

University of West Georgia
Abnormal Psychology
PSYCH 3150 Section E02
Summer Semester III– June 1-25, 2020
100% Online

Instructor: Talia Weiner, LPC, Ph.D. (pronouns: she/her)
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Course Description

In this course, we will learn about human experiences that are both ordinary and extraordinary, focusing on those that have been classified as psychological disorders. We will think about the ways in which various communities make sense of – and intervene in – mental and emotional distress, and of behaviors that violate social norms. We will explore questions including: What does it mean to define these experiences as pathologies? Why do different societies come to understand these experiences in significantly different ways? What are the implications of these different understandings?

Throughout the course, we will read and reference sections of the diagnostic system most widely used within the United States, which is the *Diagnostic and Statistical Manual of Mental Disorders* (DSM-5). By doing so, you will come away from this course with the ability to identify the diagnostic features of the psychological disorders that we cover, and with a broad understanding of the empirical research undergirding mainstream Western knowledge about psychopathology and its treatments. **However, a more central aim of this course is to develop the ability to critically assess the often taken-for-granted historic and political circumstances, race-, class- and, gender-related social values, and other dominant ideas and explanations that guide our very notions of who and what gets classified as ‘abnormal.’**

As we move between these two levels of analysis – learning to identify, categorize, and describe the disorders in the DSM-5 on one hand, while interrogating the classificatory system and realities that the DSM-5 (re)produces on the other – we will grapple with difficult questions. Collectively, we will ask and seek to answer: *How might an understanding of our categories of psychological disorder as “socially constructed” help us to appreciate and even alleviate the very real experiences of suffering that these categories often describe?*

Course Objectives

- Become familiar with the content and history of the DSM-5, as well as with critiques of and alternatives to that system;
- Gain an appreciation of the diversity of human experience, and the manners in which cultural systems and social orders both shape and constrain these experiences;
- Communicate ideas effectively in writing;
- Synthesize and/or compare divergent theoretical perspectives regarding human psychology;
- Recognize and reflect upon the pervasiveness of abnormal psychological categories and ideas in everyday life;
- Develop our own intuitions and orientations toward psychopathology, social suffering, and its treatment, in dialogue with the course texts and with one another.

Course Texts

It is not required that you purchase any books or textbook for this course. The required reading materials for each lesson will be provided as PDFs and made available to you on CourseDen. Please schedule time to read each PDF carefully and critically; I have tried to keep the lengths of the readings reasonable.

Course Requirements

Your final grade for this course will be based on five components: Lesson Quizzes, Reading Reflections, Everyday Life Observations, Peer Responses, and the Final Assignment. Your responsibilities regarding each of these components are detailed below.

The final grade is calculated as follows:

Grade Component	# Required and Max Score	Total Possible Points	Percentage of Final Grade
Lesson Quizzes	5 Quizzes (7 minus your 2 lowest scores), maximum 24 points each	120	20%
Reading Reflections	2 posts, maximum 60 points each	120	20%
Everyday Life Observations	3 posts, maximum 40 points each	120	20%
Peer Responses	3 posts, maximum 40 points each	120	20%
Final Assignment	Maximum 120 points	120	20%

Total points = 600

A = 540 – 600

B = 480 – 539

C = 420 – 479

D = 360 – 419

F = 0 – 355

LESSON QUIZZES:

At the end of each lesson, there will be a short quiz on CourseDen by 11:59pm on the dates noted in the schedule below. You will get two attempts to take each quiz. All of the quizzes are open book; you may refer to both the readings and PowerPoint slides when you take them. Each quiz is graded out of 24 points, and I will drop your two lowest quiz grades.

READING REFLECTIONS, EVERYDAY LIFE OBSERVATIONS, AND PEER RESPONSES:

Over the course of the summer session, you are required to post **2 Reading Reflections (RR)**, **3 Everyday Life Observations (ELO)**, and **3 Peer Responses (PR)** (i.e. responses to a classmate's Reading Reflection or Everyday Life Observation) on CourseDen. *These posts and replies will serve as a proxy for classroom discussion; it is therefore crucial to the learning process that you make time to read and engage with each other's written thoughts and experiences.*

Please post your Reading Reflections and Everyday Life Observations as new threads in the appropriate lesson's Discussion Topic and Forum. Peer Responses should be posted as replies to threads started by your classmates.

It is your responsibility to keep track of your own participation during the course and make sure that you have submitted the required number of each type of post. As a rule of thumb, *I would suggest that you aim, for each*

lesson, to contribute at least one discussion post and not more than two posts. There is no penalty, however, for distributing your contributions differently.

Each lesson's Reading Reflections, Everyday Life Observations, and Peer Responses must be posted by 11:59pm on the dates listed in the schedule below. Unless you have made a special arrangement with me, please do not go back and submit a post for a prior lesson.

**Please label your posts to help keep track of what you have submitted (e.g. RR1, RR2, ELO1, ELO2, ELO3, etc.).
Extra credit points will be given to those who exceed the required number of Reading Reflection, Everyday Life Observation, or Peer Response posts.

Reading Reflections (Approx. 200-300 words each):

Reading Reflections ask you to make an argument, pose a question, articulate a critique, or otherwise share a theoretical insight related to one or more of the assigned course readings in a given lesson. *Reading Reflections should be undertaken only after you have carefully and completely read the corresponding readings and slides.* They must make reference to at least one text that is not the DSM-5 (though you are of course also welcome to incorporate the DSM-5 readings into your analysis). At times, I may include questions in the PowerPoint slides that can serve as jumping-off points for the Reading Reflections.

Everyday Life Observations (Approx. 200-300 words each):

As the social theorist Nikolas Rose wrote:

Psychology is a 'generous' discipline: the key to the social penetration of psychology lies in its capacity to lend itself freely to others who will 'borrow' it because of what it offers to them in the way of a justification and guide to action. Hence psychological ways of thinking and acting can infuse the practices of other social actors such as doctors, social workers, managers, nurses, even accountants. Psychology enters into alliance with such agents of social authority, **colonising their ways of calculating and arguing with psychological vocabularies, reformulating their ways of explaining normality and pathology in psychological terms, giving their techniques a psychological coloration.** It is precisely through such alliances that psychology has made itself powerful: not so much by occupational exclusiveness or monopolization but because of what it has provided for others, on condition that they come to **think and act like psychologists** (Rose, 1996, p. 97, my emphasis).

In the spirit of appreciating this tendency for psychological categories and concepts to seep into and color the public imagination, you are asked in this course to periodically share and comment upon an "**Everyday Life Observation**" demonstrating a connection that you discover between the lesson's topics/themes and the world around you. The idea is to start paying attention to the presence of psychiatric/abnormal psychological ideas, categories, and language in the non-clinical parts of our everyday lives. Everyday Life Observations may draw from or relate to popular songs, films, current events, images, descriptions of an everyday interaction, discourse, or encounter, etc. – be creative and observant as an ethnographer of your own environment! When you post an Everyday Life Observation, please provide a brief analysis of it that engages with at least one of the lesson's readings or ideas. When appropriate, be sure to include a link or attachment for your peers' and my reference.

Peer Responses (Approx. 150-250 words):

At least 3 times during the summer session, please post a thoughtful response to a Reading Reflection or Everyday Life Observation thread initiated by a classmate. Your response may expand upon, amplify, constructively and collegially challenge, or otherwise engage with your classmate's post. I encourage you to use these response posts as an opportunity to deepen your own understanding of the course topics and learn through dialogue with one another.

FINAL ASSIGNMENT:

You will have one week to complete a short final assignment. Details will be provided in forthcoming weeks.

Schedule of Readings & Assignments (SUBJECT TO CHANGE**)**

	Topic	Due Date	Readings/Assignments/Quizzes
Lesson 1	<i>Introduction to the course; Introducing ourselves; What is Abnormal Psychology?</i>	June 1	<ul style="list-style-type: none"> • Read: This syllabus • Read: Luhmann, Tanya (2000). <i>Of Two Minds: The Growing Disorder in American Psychiatry</i>, Introduction (3 – 24). • Watch: “Introduction to the Course” PowerPoint slides and lecture • Read/Watch: Lesson 1 PowerPoint slides and lecture(s) <p style="text-align: center;">**For Further Reading**</p> <ul style="list-style-type: none"> • Warner, Michael. (1999). <i>The Trouble with Normal: Sex, Politics, and the Ethics of Queer Life</i>. • Canguilhem, Georges. (1991). <i>The Normal and the Pathological</i>.
		June 2	<ul style="list-style-type: none"> • Post an introduction to yourself on CourseDen – Any format you like!
		June 4	<ul style="list-style-type: none"> • Lesson 1 Everyday Life Observation, Reading Reflection, and Peer Response Discussion posts due by 11:59pm • Lesson 1 Quiz due by 11:59pm
Lesson 2	<i>Ways of Conceptualizing Psychological Disorder</i>	June 4	<ul style="list-style-type: none"> • Read: Spiegel, Alix (2005). “The Dictionary of Disorder: How One Man Revolutionized Psychiatry.” <i>New Yorker</i> (56-63). • Read: Insel, Thomas (2013). Director’s Blog: “Transforming Diagnosis.” • Read: Hinton, Devon and Lewis-Fernandez, Robert. “Idioms of Distress among Trauma Survivors: Subtypes and Clinical Utility.” <i>Culture, Medicine and Psychiatry</i>, 34 (209-218). • Read/Watch: Lesson 2 PowerPoint slides and lecture(s) <p style="text-align: center;">**For Further Reading**</p> <ul style="list-style-type: none"> • Kirmayer, L. & Gold, I. (2012). Re-socializing Psychiatry: Critical Neuroscience and the Limits of Reductionism. In S. Choudhury & J. Slaby, (Eds.). <i>Critical Neuroscience: A Handbook of the Social and Cultural Contexts of Neuroscience</i>. West Sussex: Wiley- Blackwell, pp. 307-330.
		June 7	<ul style="list-style-type: none"> • Lesson 2 Everyday Life Observation, Reading Reflection, and Peer Response Discussion posts due by 11:59pm • Lesson 2 Quiz due by 11:59pm
Lesson 3	<i>Depression: DSM and Mainstream Western Psychology</i>	June 7	<ul style="list-style-type: none"> • QUICKLY SKIM: DSM-5: DEPRESSIVE DISORDERS (pp. 1-2, 12-25) • Read: Lickerman, Alex. (2012). <i>The Undefeated Mind: On the Science of Constructing an Indestructible Self</i>, Introduction and Chapter 1 (1 – 24). • Watch: TEDx Talks – David Burns, “Feeling Good” (https://www.youtube.com/watch?v=H1T5uMeYv9Q) • Read: Ungar, Michael. (2019). “Put Down the Self-Help Books. Resilience is not a DIY Endeavour.” <i>The Globe and Mail</i>. • Read/Watch: Lesson 3 PowerPoint slides and lecture(s) <p style="text-align: center;">**For Further Reading**</p> <ul style="list-style-type: none"> • Watters, Ethan. (2010). <i>Crazy Like us: The Globalization of the American Psyche</i>. Chapter 4: “The Mega-Marketing of Depression in Japan” • Obeyesekere, G. (1985). “Depression, Buddhism, and the Work of Culture in Sri Lanka.” In A. M. Kleinman & B. Good (Eds.), <i>Culture and Depression</i> (134-152).
		June 10	<ul style="list-style-type: none"> • Lesson 3 Everyday Life Observation, Reading Reflection, and Peer Response Discussion posts due by 11:59pm • Lesson 3 Quiz due by 11:59pm
Lesson 4	<i>Lived Experiences of Depression AND</i>	June 10	<ul style="list-style-type: none"> • Read: Brosh, Allie. (2011) <i>Hyperbole and a Half</i> “Adventures in Depression: Depression Part Two” • QUICKLY SKIM: DSM-5: ANXIETY DISORDERS • Read: Kaczurkin, N. & Foa, E. (2015). “Cognitive-Behavioral Therapy

	<i>Anxiety: DSM and Mainstream CBT Interventions</i>		<p>for Anxiety Disorders: An Update on the Empirical Evidence.” <i>Dialogues in Clinical Neuroscience</i>, 17(3) (227-246).</p> <ul style="list-style-type: none"> • Read/Watch: Lesson 5 PowerPoint slides and lecture(s) • Read/Watch: Lesson 4 PowerPoint slides and lecture(s) <p style="text-align: center;">**For Further Reading**</p> <ul style="list-style-type: none"> • William Styron, <i>Darkness Visible</i> • Meri Danquah, <i>Willow Weep for Me</i> • Matt Haig, <i>Reasons to Stay Alive</i> • Barke et al. (2000). “Nervous Breakdown in 20th-Century American Culture.” <i>Journal of Social History</i> (565-584). • Tran, A. (2016). “Neurasthenia, Generalized Anxiety Disorder, and the Medicalization of Worry in a Vietnamese Psychiatric Hospital.” <i>Medical Anthropology Quarterly</i>, 31 (198-217). • McKinney, Kelly A. and Greenfield, Brian G. (2010). “Self-Compliance at ‘Prozac Campus’” <i>Anthropology & Medicine</i>, 17 (173-185).
		June 14	<ul style="list-style-type: none"> • Lesson 4 Everyday Life Observation, Reading Reflection, and Peer Response Discussion posts due by 11:59pm • Lesson 4 Quiz due by 11:59pm
Lesson 5	<i>Psychosis: Conceptualizations and Experiences</i>	June 14	<ul style="list-style-type: none"> • QUICKLY SKIM: DSM-5: SCHIZOPHRENIA SPECTRUM AND OTHER PSYCHOTIC DISORDERS (pp. 1-6, 5-44). • Watch: Elyn Saks, “A Tale of Mental Illness – From the Inside” (TEDGlobal 2012). https://www.ted.com/talks/elyn_saks_seeing_mental_illness?language=en • Read: Woods, Angela. (2013). “The Voice-Hearer.” <i>Journal of Mental Health</i>, 22 (263-270). • Read/Watch: Lesson 5 PowerPoint slides and lecture(s) <p style="text-align: center;">**For Further Reading**</p> <ul style="list-style-type: none"> • Luhmann, T.M. (2007). “Social Defeat and the Culture of Chronicity: Or, Why Schizophrenia Does So Well Over There and So Badly Here.” <i>Culture, Medicine and Psychiatry</i>, 31 (135-172). • Hurford, Irene (2016). “Medicating a Prophet.” <i>The New York Times</i>. • Luhmann et al. (2015). “Differences in Voice-Hearing Experiences of People with Psychosis in the USA, India, and Ghana: Interview-Based Study.” <i>The British Journal of Psychiatry</i> (1-4). • Aviv, Rachel (2010). “Which Way Madness Lies: Can Psychosis Be Prevented?” <i>Harper’s Magazine</i> (35-46). • Sousa, Amy. (2016). Case 2: “Diagnostic Neutrality in Psychiatric Treatment in North India.” In T.M. Luhmann & Jocelyn Morrow (Eds.), <i>Our Most Troubling Madness: Case Studies of Schizophrenia across Cultures</i>, Case 2 (42 – 55). • Metz, J. (2011). <i>The Protest Psychosis: How Schizophrenia Became a Black Disease</i>. Boston: Beacon Press.
		June 17	<ul style="list-style-type: none"> • Lesson 5 Everyday Life Observation, Reading Reflection, and Peer Response Discussion posts due by 11:59pm • Lesson 5 Quiz due by 11:59pm
Lesson 6	<i>Disorders of Consumption: Eating Disorders</i>	June 17	<ul style="list-style-type: none"> • QUICKLY SKIM: DSM-5: FEEDING AND EATING DISORDERS, (pp. 1-2, 19-42). • Read: Becker, Anne. (2004). “Television, Disordered Eating, and Young Women in Fiji: Negotiating Body Image and Identity During Rapid Social Change.” <i>Culture, Medicine and Psychiatry</i>, 28 (533-559). • Read/Watch: Lesson 6 PowerPoint slides and lecture(s) <p style="text-align: center;">**For Further Reading**</p> <ul style="list-style-type: none"> • Lester, Rebecca J. (2007). “Critical Therapeutics: Cultural Politics and Clinical

			<p>Reality in Two Eating Disorder Treatment Centers.” <i>Medical Anthropological Quarterly</i>, 21 (369-387).</p> <ul style="list-style-type: none"> • Lester, Rebecca J. (2019). <i>Famished: Eating Disorders and Failed Care in America</i>. California: University of California Press.
		June 20	<ul style="list-style-type: none"> • Lesson 6 Everyday Life Observation, Reading Reflection, and Peer Response Discussion posts due by 11:59pm • Lesson 6 Quiz due by 11:59pm
Lesson 7	<i>Abnormal Psychology and Childhood</i>	June 20	<ul style="list-style-type: none"> • Read Hagerty, Barbara Bradley. (2017). “When Your Child is a Psychopath.” <i>The Atlantic</i>. (note: this article is available on audio at: https://www.theatlantic.com/magazine/archive/2017/06/when-your-child-is-a-psychopath/524502/) • Read/Watch: Lesson 7 PowerPoint slides and lecture(s) <p style="text-align: center;">**For Further Reading**</p> <ul style="list-style-type: none"> • El Ouardani, Christine (2017). “Innocent or Intentional?: Interpreting Oppositional Defiant Disorder in a Preschool Mental Health Clinic.” <i>Culture, Medicine and Psychiatry</i>, 41 (94 – 110).
		June 23	<ul style="list-style-type: none"> • Lesson 7 Everyday Life Observation, Reading Reflection, and Peer Response Discussion posts due by 11:59pm • Lesson 7 Quiz due by 11:59pm
June 30		FINAL ASSIGNMENT DUE BY 11:59PM	

Course and UWG Policies

Safe and Inclusive Community

All are welcome in this (virtual) classroom. Our community includes a diverse set of views, social positions, identities, histories, genders, sexualities, ethnoracial locations, parenting statuses, languages, capacities, struggles and commitments. We are here to appreciate and learn from our differences, not to erase them.

It is university policy to provide a positive, supportive, discrimination-free educational and work environment. Sexual harassment, and any other form of harassment, will not be tolerated.

For further information, see <https://www.westga.edu/campus-life/diversity/diverse-engaged-inclusive.php> and <https://www.westga.edu/campus-life/uwg-cares/sexual-harassment.php>.

SANCTUARY FOR OUR PEOPLE

Your
Black
Lives
Matter

Immigrants,
we have no walls

Women, your bodies
are your own

Queer/Non-conforming/Trans
people, you are seen and loved

Individuals with
disabilities,
you make us stronger



Muslims,
you are
honored here

Young people,
your voice is
powerful

YOU ARE SAFE HERE YOU BELONG

Chicago ACT Collective

Sensitive course content

In the study of psychological disorders, there is much that can be hard to read and think about. I will do my best to prepare you for the topics involved in the course readings. But everyone's reactions are different; if you have concerns about particular topics or themes that may come up in the course, please don't hesitate to contact me.

Communications

The best way to reach me is by email (tweiner@westga.edu).

I aim to respond to all emails within 24 hours (**except during weekends and holidays**). If you have not heard back from me within 24 hours, please feel free to write again to make sure I received your message.

You are also welcome to schedule an individual meeting with me by phone or Zoom. Please email me to set up a time to talk. I encourage you to come see me if you are having a problem with some aspect of the course. I am also happy to talk with you about your areas of special interest, help you find further readings, discuss longer-term goals, et cetera.

If multiple students have similar questions about something or if there is something that I want to convey to everyone at once, I may send a mass email to all students through the CourseDen messaging system and/or post an Announcement on our course home page.

Here is a helpful guide to email etiquette in the context of an academic course:

<https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087>

****EXTRA CREDIT OPPORTUNITY: During Week 1 of the course, send me an email using the above guidelines. Attach a picture of your favorite creature so I know that you have found this buried treasure!****

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check email regularly.

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook](#).

Accessibility Services

Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact [Accessibility Services](#).

For more information on the Americans with Disabilities Act, UWG Email, Credit Hour, and UWG Honor Code policies as well as information on Academic Tutoring, Student Services, and Technical Requirements, Privacy Policy, and Accessibility Statements, please see the [Common Language for Syllabus](#) document.

Late Work

Your work should be submitted on time. It is due by 11:59pm on the due date. You may submit your work up to 12 hours late without penalty. After that, late work will be penalized 1/3 of a grade per day, and is not accepted after one week.

If unusual life circumstances are preventing you from getting your work done on time and you would like to be granted an extension, please email me *before* the due date.

Emergency Situations

In the unfortunate event that you experience an emergency during the semester, I am willing to discuss any accommodations that you may need to help you succeed in our class. If you prefer, you may also channel these kinds of conversations through your advisor, the counseling center, or any other relevant campus office.

- **HEALTH SERVICES:** 678-839-6452
- **COUNSELING CENTER (INCLUDES ONLINE COUNSELING SERVICES):** Counseling Center
Location: 123 Row Hall Office Hours: Monday-Friday, 8:00 AM-5:00 PM Tel: (678) 839-6428; Email: counseling@westga.edu
- **PATIENT /VICTIM ADVOCATES:** 678-839-0641; 678-839-5338 (after hours 678-839-6000)
- **UNIVERSITY POLICE:** 678-839-6000 (96000 on campus)

Additional Support Information

Center for Academic Success

The [Center for Academic Success](#) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu

University Writing Center

The [University Writing Center](#) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu

Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [Technology Requirements](#).

Support for courses (*Hyperlinks provided for accessibility throughout; full URLs are available at the end of the document*)

- **CourseDen D2L Home Page**
- **CourseDen Help** (8 AM – 5 PM)
Call: 678-839-6248 or 1-855-933-8946 or
email: online@westga.edu
- **24/7/365 D2L Help Center**
Call 1-855-772-0423
- **University Bookstore**
- **Smarthinking** offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

Student Services

Here is a great resource of **Student Services** for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out **UWG Cares**.

Full URL Support for Courses

- **CourseDen D2L Home Page**
<https://westga.view.usg.edu/>
- **CourseDen Help** (8 AM – 5 PM) <https://uwgonline.westga.edu/uwg-online-student-help.php>
Email: online@westga.edu
- **24/7/365 D2L Help Center**
<https://d2lhelp.view.usg.edu/>
- **University Bookstore**
<http://www.bookstore.westga.edu/>
- **Common Language for Course Syllabi** <https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>
- **UWG Cares**
<http://www.westga.edu/UWGCares/>
- **Accessibility Services**
<https://www.westga.edu/student-services/counseling/accessibility-services.php>
- **Student Services** <http://uwgonline.westga.edu/online-student-guide.php>
- **Center for Academic Success**
<http://www.westga.edu/cas/>
- **Distance Learning Library Services**
- <https://www.westga.edu/library/resource-sharing.php>
- **Ingram Library Services**
<http://www.westga.edu/library/>

Acknowledgments: Special thanks to Marie-Cecile Bertau, Elizabeth Fein, Nisha Gupta, Chris Head, David Mitchell, Eugene Raikhel, Kathy Skott-Myhre, Eli Thorkelson, and Thea Zhang for their assistance and feedback in the development of this syllabus.