

**Sul Ross State University**  
**Behavioral and Social Science (BASS) Department**  
**PSY 4310 Course Syllabus – Fall 2025**

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**Course Title:** Psychology of Religion and Spirituality

**Prerequisites:** General Psychology (PSY 1302)

**Contact Information:** Alicia M. Trotman, PhD, [alicia.trotman@sulross.edu](mailto:alicia.trotman@sulross.edu), 432-837-8147

**Office (LH 306) Hours:** Mondays (2:30 to 4:30pm), Tuesdays (2:30 to 5:30pm), & Wednesdays (11:00am to 12:00pm; 2:30 to 4:30pm)

Appointment: <https://calendly.com/amtsulross/office-hours-appointment>

## **Course Description and Goals**

Welcome to the realm of the *personal* and *public*! Religion (and spirituality) are two very powerful forces in our world today because both are used to rationalize actions from the most heinous to the most awe-inspiring. Given their span in the context of reason, religion (and spirituality) implicates the self in twisted ways. One can claim to be religious, yet their actions betray their beliefs, and one can be spiritual, but refrain from venturing near any religious community. A paradox that exists in the self, and manifests itself outward in relationships, and eventually institutions. The classic question is Why? The aim of this course is to begin asking these questions, and to explore possible solutions, and in some cases, remain indefinite. Your instructor, Alicia Trotman, has always dabbled in the ‘mysterious’ from very young. I myself have long sat in the in-between, from attending services in the Catholic church fascinated by the beatified colorful saints painted between the arches, to the terrifying tales whispered by my nanny to my seven year-old ears about spirits that flew through the night hills of Trinidad and Tobago. You will join me in this journey of the ‘mystery’ as we review well known pioneers in the field (William

James, Sigmund Freud, Carl Jung, Abraham Maslow) and lesser-known pioneers (Gloria Anzaldua, Lillian Comas-Diaz, Kwame Nkrumah, Thich Nhat Han).

We will approach psychology of religion and spirituality from the 'outside in' and 'inside out' for this course. We will begin reviewing the theoretical approaches to religion in psychological terms and the intentions of the well-known pioneers as they attempted to provide their version of religion from the outside in. Finally, we will take a 'inside out' personal journey as you discover ways religion and spirituality work for you individually, gradually building to identifying your values, virtues, coping styles, and towards the end, examining your actions in your own community and culture. We will attempt to make the personal public, and the public personal.

You will conduct basic research analyzing yourself in a unique setting. The view of self is crucially important to religion (and spirituality) and we will most likely employ a phenomenological methodology. Phenomenology is a methodical investigation to study self-awareness and existence. Thus, the goal of these activities is to help you understand the varieties of religious (and spiritual) constructs, and how these constructs shape understanding in personal and public realms, including your own.

## Student Learning Outcomes

- i. Given various religious (and spiritual) approaches, students can describe perspectives and vocabulary that are introduced in this course, and critique the major explanations.  
**Method of Assessment:** Reading Exercises
- ii. Given the sensitivity of religious and spiritual approaches to persons' identities, students can respond to their affective and spiritual responses to the material.  
**Method of Assessment:** Reading Exercises
- iii. Given the inter-relationships between psychology and religion, and psychology and spirituality, students can examine their own beliefs, and cogently compose viewpoints.  
**Method of Assessment:** Reading Exercises
- iv. Given the existential and ontological typologies of religion (and spirituality), students can construct how human beings translate their value and existence, and subsequent actions.  
**Method of Assessment:** Reading Exercises
- v. Given the personal investment of religion and spirituality to person's lives, students can create a discovery portfolio that publicly showcases their journey (or not) into religion (and spirituality).  
**Method of Assessment:** Reading Exercises, Portfolio

## Text

### *The required text must be obtained (Perusall).*

*Perusall helps you learn faster by collaboratively annotating the readings and communicating with your classmates. Collaboration gets you help whenever you need it, makes learning more fun, enables you to help others (which research shows is also a great way for you to learn), and helps the instructor make class better by emphasizing information that you need.*

*Log into Perusall through Blackboard to create your account.*

Required Text (1) and Recommended Text (1):

- ◆ Watts, F. (2017). *Psychology, religion, and spirituality*. Cambridge University Press.
- ◆ Sisemore, T. A., & Knapp, J. J. (2020). *The psychology of world religions and spiritualities: An indigenous perspective (Spirituality and mental health)*. Templeton Press.

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*“That the controlling energies of nature are personal, that your own personal thoughts are forces, that the powers of the universe will directly respond to your individual appeals and needs, are propositions which your whole bodily and mental experience will verify.” – William James*

## Course Requirements

1. The texts via **Perusall** must be obtained.
2. Respect for students and lecturer must be always maintained when we meet online and in person. Importantly, this class will foster free expression, critical investigation, and open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. We will do our best to embrace the difficulty of fruitfully discussing controversial and sensitive issues. Respect is a basic human characteristic that entitles each person to their own rights and identity. It also helps to nurture a healthy learning environment. If you recognize that respecting others may be a problem, please be courteous and alert me or more suitable personnel (e.g. Sul Ross State University psychologists, family members, lecturers, close friends) and or refer to the Student Conduct and Discipline section of the [SRSU Student Handbook](#).
3. During the course of this class, you may have strong emotional/psychological reactions to the course material and/or discussions. If you feel that you are having difficulty with the learning environment, please discuss this with me immediately before continuing the course. Counseling and Accessibility Services (<https://www.sulross.edu/counseling-and-accessibility-services/>) can provide brief, short-term individual and group counseling or refer you to off-campus providers. You have already paid for these services through your Student Service Fee, whether you use them or not.

## SRSU Disability and Counseling Services:

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartz Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu) or [ronnie.harris@sulross.edu](mailto:ronnie.harris@sulross.edu). Sul Ross International students can also contact Alejandra Valdez, at 830-758-5006 or email [alejandra.valdez@sulross.edu](mailto:alejandra.valdez@sulross.edu). Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/356 support by visiting [Timelycare/SRSU](#). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and Sul Ross International students.

## Library Services Statement

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu/](http://library.sulross.edu/). Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting [library.sulross.edu/find-and-borrow/texshare/](http://library.sulross.edu/find-and-borrow/texshare/) or ask a librarian by emailing [srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu).

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

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*"Our heart is restless until it rests in you."* – Saint Augustine

*"When I am out in nature, it makes me feel like I am enough... I feel taken out of my personal chatter because you feel that everything is unfolding as it should..."* – Brianna, *Dancing the Sabyrinth*

## Honoring Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. **Students should submit work that is their own** and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Other instances of academic misconduct are lying in connection with your academic work, cheating, misrepresenting facts and/or collusion and **using open AI** sources unless ***permission is expressly given*** for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall. All these are contrary to the purpose of any educational institution and will be dealt with **most severely** to the extent of the university's disciplinary policy and/or through legal action if indicated. An instructor who determines that a student has been dishonest academically can at a minimum issue no credit for the assignment/exam, and/or pursue more severe penalties, including but not limited to failing the course. Further information about *Academic Honesty* can be read in the [SRSU Student Handbook](#).

**In this course**, we may use generative AI tools (such as ChatGPT) to examine the ways in which these kinds of tools may inform our exploration of the topics of the class. You will be informed as to when and how these tools will be used, along with guidance for attribution if/as needed. Your use of generative AI tools must be properly documented and cited for any work submitted in this course. *Any use of generative AI tools outside of these parameters constitutes plagiarism and will be treated as such.*

## Observing Class Guidelines

### Class Participation

This is a course that requires online and in class discussion and experiences. **Class attendance IS REQUIRED and participation is important IN CLASS and ONLINE (via Perusall).** This class is held in person, and **these sessions will begin October 21<sup>st</sup>.**

Class participation and attendance will be worth 20% of the final grade. The percentage is considerable so your presence online in *Perusall* and in class will **help** your ability to complete all of the assignments for this class.

***Participation:*** This is an in-class and online course. Your active, weekly participation in this course is essential and required to be successful. Active involvement includes prompt and regular attendance, active listening, writing, participating via discussions in *Perusall*, completing assignments in a timely manner and checking email and Blackboard announcements frequently. Besides attendance, all other forms of participation judged subjectively by me that showcases active involvement will increase your participation grade.

***Attendance:*** Class attendance is governed by the SRSU Undergraduate Academic Regulations policy stated in the schedule of classes. At your earliest convenience, arrange to make up any missing work as far in advance of your absence as possible. If you are unable to participate online and in class frequently (every week), please discuss the reason with me and check this syllabus or our Blackboard course to review the online notes, handouts or assignments you may have missed. Excused absences entail established religious observance, or providing emergency, university-authorized, legal, or medical documentation. **Excessive unexcused absences (more than 4 missed class sessions) WILL result in a failing grade for this course.** I reserve the right to drop a student from the class with a failing grade if the number of unexcused absences exceed a three-week span. If you recognize that you will need extra assistance with writing (more than I can provide), it is recommended that you make an appointment with the tutoring center or submit your papers to Tutor.com (more information below).

***Distance Education Statement:*** Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the [SRSU Student Handbook](#).

***Regular communications with the professor*** - It is essential that you keep me current on your progress and any difficulties you may be having so that I can respond in real time to support your success. The most efficient way of contacting me is using the Messages tool on Black Board and/or [booking an appointment](#) which provides you with contact hours for the rest of the semester. GENERAL QUESTIONS are to be posted using the Messages tool. For PERSONAL or PRIVATE ISSUES email me at [alicia.trotman@sulross.edu](mailto:alicia.trotman@sulross.edu) or call me at 432-837-8147 or make an appointment with me (<https://calendly.com/amtsulross/office-hours-appointment>) or text me on Microsoft Teams. I strive to respond as soon as possible. If you do not receive a reply within 48 hours during the work week, please resend your email.

***Course Behaviors - Respect and Disruptions*** - Watch the VIDEO on NETTIQUETTE - [https://www.youtube.com/watch?v=FWMk\\_Zv7nB8](https://www.youtube.com/watch?v=FWMk_Zv7nB8) and <https://www.youtube.com/watch?v=80uRE972uQ0> . You are encouraged and expected to openly engage in discussions, ask questions, share ideas, and express your thoughts



in this web-based course in the same manner as in a face-to-face course. Please treat each other with dignity and respect and avoid disruptive behaviors. You are responsible for knowing what behaviors are acceptable versus unacceptable as referred to in the Student Conduct and Discipline section of the [SRSU Student Handbook](#).

### Marketable Skills:

1. Speaking Effectively: Students will demonstrate competency in public speaking and communicating scientific information to diverse audiences.
2. Describing Feelings: Students will demonstrate empathic or active listening and conversational skills, and/or write clearly about their affective stance, respectfully attuned to the needs of their audiences.
3. Identifying Resources: Students will demonstrate the aptitude to locate, organize and evaluate the credibility of information from multiple sources.
4. Analyzing: Students will demonstrate ability to examine the underlying issues of a scientific problem, attending to the pertinent details and creating a plan of action, recognizing ambiguity and complexity as essential components.

**Cell Phone and Computer Use** - During the entire class period, you should be fully engaged in the day's activity. Laptop computers or phones are welcomed for the academic purposes of note taking or following along with the instructor's lesson. Inappropriate computer usage (e.g. checking your e-mail, using instant messaging, accessing Facebook, etc) or off-topic activity (e.g., reading the newspaper, cell phone use) is highly discouraged and very disrespectful to the instructor and your peers. Please be advised that computer or cell phone use not pertaining to the class activity or discussion will be noted and result in being marked "absent" for the day.

### Children in the Classroom

The policy described here is thus, a reflection of my own beliefs and commitments to student, staff, and faculty parents.

1. All exclusively nursing/breastfeeding babies are welcome in class as often as is necessary to support the nursing/breastfeeding relationship. Because not all nursing parents can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.
2. For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.
3. I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
4. In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.
5. Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. The struggles of balancing school, childcare and often another job are exhausting! I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance.

6. Don't forget to check out and utilize the ADA-compliant SRSU Lactation Room on the 2nd floor (Room 205) of Lawrence Hall!

## Tutoring Center

[The Lobo Den Tutoring Center](#) offers FREE tutoring support to help you excel in your courses. Whether you need assistance in Writing, Math, Science, or other subjects, we're here to help!

Important Information:

- **Drop-in and Scheduled Appointments:** Flexible options to fit your needs.
- **Hours of Operation:** Monday–Friday, 8:00 AM – 5:00 PM.
- **Workshops:** Attend our regularly hosted academic workshops on STEM topics and professional development, often in collaboration with specialized faculty.
- **Location:** BWML Room 128.
- **Contact Us:** For more information or to book an appointment, email [tutoring@sulross.edu](mailto:tutoring@sulross.edu) or call (432) 837-8726.

Looking for additional support?

- **Tutor.com** offers FREE 24/7 online tutoring in over 200 subjects, including specialized support for ESL and ELL learners with native Spanish-speaking tutors.
- **Access Tutor.com via Blackboard:** Log in to your Blackboard account to get started anytime, anywhere.

Take advantage of these valuable resources to boost your confidence and performance in your classes. We look forward to helping you succeed!

## Evaluation

Students are expected to demonstrate knowledge of the subject matter and understanding of class material and discussions in the following ways:

### Video Introduction & Syllabus Quiz

This is an asynchronous online class for the first half of the semester and will be held in-person beginning October 21<sup>st</sup>. As a result, I will only see your products through your work and may not have any idea how you are uniquely you! The video introduction helps to give the context I need for the beginning of the semester. The syllabus quiz is to make sure you did not gloss over this... but actually have read it! Therefore, I expect you to know what is expected of you in this class, and you know what is expected of me as your instructor.

### Assignments and Journal Exercises

These assignments identified by (A) and journal exercises by (J) are short answer or essay questions you'll be asked to answer individually. These exercises are based on your understanding of the most pertinent concepts from assigned chapters of the readings that will be discussed using [Perusall](#). These exercises are worth thirty (30) points using the rubric. If journals and assignments are not completed by their due dates, ***the number of points missed from the previous week will be deducted the following week***. For example, if you received 24/30 the first week, the second week will be scored out of 24. If you missed the assignments in the third week, the score for your submission will be out of 18. If you catch up on all your missed assignments during the week they are due, your score for those week's assignment will be restored to 30.

### Discovery Portfolio

During the semester, each student will maintain an on-going portfolio using a physical folder or [Digication](#). These portfolios are not group projects, and must be conducted individually. You must identify a religious (or spiritual) activity with a subject/an object. This activity is to promote your self-understanding and self-improvement that can be monitored on a weekly basis. The purpose of the portfolio is to provide a work-in-progress where you apply theory and findings in the course to a concrete, self-relevant situation. You are expected to pick a subject/an object that is meaningful and important to you, and that you feel comfortable discussing with others because you will report on your portfolio in three

written reports to the instructor and in one oral presentation to the entire class. The instructor must approve the topic by **September 8th 2025**. Projects that are deemed commonplace, immoral, illegal, or distasteful will not be approved (at the instructor's discretion).

For each time you commit to your weekly activity, you must write, draw or create a journal entry. In addition, you must choose one concept learned in class and relate it to each journal entry. The concept must come from the varieties of religion (and spiritual) readings.

Throughout the semester, you will prepare three written reports (each will be 3-4 typewritten pages, double-spaced, normal fonts and margins) that present an account of their semester-to-date monitoring (less than a page) and an analysis of how themes discussed in class since the last report are being applied to the current report. This project is due on **December 8th 2025**. The presentations that are based on this project will be completed during finals week. You will present a couple of slides showing ways you integrated theories and the research findings discussed in class as pertinent to your portfolio. A model of this presentation and the rubric for assessment will be provided to you towards the middle of the semester.

## Late Assignments/Projects

You are expected to meet assignment deadlines. Unexcused late assignments/journal posts more than one week late will incur the loss of points missed in the previous week. One all late work is caught up, the original score for that week's assignments will be restored.

Late reports for your discovery portfolio will be reduced by 10% of the overall assignment for the first day of lateness, 30% for lateness beyond one day, and 70% beyond one week for unexcused absences. In other words, if your Discovery Portfolio submission is more than one week late unexcused, your submission will be deducted by 70%. For excused absences (university-authorized, legal or medical issues), speak with me **before the absence** so arrangements can be made.

**Extra Credit Activity** – These points may be received for participating in up to two of the following activities (5pts/activity; 25pt maximum):

1. Attendance at a public lecture or activity related to psychology, such as drug/alcohol abuse, domestic violence, mental health awareness, a cultural event, an international event or religious activity different than your own, etc. Submit a summary to me via email ([alicia.trotman@sulross.edu](mailto:alicia.trotman@sulross.edu)) or on Blackboard of your attendance at the activity and what you learned from it.
2. Participation in a research project conducted by one of our own psychology major students. Proof of your participation must be provided (e.g. consent form).

## Grading

Students are expected to complete reading assignments prior to class sessions and to engage in thoughtful discussions in light of these assignments. In addition, students will post on a weekly basis and complete a discovery portfolio.

Grading:	1000 points total	Percentage
Attendance/Participation:	200 points total (20 @ 10 points each)	20%
Video Introduction (15) and Syllabus Quiz (15)	30 points	3%
Assignments:	300 (10 @ 30 points each)	30%
Journal Exercises:	300 (10 @ 30 points each)	30%
Discovery Project (1 <sup>st</sup> & 2 <sup>nd</sup> = 50; 3 <sup>rd</sup> = 70)	170 points	170%



**“Most of what is called religious bigotry is in fact the result of a confusion between ethnocentric self-interest and religion, with the latter called upon to rationalize and justify the former” ~ Gordon Allport**

## Unit 1: Introduction to Psychology of Religion & Spirituality

Day	Content
August 25 <sup>th</sup> & 27 <sup>th</sup> MODULE 1	Concepts & Approaches (Aug. 28 <sup>th</sup> – Last day for late registration and schedule changes)
Homework	<i>Perusalk</i> : Chapter 1 of Watts (2017)
September 3 <sup>rd</sup> MODULE 1	Review - Discussion (HOLIDAY - Labor Day – September 1st)
Homework	<i>Perusalk</i> : Chapter 2 of Watts (2017) (A1) Assignment 1 & (J1) Journal Exercise 1
September 8 <sup>th</sup> & 10 <sup>th</sup> MODULE 2	Ch2 - Psychoanalysis (Sept 10 <sup>th</sup> – Last day to drop classes without creating an academic record) <b>September 8<sup>th</sup> – Final decision on self-analysis journaling project</b>
Homework	<i>Perusalk</i> : Chapter 3 of Watts (2017) (A2) Assignment 2 & (J2) Journal Exercise 2
September 15 <sup>th</sup> & 17 <sup>th</sup> MODULE 3	Ch3 – Genetics and Evolution
Homework	<i>Perusalk</i> : Chapter 4 of Watts (2017) (A3) Assignment 3 & (J3) Journal Exercise 3

## Unit 2: Religion & Spirituality – Culture & Communities

Day	Content
September 22 <sup>nd</sup> & 24 <sup>th</sup> MODULE 4	Ch 4 – Brain and Cognition
Homework	<i>Perusalk</i> : Chapter 5 of Watts (2017) (A4) Assignment 4 & (J4) Journal Exercise 4
Sept. 29 <sup>th</sup> & Oct. 1 <sup>st</sup> MODULE 5	Ch 5 – Religious Experience
Homework	<i>Perusalk</i> : Chapter 6 of Watts (2017) <b>Work on first report of discovery portfolio</b>
October 6 <sup>th</sup> & 8 <sup>th</sup> MODULE 6	Ch 6 – Religious Practices <b>First report of discovery portfolio due this week</b>
Homework	<i>Perusalk</i> : Chapter 7 of Watts (2017) (A5) Assignment 5 & (J5) Journal Exercise 5

October 13 <sup>th</sup> & 15 <sup>th</sup> MODULE 7	Ch 7 – Religious Beliefs and Thinking
Homework	<i>Perusalk</i> : Part 1 [Chapter 2] of Sisemore & Knapp (2020) (A6) Assignment 6 & (J6) Journal Exercise 6
October 20 <sup>th</sup> & 22 <sup>nd</sup> MODULE 8	Indigenous Psychologies of Spirituality – Sisemore & Knapp (2020)
Homework	<i>Perusalk</i> : Part _ [Chapter _] of Sisemore & Knapp (2020) (A7) Assignment 7 & (J7) Journal Exercise 7

### Unit 3: Religious & Spiritual Virtues, Values and Coping within the individual and in the context of Community and Culture

Day	Content
October 27 <sup>th</sup> & 29 <sup>th</sup> MODULE 9	Highest rated chapter – Sisemore & Knapp (2020) Oct. 31st: LAST Day to apply for Fall graduation with late fee
Homework	<i>Perusalk</i> : Chapter 8 of Watts (2017) Work on second report of discovery portfolio
November 3 <sup>rd</sup> & 5 <sup>th</sup> MODULE 10	Spirituality Second report of discovery portfolio due this week November 7th: LAST Day to withdraw from the 16-week course with grade of 'W'
Homework	<i>Perusalk</i> : Chapter 10 of Watts (2017) (A8) Assignment 8 & (J8) Journal Exercise 8
November 10 <sup>th</sup> & 12 <sup>th</sup> MODULE 11	Varieties and Types November 11 <sup>th</sup> : Last day for instructor initiated drop for excessive absences
Homework	<i>Perusalk</i> : Chapter 11 and Chapter 12 of Watts (2017) (A9) Assignment 9 & (J9) Journal Exercise 9
November 17 <sup>th</sup> & 19 <sup>th</sup> MODULE 12	Health and Adjustment; Personal Transformation
Homework	<i>Perusalk</i> : Chapter 14 of Watts (2017) Work on final report of Discovery Portfolio
November 24 <sup>th</sup> MODULE 13	Human nature and personality Thanksgiving Break - Wednesday November 26th to Friday November 28th
Homework	(A10) Assignment 10 & (J10) Journal Exercise 10 Work on final report Discovery Portfolio
December 1 <sup>st</sup> & 3 <sup>rd</sup>	Final class discussion and review of discovery portfolios
Monday December 8 <sup>th</sup>	FINAL PRESENTATIONS (6:00 to 8:00pm) All three reports of Discovery Portfolio due on Monday December 8th