cost \$6. This is for your own edification; so no credit is given for it.

Late work: The success of the seminar, in part, depends on everyone doing their work on time. Hence late work will not be accepted without a reasonable excuse (and I determine whether or not an excuse is reasonable).

Grading Letter to Number Equivalencies:

Letter	Number	Letter	Number	Letter	Number
A	92-100	A-	90-91		
B+	88-89	B	82-87	B-	80-81
C+	78-79	C	72-77	C-	70-71
D	60-69	F	< 60		

Readings:

- 1) Course Reader at Bel-Jean's Copy Center on Broad St. the left of the "Arches" during the first week of classes.
- 2) Mayer and Salovey, "What is Emotional Intelligence?" 1997 (on ELC)
- 3) Dr. Godlas' paper, "Resources in Islam for Enhancing Emotional Intelligence" (on ELC) and other handouts

WEEKLY PLAN- The class meets every Thursday.

Week 1: Aug 16, Handout syllabus, Introduction of students, Introduction to the class and EI (Emotional Intelligence), Homework: Rate your current mood on the mood meter: https://twimg0-a.akamaihd.net/profile_images/1535489240/picture4.png ; watch Peter Salovey's lecture: Emotional Intelligence: Is there anything to it? <https://www.youtube.com/watch?v=Tf-IDPXVW9I>

Week 2: Aug 23 Mayer and Salovey, "What is Emotional Intelligence?" 1997 (ELC) or <http://www.unh.edu/personalitylab/Assets/reprints-public/RP1997-MayerSalovey.pdf>

Week 3: Aug. 30 Greenberg, "Clinical Application of Emotion in Psychotherapy" and Ellison & Greenberg, "Emotion Focused Experiential Therapy"

Week 4 Sept. 6, Corrigan, "Introduction to the Study of Religion and Emotions"

Week 5- Sept. 13, Roberts, "Emotions Research and Religious Experience"

Week 6- Sept. 20, Gereboff, "Emotions in Judaism"

Week 7- Sept. 27 Tallon, "Emotions in Christianity"

Week 8 Oct. 4 Gade, "Emotions in Islam"

Week 9 – Oct 11 McDaniel, "Emotions in Hinduism"

Week 10 – Oct. 18 Heim, "Emotions in Buddhism"

Week 11 – Oct. 25 Godlas, "Islamic Resources for Enhancing Emotional Intelligence" (on ELC)

Week 12 – Nov. 1 Student presentations and discussion on enhancing EI through Judaism and Christianity

Week 13 – Nov. 8 Student presentations and discussion on enhancing EI through Hinduism and Buddhism

Week 14 – Nov. 15 No class.

Week 15- Nov. 29 Final discussion

Cell Phone Policy: Please refrain from using cell phone during class. This means turning off your cell phone when you come into the classroom. If I notice that you are speaking or texting on a cell phone during class, I may confiscate your phone.

Honesty Policy: The UGA Academic Honesty Policy will be followed. In other words, all academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work. The link to more detailed information about academic honesty can be found at <http://www.uga.edu/ovpi/honesty/acadhon.htm> . Do not talk to anyone during an exam except for a TA or Dr. Godlas, otherwise you might be suspected of violating the honesty policy.

Disclaimer: Any material in any format, whether written, audio or video and which we will be exposed to in the class does not necessarily reflect the instructor's opinion or belief. The materials that will be used are SOLELY for educational purposes.

The Americans with Disabilities Act: Students with disabilities needing accommodations such as special test arrangements, note taking, taped textbooks, tutoring; equipment, etc. please contact your instructor and/or the Disability Resource Center in the College Center room 230, 706-.957-4646.

Changes to this Syllabus:

The instructor reserves the right to make any changes to this syllabus. The course syllabus is a general plan for the course; changes may be necessary but will be announced and posted on ELearning Commons.