

**University of West Georgia**  
**Culture & Subjectivity**  
**PSYCH 8001**  
**Fall Semester 2020**  
**2pm - 3:40pm (100% Online)**

**Instructor:** Talia Weiner, LPC, Ph.D. (pronouns: she/her)  
**Office Hours:** By appointment via email  
**Contact:** [tweiner@westga.edu](mailto:tweiner@westga.edu)

### Course Texts

Please purchase the following book:

Fein, Elizabeth. (2020). *Living on the Spectrum: Autism and Youth in Community*.

All other readings will be provided as PDFs and made available on CourseDen.

### Course Requirements

Your final grade for this course will be based on 3 components: 1) participation in group discussions (both synchronous and asynchronous); 2) presentations; 3) a final paper.

**The final grade is calculated as follows:**

<b>Grade Component</b>	<b>Total Possible Points</b>	<b>Percentage of Final Grade</b>
Participation	50	50%
Presentations	30 (3 presentations, 10 points each)	30%
Final Paper	20	20%

**Total points = 100**

**A = 90-100**

**B = 80-89**

**C = 70-79**

**D = 60-69**

**F = 0 – 59**

## Schedule of Readings & Assignments

**(\*\*SUBJECT TO CHANGE\*\*)**

	Topic	Presentations	Readings/Assignments/Quizzes
<b>Week 1: Aug. 12-16</b>	Introduction	N/A	<ul style="list-style-type: none"> <li>Rorty, Amelie. (2007). "The Vanishing Subject: The Many Faces of Subjectivity." In <i>Subjectivity</i>, eds. Joao Biehl, Byron Good, Arthur Kleinman.</li> <li>Sherry Ortner. (2005) "Subjectivity and Cultural Critique," <i>Anthropological Theory</i> 5: 31–52.</li> </ul>
<b>Week 2: Aug. 17-23</b>	The Culture Concept: Definitions, Defenses, Divergencies	<p><b>Monday: Geertz – Mel</b> (group will also discuss Hollan)</p> <p><b>Wednesday: Shweder – Azam</b> (group will also discuss Park)</p>	<ul style="list-style-type: none"> <li>Geertz, Clifford. (1973). "The Impact of the Concept of Culture on the Concept of Man." In <i>The Interpretation of Cultures</i>, 33-54. New York: Basic Books.</li> <li>Hollan, Douglas. (2012). "Constructivist Models of Mind, Contemporary Psychoanalysis and the Development of Culture Theory." <i>American Anthropologist</i> 102(3): 538-550.</li> <li>Shweder, Richard. (2003). <i>Why Do Men Barbecue? Recipes for Cultural Psychology</i>. Introduction: "Anti-Postculturalism (Or, the View from Manywheres)." (1-45).</li> <li>Park, Yoosun. (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).</li> </ul>
<b>Week 3: Aug. 24-30</b>	Person, Self, Subject	<p><b>Monday: Smith and Luhrmann – Peder</b></p> <p><b>Wednesday: Kirschner and Good - Kimberly</b></p>	<ul style="list-style-type: none"> <li>Smith, Paul. (1998). <i>Discerning the Subject</i>, Preface and Chapter 1.</li> <li>T. M. Luhrmann. (2006). "Subjectivity." <i>Anthropological Theory</i>, 6, 345 -361</li> <li>Kirschner, Suzanne R. (2015). "Subjectivity as Socioculturally Constituted Experience."</li> <li>Good, Byron. (2012). "Theorizing the 'Subject' of Medical and Psychiatric Anthropology." <i>Journal of the Royal Anthropological Institute</i>, 18. pp. 515-535.</li> </ul>
<b>Week 4: Aug. 31- Sept. 6</b>	Narrative and Experience	<p><b>Monday: Ricoeur and Desjarlais – Ben</b></p> <p><b>Wednesday: Mattingly and Good - Sara</b></p>	<ul style="list-style-type: none"> <li>Ricoeur, Paul. "The Narrative Function." In <i>Hermeneutics &amp; the Human Sciences</i> (ch 11).</li> <li>Desjarlais, Robert. (1994). "Struggling Along: The Possibilities for Experience among the Homeless Mentally Ill." <i>American Anthropologist</i> 96: 886-901.</li> <li>Mattingly, Cheryl. (1994) "The Concept of Therapeutic Emplotment." <i>Social Science and Medicine</i> 38: 811–22.</li> <li>Good, Byron. "The narrative representation of illness." in <i>Medicine, Rationality and Experience</i> (ch 6).</li> </ul>
<b>Week 5: Sept. 7-13</b>	<i>The Language-Culture Nexus</i>	<b>Wednesday: Silverstein – Azam</b> (group will also discuss Carr)	<ul style="list-style-type: none"> <li><b>NO CLASS MONDAY, SEPTEMBER 7 (LABOR DAY)</b></li> <li>Silverstein, Michael. (2004). "'Cultural' concepts and the language-culture nexus." <i>Current Anthropology</i> 45 (5), 621-645.</li> <li>Carr, E, Summerson. (2010), "Enactments of Expertise." <i>Annual Review of Anthropology</i>, 39, 17-32.</li> </ul>
<b>Week 6: Sept. 14-20</b>	<i>Interpellation, Ideology, Performativity and the</i>	<b>Monday: Carr – Mel</b> (group will also discuss Rivkin-Fish)	<ul style="list-style-type: none"> <li>Carr, E. Summerson. (2009). "Anticipating and inhabiting institutional identities." <i>American Ethnologist</i>, 36, 317-336.</li> <li>Rivkin-Fish, Michele. (2011). "Learning the Moral Economy of Commodified Health Care: 'Community</li> </ul>

	<i>Therapeutic Encounter</i>	<b>Wednesday: Bateson and Cain - Ben</b>	<p>Education,' Failed Consumers, and the Shaping of Ethical Clinician-Citizens.”</p> <ul style="list-style-type: none"> <li>• Cain, Carole. (1991). “Personal Stories: Identity Acquisition and Self-understanding in Alcoholics Anonymous.” <i>Ethos</i>, 19, 210-253.</li> <li>• Bateson, Gregory. (1972). “The Cybernetics of ‘Self’: A Theory of Alcoholism.” In <i>Steps to an Ecology of Mind</i>.</li> </ul>
<b>Week 7: Sept. 21-27</b>	<i>Embodiment</i>	<p><b>Monday: Csordas and Kirmayer – Peder</b></p> <p><b>Wednesday: Mol and Walters – Courtney</b> (we will all discuss Molé)</p>	<ul style="list-style-type: none"> <li>• Csordas, Thomas. (1993). “Somatic Modes of Attention.” <i>Cultural Anthropology</i> 8 (2), 135-156.</li> <li>• Kirmayer, Laurence. (1992). “The Body's Insistence on Meaning: Metaphor as Presentation and Representation in Illness Experience.” <i>Medical Anthropology Quarterly</i>, 6(4), 323-46.</li> <li>• Mol, Annemarie, and John Law. (2004). “Embodied Action, Enacted Bodies: The Example of Hypoglycaemia.” <i>Body &amp; Society</i>, 10, 43–62.</li> <li>• Walters, Kimberly. (2016). “The Stickiness of Sex Work: Pleasure, Habit, and Intersubstantiality in South India.” <i>Signs: Journal of Women in Culture and Society</i>, 42(1).</li> <li>• Molé, Noelle. (2008). “Living it on the Skin: Italian States, Working Illness.” <i>American Ethnologist</i>, 35(2), 189-2</li> </ul>
<b>Week 8: Sept. 28- Oct. 4</b>	<i>Cultural Socialization, Neurodiversity, and the Development of Identity</i>	<p><b>Monday: Rapp/Ginsburg and Whyte – Courtney</b></p> <p><b>Wednesday: all prepare questions for Dr. Fein</b></p>	<ul style="list-style-type: none"> <li>• <b>WEDNESDAY, SEPTEMBER 30: GUEST LECTURER - DR. ELIZABETH FEIN</b></li> <li>• Whyte, Susan Reynolds. (2009). “Health Identities and Subjectivities: The Ethnographic Challenge. <i>Medical Anthropology Quarterly</i>, 23(1), 6-15.</li> <li>• Rapp, Rayna and Faye Ginsburg. (2001). “Enabling Disability: Rewriting Kinship, Reimagining Citizenship.” <i>Public Culture</i>, 13(3), 533-556.</li> <li>• Fein, Elizabeth (2020). <i>Living on the Spectrum: Autism and Youth in Community</i>.</li> </ul>
<b>Week 9: Oct. 5-11</b>	<i>Affect</i>	<p><b>Monday: Mazzarella – Akpan</b> (group will also discuss Massumi)</p> <p><b>Wednesday:</b> discuss Papoulias/Callard and Leys</p>	<ul style="list-style-type: none"> <li>• Willam Mazzarella. 2009. ‘Affect: What is it Good For?’ In S. Dube, ed., <i>Enchantments of Modernity: Empire, Nation, Globalization</i>. Routledge.</li> <li>• Brian Massumi. “The autonomy of affect.” In <i>Parables for the Virtual: Movement, Affect, Sensation</i> (Duke University Press Books, 2002)Papoulias, Constantina, and Felicity Callard, ‘Biology’s Gift: Interrogating the Turn to Affect’, <i>Body &amp; Society</i>, 16 (2010), 29–56</li> <li>• Ruth Leys, ‘The Turn to Affect: A Critique’, <i>Critical Inquiry</i>, 37 (2011), 434–472</li> </ul>
<b>Week 10: Oct. 12-18</b>	<i>Generic Structures of Subjectivity: Historical Patterning and Conventions</i>	<p><b>Monday: Chakravorty Spivak and Garcia: Akpan</b></p> <p><b>Wednesday:</b> Bourdieu, <b>Berlant: Kimberly (Trauma and Ineloquence) and Eli (Two Girls)</b></p>	<ul style="list-style-type: none"> <li>• <b>WEDNESDAY, OCTOBER 14: GUEST PRESENTER - DR. ELI THORKELSON, PH.D.</b></li> <li>• Gayatri Chakravorty Spivak, “Can the Subaltern Speak?”</li> <li>• Garcia, Angela. (2008). “The Elegiac Addict: History, Chronicity, and the Melancholic Subject.” <i>Cultural Anthropology</i>, 23(4), 718-746.</li> <li>• Berlant, Lauren. <i>Cruel Optimism</i>, Chapter 4: “Two Girls, Fat and Thin.”</li> <li>• Berlant, Lauren. (2001). “Trauma and Ineloquence.” <i>Cultural Values</i>, 5(1), 41-58.</li> <li>• Bourdieu, <i>Outline of a Theory of Practice</i> Chapter 2</li> </ul>

<p><b>Week 11:</b> <b>Oct. 19-25</b></p>	<p><i>Intersubjectivity, Recognition, Empathy</i></p>	<p><b>Monday:</b> <b>Winnecott and Borneman - Kimberly</b> (group will also discuss Taylor)</p> <p><b>Wednesday:</b> <b>Benjamin and Kleinman &amp; Kleinman – Azam</b></p>	<ul style="list-style-type: none"> <li>• Winnicott, D. W. 1953. "Transitional Objects and Transitional Phenomena: A Study of the First Not-Me Possession." <i>International Journal of Psycho-Analysis</i>. 34:89-97. <b>(Background reading – not required)</b></li> <li>• Borneman, John. (2011). "Daydreaming, Intimacy, and the Intersubjective Third in Fieldwork Encounters in Syria." <i>American Ethnologist</i>, 38(2).</li> <li>• Bollas, C. (2018). <i>Meaning and Melancholia</i>. Chapters 8 &amp; 9.</li> <li>• Taylor, Janelle S. 2008. "On Recognition, Caring, and Dementia." <i>Medical Anthropology Quarterly</i> 22:313-335.</li> <li>• Benjamin, Jessica. "Two-Way Streets: Recognition of Difference and the Intersubjective Third." <i>Differences</i> 17(1):116-146.</li> <li>• Kleinman, Arthur and Joan Kleinman. 1991. "Suffering and Its Professional Transformation: Toward an Ethnography of Interpersonal Experience." <i>Culture, Medicine, and Psychiatry</i> 15(3):275-301.</li> </ul>
<p><b>Week 12:</b> <b>Oct. 26-Nov. 1</b></p>	<p><i>Structure and Agency</i></p>	<p><b>Monday:</b> <b>Gershon – Peder</b> (group will also discuss Sahlins)</p> <p><b>Wednesday:</b> <b>Weiner, Mahmood – Akpan</b></p>	<ul style="list-style-type: none"> <li>• Gershon, Ilana. (2011). "Neoliberal Agency." <i>Current Anthropology</i> 52(4).</li> <li>• Sahlins, Marshall. (1985). <i>Islands of History</i>. Introduction and Chapter 5 ("Structure and History").</li> <li>• Weiner, Talia. (2011). "The (Un)managed Self: Paradoxical Forms of Agency in Self-Management of Bipolar Disorder." <i>Culture, Medicine, and Psychiatry</i>, 35, 448-483.</li> <li>• Mahmood, Saba. (2001). "Feminist Theory, Embodiment, and the Docile Agent." <i>Cultural Anthropology</i> 16(2), 202-236.</li> </ul>
<p><b>Week 13:</b> <b>Nov. 2-8</b></p>	<p><i>The Self, its Disturbances, and the Work of Culture</i></p>	<p><b>Monday:</b> <b>Obeyesekere – Mel</b> (group will also discuss Scheper-Hughes)</p> <p><b>Wednesday:</b> discuss Luhrmann, Sousa, and Pandolfo</p>	<ul style="list-style-type: none"> <li>• Gananath Obeyesekere. 1985. "Depression, Buddhism, and the work of culture in Sri Lanka." In A. M. Kleinman &amp; B. Good (Eds.), <i>Culture and Depression</i>, (pp. 134-152). Berkeley: University of California Press.</li> <li>• Scheper-Hughes, N. (1985). "Culture, Scarcity, and Maternal Thinking: Maternal Detachment and Infant Survival in a Brazilian Shantytown." <i>Ethos</i>, 13 (291-317).</li> <li>• Selections from Luhrmann, T.M. and Jocelyn Marrow, eds. (2016). <i>Our Most Troubling Madness: Case Studies in Schizophrenia Across Cultures</i>. Read Luhrmann, "Introduction" (1-26) and Sousa, "Diagnostic Neutrality in Psychiatric Treatment in North India" (42-55).</li> <li>• Stefania Pandolfo, 2008. "The Knot of the Soul: Postcolonial Conundrums, Madness, and the Imagination." <i>Postcolonial Disorders</i> University of California Press: 329-358.</li> </ul>
<p><b>Week 14:</b> <b>Nov. 9-15</b></p>	<p><i>The Self As Subject</i></p>	<p><b>Monday:</b> <b>Foucault and Foucault – Courtney</b></p> <p><b>Wednesday:</b> <b>Petryna and Lester - Sara</b></p>	<ul style="list-style-type: none"> <li>• Michel Foucault. 1982. "The Subject and Power", <i>Critical Inquiry</i>, Vol. 8, No. 4, pp. 777-795.</li> <li>• Michel Foucault. (1997) "Technologies of the Self." Pp. 221-251 in Paul Rabinow (ed.), <i>Michel Foucault: Ethics, Subjectivity, and Truth</i>. New York: The New York Press.</li> <li>• Petryna, Adriana. 2004. "Biological citizenship: The Science and Politics of Chernobyl-Exposed Populations" <i>Osiris</i>, Vol. 19, pp. 250-26.</li> </ul>

			<ul style="list-style-type: none"> <li>Lester, Rebecca. (2017). "Self-Governance, Psychotherapy, and the Subject of Managed Care: Internal Family Systems therapy and the multiple self in a US eating-disorders treatment center." <i>American Ethnologist</i>.</li> </ul> <p>***1-PARAGRAPH FINAL PAPER PROPOSALS DUE NOV. 15.</p>
<b>Week 15: Nov. 16-22</b>	Neurochemical Self	<p><b>Monday: Rose and Dumit – Ben</b></p> <p><b>Wednesday: Sass – Sara</b> (group will also discuss Callard et al.)</p>	<ul style="list-style-type: none"> <li>Rose, N. (2003). Neurochemical Selves. <i>Society</i>, 41(1), pp. 46-59.</li> <li>Dumit, J. (2003). Is It Me or My Brain? Depression and Neuroscientific Facts. <i>Journal of Medical Humanities</i>, 24(1/2), pp. 35-47.</li> <li>Sass, L. A. (2007). 'Schizophrenic Person' or 'Person with Schizophrenia'? An Essay on Illness and the Self. <i>Theory Psychology</i>, 17(3), 395-420.</li> <li>Callard, Felicity et al. (2012). "Holding blame at bay? 'Gene talk' in family members' accounts of schizophrenia aetiology." <i>BioSocieties</i>, 1-21.</li> </ul>
<b>Week 16: Nov. 23-25</b>	Course Conclusion	<p><b>Monday:</b> discuss Blackman and Wilson</p> <p><b>Wednesday: No readings. Discuss final papers and wrap up course</b></p>	<ul style="list-style-type: none"> <li>Blackman, Lisa, 'Embodying Affect: Voice-hearing, Telepathy, Suggestion and Modelling the Non-conscious', <i>Body &amp; Society</i>, 16 (2010), 163–192</li> <li>Elizabeth A Wilson, 'Neurological Entanglements: The Case of Paediatric Depressions, SSRIs and Suicidal Ideation', <i>Subjectivity</i>, 4 (2011), 277–297.</li> </ul>
<b>12/3</b>		<b>Final Assignment Due by 11:59 PM</b>	

## 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.

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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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/>