

University of West Georgia
Culture & Psychology
PSYCH 4350
Spring Semester 2020 – 100% Online

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

Social scientists and philosophers have long been intrigued by the relationship between culture and the individual. In this course, we will investigate aspects of this relationship central to theories and debates in psychology and psychological anthropology. We will explore questions including: What does “culture” consist of, and how is it reproduced? In what ways does culture exert its force on personality, emotion, and mental health or illness? How does culture get into our heads, or, conversely, how does it get out of our heads and into the world around us? How similar or different are human psyches across cultures? Are there universals of human nature? How do the culturally constituted ways in which we carve up and apprehend the world shape our understandings of the self? In what ways do socio-linguistic factors mediate our psychological experiences? What are the limits and problems of the concept of “culture” in cultural psychology, and how can we address them?

Specific attention will be devoted to the following topics:

- Language, culture and the self;
- Culture and emotion;
- Culture and the body;
- Culture and morality;
- Culture and human development;
- Culture, gender, and sexuality;
- Culture and mental health;
- Psychology and psychiatry as cultural institutions.

Course Objectives

- Gain an appreciation of the diversity of human psychological experience, and the manners in which cultural systems and social orders both shape and constrain these experiences;
- Recognize the strengths and limitations of the culture concept in cultural psychology, and begin to move toward a more expansive, polyphonic, and intersectional account of the relationship between “culture” and individual;
- Acquire skills in critically reading and analyzing academic texts;
- Communicate ideas effectively in writing;
- Synthesize and/or compare divergent theoretical perspectives regarding culture and psychology;
- Develop and learn to articulate your own orientation toward the relationship between culture and the individual, in dialogue with course materials 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 week will be provided as PDFs and made available to you on CourseDen. Please schedule time in your week 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 5 components: weekly quizzes, reading reflections, journal entries, peer responses to reading reflections, and a final comprehensive quiz. 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
Weekly Quizzes	10 quizzes (11 minus lowest score), maximum 12 points each	120	20%
Reading Reflections	4 posts, maximum 30 points each	120	20%
Journal Entries	3 journal entries, maximum 60 points each	180	30%
Peer Responses to Reading Reflections	5 posts, maximum 18 points each	90	15%
Final Comprehensive Quiz	1 exam, maximum 90 points	90	15%

Total points = 600

A = 540 – 600

B = 480 – 539

C = 420 – 479

D = 360 – 419

F = 0 – 355

WEEKLY QUIZZES:

With the exception of spring break, the three weeks with journal assignments, and the last week of the semester, there will be a short quiz on CourseDen that you must complete by Sunday night at the end of each week. 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 12 points, and I will drop your lowest quiz grade.

READING REFLECTIONS AND PEER RESPONSES:

Over the course of the semester, you are required to post **4 Reading Reflections and 5 Peer Responses** (i.e. responses to a classmate's Reading Reflection) 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 as new threads in the appropriate week'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 semester and make sure that you have submitted the required number of each type of post. **Please keep in mind that there are also 3 journal assignments during the semester, the due dates for which are fixed.** As a rule of thumb, *I would suggest that you aim each week to contribute at least one Reading Reflection or Peer Response.* There is no penalty, however, for distributing your contributions differently.

Reading Reflections (Approx. 200 words each; due Fridays before midnight):

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 week. *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 assigned course material. At times, I may include questions in the PowerPoint slides that can serve as jumping-off points for the Reading Reflections.

Peer Responses (Approx. 100-150 words; due Sundays before midnight):

Please read through all of your classmates' Reading Reflections each week. At least five times during the semester, please post a thoughtful response to a Reading Reflection thread initiated by a peer. 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. *Extra credit points will be given to those who exceed the required number of peer response posts.*

JOURNAL ENTRIES (Approx. 400 words):

Three times during the semester, you will be asked to write a 1-2 page (~400 word) journal entry in response to an assigned prompt. The due dates for the journal entries are noted in the course schedule below. All three journal entries have two aims: First, they invite you to reflect upon and describe various aspects of your own cultural psychological experience. Second, they ask you to draw connections between your personal experience and more abstract or theoretical course concepts.

Journal assignment details will be provided on CourseDen.

Journal #1 (Week 3; due Sunday by 8pm):

Reflecting on my own cultural psychology: Making the familiar strange

Journal #2 (Week 8; due Sunday by 8pm):

Experiential exercise: Discerning the affective, narrative/linguistic, and cultural norms of a community

Journal #3 (Week 15; due Sunday by 8pm):

Contemplating my reading process and experience of self-understanding throughout the course

FINAL COMPREHENSIVE QUIZ:

You will have one week to complete a comprehensive, open book final quiz consisting of multiple choice, short answer, and longer essay questions.

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

	Topic	Date	Readings/Assignments/Quizzes
Wk. 1: Jan. 6-12	<i>Introduction to the course; Culture and cultural psychology;</i> <i>Introducing ourselves</i>	1/8	<ul style="list-style-type: none"> • Read: This syllabus • Read: Henrich et al. (2010). "The Weirdest People in the World?" <i>Behavioral and Brain Sciences</i>, 33 (1-23). • Read: Watters, E. (2017) "We Aren't the World." <i>Pacific Standard</i>. https://psmag.com/social-justice/joe-henrich-weird-ultimatum-game-shaking-up-psychology-economics-53135 • Read: Week 1 Slides • Post an introduction to yourself on CourseDen – Use any format you like!
		1/10	<ul style="list-style-type: none"> • Reading Reflection posts due by 11:59pm
		1/12	<ul style="list-style-type: none"> • <u>Peer Responses to</u> Reading Reflection posts due by 11:59pm • Weekly quiz due by 11:59pm
Wk. 2: Jan. 13-19	<i>Can there be a Psychology that is not "cultural"?</i> <i>The myth of the "view from nowhere."</i>	1/15	<ul style="list-style-type: none"> • Read: Shweder, R. (2003). <i>Why Do Men Barbecue? Recipes for Cultural Psychology</i>. Introduction: "Anti-Postculturalism (Or, the View from Manywheres)." (1-45). • Read: Week 2 Slides
		1/17	<ul style="list-style-type: none"> • Reading Reflection posts due by 11:59pm
		1/19	<ul style="list-style-type: none"> • <u>Peer Responses to</u> Reading Reflection posts due by 11:59pm • Weekly quiz due by 11:59pm
Wk. 3: Jan. 20-26	<i>Making the familiar strange;</i> <i>Situating the (seemingly) universal in psychology</i>	1/20	MLK HOLIDAY – NO CLASSES; OFFICES ARE CLOSED
		1/22	<ul style="list-style-type: none"> • Read: Miner, H. (1956). "Body Ritual Among the Nacirema." <i>American Anthropologist</i>, 58 (503-507). • Read: Gergen, K. (1973). "Social Psychology as History." <i>Journal of Personality and Social Psychology</i>, 26 (309-320). • Read: Week 3 Slides
		1/24	<ul style="list-style-type: none"> • Reading Reflection posts due by 11:59pm
		1/26	<ul style="list-style-type: none"> • <u>Peer Responses to</u> Reading Reflection posts due by 11:59pm • Journal #1 due by 8pm (no quiz this week)
Wk. 4: Jan. 27- Feb. 2	<i>Culture and Self, Part 1:</i> <i>Identifying Western constructs of the individual, agency, and the psyche – and alternatives to these constructs</i>	1/28	<ul style="list-style-type: none"> • Read: Markus, H. and Kitayama, S. (1991). "Culture and the Self: Implications for Cognition, Emotion, and Motivation." <i>Psychological Review</i>, 98 (224-253). • Read: Week 4 Slides
		1/31	<ul style="list-style-type: none"> • Reading Reflection posts due by 11:59pm
		2/2	<ul style="list-style-type: none"> • <u>Peer Responses to</u> Reading Reflection posts due by 11:59pm • Weekly quiz due by 11:59pm
Wk. 5: Feb. 3-9	<i>Culture and Self, Part 2:</i>	2/4	<ul style="list-style-type: none"> • Read: Geertz, C. (1977). <i>The Interpretation of Cultures</i>. Chapter 14: "Person, Time, and Conduct in Bali" (360-411). • Read: Roberts, D. (1993). "Racism and Patriarchy in the Meaning of Motherhood." <i>Journal of Gender & the Law</i>, 1 (1-38).

	<i>The cultural shaping of identity and experience</i>		<ul style="list-style-type: none"> Read: Week 5 Slides
		2/7	<ul style="list-style-type: none"> Reading Reflection posts due by 11:59pm
		2/9	<ul style="list-style-type: none"> Peer Responses to Reading Reflection posts due by 11:59pm Weekly quiz due by 11:59pm
Wk. 6: Feb. 10-16	<p><i>Language, Culture, Personhood:</i></p> <p><i>Narrative and the storied self;</i></p> <p><i>Can we identify universals of language and selfhood?</i></p>	2/11	<ul style="list-style-type: none"> Read: McAdams, D. (1996). "Personality, Modernity, and the Storied Self: A Contemporary Framework for Studying Persons." <i>Psychological Inquiry</i>, 7 (295-321). Wierzbicka, A. (1993). "A Conceptual Basis for Cultural Psychology." <i>Ethos</i>, 21 (205-231). Read: Week 6 Slides
		2/14	<ul style="list-style-type: none"> Reading Reflection posts due by 11:59pm
		2/16	<ul style="list-style-type: none"> Peer Responses to Reading Reflection posts due by 11:59pm Weekly quiz due by 11:59pm
Wk. 7: Feb. 17-23	<p><i>Culture and Personality:</i></p> <p><i>What is "personality"? To what extent is it culturally shaped?</i></p> <p><i>Are there universal, fundamental "traits" as traditional personality psychology would hold?</i></p>	2/18	<ul style="list-style-type: none"> Read: Benedict, R. (1946). <i>The Chrysanthemum and the Sword: Patterns of Japanese Culture</i>. Chapter 5: "Debtor to the Ages and the World." McAdams, D. and Pals, J. (2006). "A New Big Five: Fundamental Principles for an Integrative Science of Personality." <i>American Psychologist</i>, 61 (204-217). Read: Week 7 Slides
		2/21	<ul style="list-style-type: none"> Reading Reflection posts due by 11:59pm
		2/23	<ul style="list-style-type: none"> Peer Responses to Reading Reflection posts due by 11:59pm Weekly quiz due by 11:59pm
Wk. 8: Feb. 24- Mar. 1	<i>Culture and Emotion</i>	2/25	<ul style="list-style-type: none"> Read: Scheper-Hughes, N. (1985). "Culture, Scarcity, and Maternal Thinking: Maternal Detachment and Infant Survival in a Brazilian Shantytown." <i>Ethos</i>, 13 (291-317). Read: Wikan, U. (1989). "Managing the Heart to Brighten Face and Soul: Emotions in Balinese Morality and Health Care." <i>American Ethnologist</i>, 16 (294-312). Read: Week 8 Slides
		2/28	<ul style="list-style-type: none"> Reading Reflection posts due by 11:59pm
		3/1	<ul style="list-style-type: none"> Peer Responses to Reading Reflection posts due by 11:59pm Journal #2 due by 8pm (no quiz this week)
Wk. 9: Mar. 2-8	<i>Culture and the Life Course, Part 1: Childhood</i>	3/3	<ul style="list-style-type: none"> Read: Doucleff and Greenhalgh (2019). "The Other Side of Anger: How Inuit Parents Teach Kids to Control their Anger." https://www.npr.org/sections/goatsandsoda/2019/03/13/685533353/a-playful-way-to-teach-kids-to-control-their-anger Read: Fein, E. (2015). "'No One Has to Be Your Friend': Asperger's Syndrome and the Vicious Cycle of Social Disorder in Late Modern Identity Markets." <i>Ethos</i>, 43 (82-107). Read: Week 9 Slides
		3/6	<ul style="list-style-type: none"> Reading Reflection posts due by 11:59pm

		3/8	<ul style="list-style-type: none"> Peer Responses to Reading Reflection posts due by 11:59pm Weekly quiz due by 11:59pm
Wk. 10: Mar. 9-15	<i>Culture and the Life Course, Part 2: Adulthood</i>	3/10	<ul style="list-style-type: none"> Read: Lock, M. (1998). "Deconstructing the Change: Female Maturation in Japan and North America." In Shweder (Ed.), <i>Welcome to Middle Age! (And Other Cultural Fictions)</i> (45-74). Read: Badone et al. (2016). "Asperger's Syndrome, Subjectivity, and the Senses." <i>Culture, Medicine, and Psychiatry</i>, 40 (475-506). Read: Week 10 Slides
		3/13	<ul style="list-style-type: none"> Reading Reflection posts due by 11:59pm
		3/15	<ul style="list-style-type: none"> Peer Responses to Reading Reflection posts due by 11:59pm Weekly quiz due by 11:59pm
Wk. 11 Mar. 16-22	SPRING BREAK	NO CLASS	
Wk. 12: Mar. 23-29	<i>Culture and the Body</i>	3/24	<ul style="list-style-type: none"> Read: Njambi, W. (2004). "Dualisms and Female Bodies in Representations of African Female Circumcision: A Feminist Critique." <i>Feminist Theory</i>, 5 (281-303). Read: Martin, E. (1991). "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles." <i>Signs</i>, 16 (485-501). Read: Week 12 Slides
		3/27	<ul style="list-style-type: none"> Reading Reflection posts due by 11:59pm
		3/29	<ul style="list-style-type: none"> Peer Responses to Reading Reflection posts due by 11:59pm Weekly quiz due by 11:59pm
Wk. 13: Mar. 30- Apr. 5	<i>Culture, Psychiatry, and Mental Health</i>	3/31	<ul style="list-style-type: none"> Read: Luhrmann 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). Read: Cain, C. (1991). "Personal Stories: Identity Acquisition and Self-Understanding in Alcoholics Anonymous." <i>Ethos</i>, 19 (210-253). [MAY CHANGE] Read: Week 13 Slides
		4/3	<ul style="list-style-type: none"> Reading Reflection posts due by 11:59pm
		4/5	<ul style="list-style-type: none"> Peer Responses to Reading Reflection posts due by 11:59pm Weekly quiz due by 11:59pm
Wk. 14: Apr. 6-12	<i>Culture, Politics, and Morality:</i> <i>How do we acquire and transmit our moral values and political convictions?</i>	4/7	<ul style="list-style-type: none"> Shweder, R. et al. (1995). "Who Sleeps by Whom Revisited: A Method for Extracting the Moral Goods Implicit in Practice." In Jacqueline Goodnow, Peggy Miller, and Frank Kessel (eds.) <i>Cultural Practices as Context for Development</i>. Read: Metz, J. (2019). "Dying of Whiteness." <i>Boston Review</i>. http://bostonreview.net/race/jonathan-m-metz-dying-whiteness Read: Week 14 Slides
		4/10	<ul style="list-style-type: none"> Reading Reflection posts due by 11:59pm
		4/12	<ul style="list-style-type: none"> Peer Responses to Reading Reflection posts due by 11:59pm Weekly quiz due by 11:59pm.
Wk. 15: Apr. 13-19	<i>Cultural Psychology and Intersectional Analysis</i>	4/14	<ul style="list-style-type: none"> Read: Collins, P. (1993). "Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection." <i>Race, Sex & Class</i>, 1 (25-45). Purdie-Vaughns, V. and Eibach, R. (2008). "Intersectional Invisibility: The Distinctive Advantages and Disadvantages of Multiple Subordinate-Group Identities." <i>Sex Roles</i>, 59 (377-391). Week 15 Slides

		4/17	<ul style="list-style-type: none"> • Reading Reflection posts due by 11:59pm
		4/19	<ul style="list-style-type: none"> • <u>Peer Responses to Reading Reflection</u> posts due by 11:59pm • Journal #3 due by 8pm (no quiz this week)
Wk. 16: Apr. 20-26	<i>Course Conclusion and Review: Reification, deficit, and the limits of the culture concept in (and beyond) psychology</i>	4/21	<ul style="list-style-type: none"> • Read: Kirmayer, L. "Rethinking Cultural Competence." <i>Transcultural Psychiatry</i>, 49 (149-164). • Read: Park, Y. (2005). "Culture as Deficit: A Critical Discourse Analysis of the Concept of Culture in Contemporary Social Work Discourse." <i>Journal of Sociology and Social Welfare</i>, 32 (11-33). • Read: Week 16 Slides
		4/25	Comprehensive quiz posted on CourseDen
May 1	COMPREHENSIVE QUIZ 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 psychology, there is some material 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, either in person or by phone. 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. I will also occasionally post practical information at the beginning of a set of slides.

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/>

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