

Memorandum

To: General Faculty

Date: February 11, 2013

Regarding: Agenda, Faculty Senate Meeting, February 15th at 3:00 pm TLC 1-303

The agenda for the February 15, 2013 Faculty Senate Meeting will be as follows:

1. Call to Order
2. Roll Call
3. Approval of the minutes of the December 7th meeting ([See Addendum I](#))
4. Committee Reports

Committee I: Undergraduate Programs (Chair, Jim Mayer)

Action Items: ([See Addendum II](#))

- A) College of Arts and Humanities
 - 1) Department of Music
 - a) Bachelor of Music with a major in Theory and Composition
Request: Modify
Action: Approved
 - 2) Department of History
 - a) HIST 4010
Request: Add
Action: Approved
- A) College of Social Sciences
 - 1) Department of Anthropology
 - a) ANTH 4130
Request: Add
Action: Approved
 - b) ANTH 4201
Request: Add
Action: Approved

- c) ANTH 4202
Request: Add
Action: Approved

Information Items:

- A) College of Arts and Humanities
 - 1) Department of English and Philosophy
 - a) Minor in American Studies
Request: Terminate
Action: Approved

Committee II: Graduate Programs (Chair, Mark S. Parrish)

Action Items: (See Addendum III)

- A) College of Social Sciences
 - 1) Department of Psychology
 - a) PSYC 9002 Doctoral Qualifying Seminar
Request: Add
Action: Approved

Information Items:

- A) College of Social Sciences
 - 1) Department: Political Science Department
 - a) Program: Master of Urban and Regional Planning
Request: Deactivate, see attachment
Action: Approved

Comments: The originator of this deactivation request presented it as a dilemma. Whereas curricular decisions are best addressed by faculty, the responsibility for resource allocation lies with the administration. This discussion led to a broader consideration of the Senate's intent regarding the Revised Shared Governance Procedures that were developed by the Rules Committee and approved by the Senate in April, 2012. Per the revised procedures, the decision to deactivate/terminate a program now resides at the college/school and departmental levels, and the decision is reported to the Senate as an information item. The Graduate Programs Committee requests that the Rules Committee clarify the intent of the procedural changes that specify action items, information items, review items, and items not considered by the Senate.

B) College of Education

- 1) Department: Leadership and Instruction
 - a) Post-Baccalaureate Initial Certification in Secondary English Education (Non-degree Initial Certification)
Request: Deactivate

Action: Approved

- b) Post-Baccalaureate Initial Certification in Secondary Chemistry Education (Non-degree Initial Certification)
Request: Deactivate
Action: Approved
- c) Post-Baccalaureate Initial Certification in Secondary Biology Education (Non-degree Initial Certification)
Request: Deactivate
Action: Approved
- d) Post-Baccalaureate Initial Certification in Secondary Mathematics Education (Non-degree Initial Certification)
Request: Deactivate
Action: Approved
- e) Post-Baccalaureate Initial Certification in Secondary Earth/Space Science Education (Non-degree Initial Certification)
Request: Deactivate
Action: Approved
- f) Post-Baccalaureate Initial Certification in Secondary Economics Education (Non-degree Initial Certification)
Request: Deactivate
Originator: Frank Butts
Action: Approved
- g) Post-Baccalaureate Initial Certification in Secondary History Education (Non-degree Initial Certification)
Request: Deactivate
Action: Approved
- h) Post-Baccalaureate Initial Certification in Secondary Physics Education (Non-degree Initial Certification)
Request: Deactivate
Action: Approved
- i) Post-Baccalaureate Initial Certification in Secondary Political Science Education (Non-degree Initial Certification)
Request: Deactivate
Action: Approved
- j) Post-Baccalaureate Initial Certification in Secondary Broad Field Science Education (Non-degree Initial Certification)
Request: Deactivate

Action: Approved

- k) Post-Baccalaureate Initial Certification in Secondary Business Education (Non-degree Initial Certification)

Request: Deactivate

Action: Approved

- 2) Department: Clinical and Professional Services

- a) Program: Post-Baccalaureate Initial Certification in School Counseling (Non-degree Initial Certification)

Request: Deactivate

Action: Approved

- b) Program: Endorsement - English to Speakers of Other Languages (ESOL)

Request: Deactivate

Action: Approved

- C) Richards College of Business

- 1) Department: Marketing and Real Estate

- a) Program: Master of Business Education (Master of Education)

Request: Terminate

Action: Approved

- b) Program: Ed.S. with a major in Business Education (Ed.S.)

Request: Terminate

Action: Approved

Committee V: Faculty Development Committee (Chair, Michael Keim)

Action Item

- A) Motion: The Faculty Development Committee proposes that the Senate approve editorial changes to the Faculty Handbook 103.06 ([See Addendum IV](#)).

Preamble: Under Section 100 - BASIC POLICIES AND PROCEDURES OF GENERAL APPLICABILITY TO FACULTY, we propose to discontinue the use of 103.0602 - Self-Evaluation of Teaching Methods and Effectiveness form and submit the resulting editorial changes to 103.06.

- B) Motion: The Faculty Development Committee proposes changes to the Faculty Handbook in the following sections ([See Addendum V](#)):

- 1) 104.0601 General Policy Statement, F. 2. Components of the Evaluation, 2. Evaluation Report, & G. Post-Evaluation Conference with the Faculty

- 2) 104.0602 Dean Evaluation Questionnaire

Committee VI: Strategic Planning Committee (Chair, Rob Sanders)

Action Item: ([See Addendum VI](#))

A) Motion: To adopt the new revised Quality Enhancement Plan Concept Statement and Learning and Operational Outcomes as recommended by the Strategic Planning Committee.

5. Old Business

6. New Business

7. Announcements

8. Adjournment

Addendum I

**University of West Georgia
Faculty Senate Meeting
Minutes—Draft**

Dec. 7, 2012

1. Meeting convened in room 1-303 of the Technology-enhanced Learning Center and called to order by Jeff Johnson, Chair
2. Roll Call

Present

Banford, Basu-Dutt, Velez-Castrillon (substitute for DeFoor), Deng, DeSilva, Farmer, Moon (substitute for Gant), Geisler, Gezon, Hasbun, Haynes, Hooper, Jenks, Kassis, Keim, Kilpatrick, Kramer, Leach, Lloyd, Mayer, Moffeit, Morris, Noori, Packard, Parrish, Penceo, Ponder, Riker, Ringlaben, Robinson, Rutledge, Schaefer (substitute for Sanders), Schroer, Skott-Myhre, Smith, Thompson, Van Valen, Welch, Willox, Yeong,

Absent

Blair, DeNie, Erben, Halonen-Rollins, Pitzulo, Popov, Samples, Vasconcellos.

3. Motion made for addition of the following items to the agenda:
 - a. Themed years Report-Linda Haynes
 - b. SACS update-Jon Anderson

Motion to add items was approved by voice vote.

4. Approval of the minutes of the November 16th meeting

Minutes approved as read by unanimous consent.

5. Committee Reports

**Committee I: Undergraduate Programs (Chair, Jim Mayer)
Action Items:**

- A) College of Arts and Humanities
 - 1) Department of English and Philosophy
 - a) Minor in Religion
Request: Modify
Action: Approved

Item approved by voice vote.

- B) College of Sciences and Mathematics
 - 1) Department of Biology
 - a) Bachelor of Science with a Major in Biology
 - Request: Modify
 - Action: Approved

Item approved by voice vote.

- C) School of Nursing
 - a) Bachelor of Science in Nursing: RN to BSN (Rome/GA Highlands)
 - Request: Deactivate
 - Action: Approved

 - b) Bachelor of Science in Nursing: RN to BSN (Dalton State)
 - Request: Terminate
 - Action: Approved

Items C.a and b approved by voice vote.

- c) NURS 3303
 - Request: Add
 - Action: Approved

Item approved by voice vote.

D) General Proposal (See [Attachment I](#))

Make the following addition to “UWG Shared Governance Procedures for Modifications to Academic Programs,” Item number 4, third bullet:

Minor modifications to courses including: course name, description, course learning outcomes, course deletions (with the exception of Core courses) and prerequisites within a college or school.

Concerns raised: These items would not go through the senate at all and could potentially catch other programs unaware.

Motion carried by voice vote with one dissenting voice.

Information Items:

- A) Richards College of Business
 - a) Bachelor of Science in Education with a major in Business Education
 - Request: Terminate
 - Action: Approved

Committee II: Graduate Programs (Chair, Mark S. Parrish)

Action Items:

- A) College of Arts and Humanities
 - 1) Department of History
 - a) HIST-5285 Special Topics in European History (Originator: D. Williams)
Request: Add
Action: Approved
 - b) HIST-5385 Special Topics in World History (Originator: D. Williams)
Request: Add
Action: Approved

Items approved by voice vote.

- B) Graduate Policy revision Proposal (See [Attachment II](#))
Preamble: Committee addressed ambiguity in wording and responsible parties in the Graduate Faculty Approval Policy.

Proposal: Committee recommends revisions to the Graduate Faculty Approval Policy.

Item approved by voice vote.

Committee IV: Academic Policies Committee (Chair, David Leach)

Action Item:

Preamble: This change is addressing the absence of such a policy as required by SACS (see attached). We are not currently in compliance.

Motion: The Academic Policies and Procedures committee requests that the faculty senate adopt the following policy on the definition of a credit hour.

Policy Text:

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks.

For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice.

Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

Item approved by voice vote.

Committee was thanked for their work on this.

6. Announcements

a. Themed years Report-Linda Haynes

Themed Years ad hoc Committee report outlined the variety of ways that themed years could be implemented and funded. Haynes also thanked Minna Rollins for her leadership on the committee's work.

b. The SACS Liaison, Dr. Jon Anderson, reminded the senate that all senate committees will be engaged in reviewing the compliance certificate during the spring semester. Assignments will be distributed in mid January with a completion date of mid March.

c. Salary Study information will be circulated in the new year.

7. Adjournment

Attachment I

UWG Shared Governance Procedures for Modifications to Academic Programs

Many changes also need approval by the BOR, SACS, and/or specialized accreditors prior to implementation.

This document only addresses the UWG internal approval process.

The Provost serves as the Chief Academic Officer for the Institution. As such, all changes to programs and courses need approval of the Provost. The Dean, serving under the Provost, serves as the Chief Academic Officer for the college or school of his or her appointment. It is the responsibility of both the Dean and members of the faculty to engage in improvements and innovations in pedagogy, curriculum, and programming in an effort to increase student learning. Many of these changes should flow naturally out of market conditions, environments, national norms, and data collected and analyzed through the assessment of student learning outcomes.

The process for new or modified academic programs and curriculum normally (but not exclusively) initiates within a college or school. As such, it is the responsibility of the Dean and Chief Academic Officer of the college or school to manage the curriculum creation/modification process within their area of appointment. Each college or school has the opportunity to define internal processes for the creation and modification of curriculum and academic programs, within the boundaries of UWG and BOR policy and procedures.

When the creation or modification of an academic program or curriculum is approved by the Dean, many changes should also be submitted for consideration by the faculty senate and its committees, while others should be reported directly to the Office of the Provost and Vice President for Academic Affairs.

The process of notification and approval for the creation/modification of academic programs and curriculum is outlined below:

1. The following are **actions items** by the Senate and appropriate Senate Subcommittees:
 - New academic programs and new courses (degrees, majors, minors, concentrations, certificates, etc...)
 - Changes to a course level (i.e. changing from 3000 to 4000 level)
 - Adding to or removing a course from the Core Curriculum
 - Changes to course prerequisites that span across colleges
 - Modifying the requirements to complete an academic program, including core curriculum
 - New or modified concentrations within a degree program
2. The following are **information items** for the Senate:
 - Modifications to XIDS courses (Action Item by the Committee)
 - Changes in admission standards for an academic program
 - Suspending (deactivating) or eliminating (terminating) academic programs
 - Offering an existing academic program more than 95% online
 - Offering an approved academic program more than 50%, but less than 95% online
3. The following are **reviewed by the Senate graduate and undergraduate programs** committees to assure quality of academic programs
 - Comprehensive Program Reviews
 - Academic program and core curriculum learning outcome assessments
4. The following are **not items considered** by the Senate and should be reported directly to office of the Provost:
 - Modifications/additions/deletions to existing academic program learning outcomes, excluding core curriculum
 - Offering less than 25% or 25-50% of an academic program at an off-site location or online (separate notifications for each change)

- Minor modifications to courses including : course name, description, course learning outcomes, course deletions (with the exception of Core courses) and prerequisites within a college or school
- Creation or modifications of assessment artifacts
- Moving an approved course to online delivery (including both “D” and “N” sections)
- Modifications/additions/deletions of pre-major programs

Attachment II

{Approved by Faculty Senate, Dec. 7, 2012}

Graduate Faculty Approval Policy

GRADUATE FACULTY APPOINTMENT

The Graduate Faculty shall consist of tenure-track and tenured members of the General Faculty with the rank of assistant professor, associate professor and/or professor, who have been recommended for appointment by their respective academic administrator (i.e. department chairs, academic program directors and heads), and approved by the appropriate Dean of their respective college/school.

Requisites for appointment shall normally be as follows:

Regular Graduate Faculty Appointment

- Full-time tenured/tenure track faculty status with a rank of at least assistant professor
- Current/Up-to-Date curriculum vitae
- Earned doctorate or equivalent
- Published works and/or recognized accomplishments in research and/or teaching
- Recommendation for appointment by the appropriate respective academic administrator
- Approval of *Regular Graduate Faculty* appointment is given by the appropriate Dean of the respective college/school

Limited-Term Graduate Faculty Appointment

- Part-time, one-year, emeritus, Web MBA, or visiting with a rank of at least assistant professor
- Current/Up-to-Date curriculum vitae
- Earned doctorate or equivalent
- Published works and/or recognized accomplishments in research and/or teaching
- Statement describing the special expertise that the faculty member brings to the graduate program and the faculty members qualifications that contribute to the work and progress of graduate students
- Recommendation for Limited-Term Graduate Faculty appointment by the appropriate respective academic administrator department/program head or academic dean
- Approval of Limited-Term Graduate Faculty appointment is given by the appropriate Dean of the respective college/school
- Faculty in this category may serve as a member or as a co-chair, but not as chair, on graduate student committees (dissertation, thesis, or similar) and teach graduate courses

Permission to Teach (Does not constitute Graduate Faculty Appointment)

- Non-tenure track full-time faculty (ranked, lecturer, senior lecturer), part-time faculty, and adjunct faculty may be reviewed for permission to teach a graduate class(es)
- Current/Up-to-Date curriculum vitae
- No earned terminal degree
- In-lieu-of a terminal degree the candidate must demonstrate 1) exceptional scholarly activity or professional experience, 2) experience teaching graduate level classes, or 3) high potential for effective teaching at the graduate level as evidenced by undergraduate teaching record, scholarly activity or professional experience in a particular area related to the course or other assignment
- In accordance with SACS 3.7.1.e., justification must be given for any faculty member who does not meet eligibility criteria for Regular Appointment. The justification must address the following:
 - Department/program need
 - Special expertise that the faculty member brings to the graduate program
 - Qualifications that contribute to the work and progress of graduate students

- Expected duties of the candidate
- Recommendation for Permission to Teach by the appropriate respective academic administrator department/program head or academic dean
- Approval for Permission to Teach is given by the appropriate Dean of the respective college/school

Process

1. Timeline
 - a. A request for *Regular Graduate Faculty Appointment* is submitted with appointment; renewal is automatic upon award of tenure or completion of post-tenure review
 - b. A request for *Limited-Term Graduate Faculty Appointment* is submitted with appointment and renewed annually
 - c. Upon recommendation from the respective academic administrator, the appropriate Dean of the college/school holds authority to rescind graduate faculty status as appropriate
 - d. Requests for *Permission to Teach* are to be submitted annually and/or prior to the semester in which the faculty member will be teaching a graduate course
2. The respective academic administrator recommends faculty members for *Regular Graduate Faculty Appointment*, *Limited-Term Graduate Faculty Appointment*, or *Permission to Teach* by completing the standardized "Request for Appointment in the Graduate Faculty" form and supplying appropriate supportive documents, including:
 - Current/Up-to-Date curriculum vitae
 - Justification of special expertise or qualifications as indicated
 - Other information as requested above
3. The appropriate respective academic administrator forwards the request form and supporting documentation to the appropriate Dean of the appropriate college/school
4. Upon recommendation of the appropriate respective academic administrator, the appropriate Dean of the College/School considers each faculty member's materials and renders a decision for approval or disapproval for *Regular Graduate Faculty Appointment*, *Limited-Term Graduate Faculty Appointment*, or *Permission to Teach*
 - Should there be a question concerning the applicant's recommendation by the Dean of the appropriate college/school, that Dean may forward the request form and supporting materials to the Graduate Programs Committee for review and recommendation
 - Each College/School will send approved request forms and supporting documentation to Faculty Records in the Provost's Office for archiving

Addendum II

Program View Request (Read-Only)		
Originator		
College of Arts and Humanities <small>College</small>	Music Department <small>Department</small>	Hibbard, Kevin R. <small>Originator</small>
Action		
<input type="radio"/> Add <input checked="" type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate		
Modifications		
<input type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Modification Details Senate Review Not Required		
Program Selection		
College of Arts and Humanities <small>College</small>	Bachelor of Music with a Major in Composition <small>Program</small>	
Bachelor of Music with a Major in Composition <small>Program Name</small>	On Campus <small>Program Location</small>	Undergraduate <small>Degree Level</small>
Bachelor of Music <small>Degree Name</small>	Fall <small>Effective Semester/Year</small>	2013
Modification Details		
Delete: MUSC 4941: Half Recital (0) • Add: MUSC 4944: Half Composition Recital (2) • Delete: MUSC 4942: Full Recital (0) • Add: MUSC 4945: Full Composition Recital (2) • (Max 4000 characters)		
Rationale		
This is to correct an error in the catalog and restore the program to that approved at the time of its original Program Approval. For other BM degree programs, 5 credit hours were moved from MUSC 4941 and 4942 to MUSC 4944. This was not intended for the BM in Composition. In 2010, MUSC 4944 (Max 4000 characters)		
Planning Info		
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? NO (See Policy) Present or Projected Annual Enrollment: 6		
Comments		
A Program Modification to change the title of this degree to Bachelor of Music in Composition was approved in 2012. (Max 4000 characters)		
College Approvals		
Randy J. Hendricks [APPROVED 2013-01-25] Dean, College of Arts and Humanities Kevin R. Hibbard [APPROVED 2013-01-18] Chair, Course Department		
Cross Listing Approvals		
N/A Chair, Cross Listed Department N/A Associate Dean, Cross Listed College		
Other Approvals		
Final Approval		
Jon Anderson [REQUIRED] Chair, Faculty Senate		

Course Update Request (Add, Delete, Modify)						
Originator						
History Department	College of Arts and Humanities	Hebert, Kelth				
Department	College	Originator				
Action		Modifications				
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="text" value="Senate Action Item"/> (See Procedure)				
Course Details						
HIST	4010	Teaching Methods for History				
Prefix	Number	Course Title				
<p>This course is intended to introduce students to the practice of teaching history. It is designed to help students succeed as history educators. We will focus on developing the skills necessary to teach history effectively by incorporating the latest scholarship with the newest technological innovations and pedagogical strategies. We will also work with primary sources, identifying exceptional sources and developing strategies for students to engage these sources. This course will devote special attention to developing teaching strategies for students enrolled in middle grades (6-8) and high school (9-12). Students will also learn to use the Georgia and National Performance Standards (Common Core) to develop history curriculum.</p>						
Course Catalog Description						
3		3	Fall - 2013	Yearly	Letter Grade	
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading	
Prerequisites			Corequisites			
HIST 1111, HIST 1112, HIST 2111, HIST 2112, HIST 2302						
Rationale						
A majority of the University of West Georgia History majors plan to pursue a career in teaching. While the College of Education offers methods courses for social studies teachers and the Department of History offer courses on historical methods, these courses do not provide students with an opportunity to apply pedagogical methods to their newfound understanding of the study of history. This course will provide future educators with an opportunity to test pedagogical methods under the supervision of a history content field expert. This course should assist future teachers with their intellectual and professional development.						
Planning Info			Comments			
<input checked="" type="radio"/> Library Resources are Adequate						
<input type="radio"/> Library Resources Need Enhancement						
Is this a SACS substantive change? ? (See Policy)						
Present or Projected Annual Enrollment: 35						
College Approvals			Cross Listing Approvals			
Howard Goodson [APPROVED 2012-09-24]			N/A			
Chair, Course Department			Chair, Cross Listed Department			
Randy J. Hendricks [APPROVED 2013-01-25]			N/A			
Dean, College of Arts and Humanities			Associate Dean, Cross Listed College			
Other Approvals			Final Approval			
James R. Mayer [APPROVED 2013-01-31]			Jon Anderson [REQUIRED]			
Chair, Undergraduate Academic Programs Committee			Chair, Faculty Senate			

HIST 4010: Teaching Methods for History

Dr. Keith S. Hebert

University of West Georgia

Fall 2013 Semester

khebert@westga.edu

Course Description

This course is intended to introduce students to the practice of teaching history. It is designed to help students succeed as history educators. We will focus on developing the skills necessary to teach history effectively by incorporating the latest scholarship with the newest technological innovations and pedagogical strategies. We will also work with primary sources, identifying exceptional sources and developing strategies for students to engage these sources. This course will devote special attention to developing teaching strategies for students enrolled in middle grades (6-8) and high school (9-12). Students will also learn to use the Georgia and National Performance Standards (Common Core) to develop history curriculum.

Learning Outcomes

Students who successfully complete this course will:

1. Familiarize themselves with the latest pedagogical practices and be able to understand how those practices have evolved and are used in the classroom;
2. Be able to identify exceptional primary sources on a variety of historical topics;
3. Be able to develop strategies to engage students using primary source materials;
4. Develop lesson planning and classroom management skills that advance the teaching of history;
5. Develop skills to foster a sense of historical consciousness among students;
6. Improve oral presentation skills;
7. Improve writing skills;
8. Familiarize themselves with state and national curriculum standards and develop strategies to effectively teach these required topic specific subjects;
9. Develop an extensive lesson that incorporates an understanding of primary and secondary sources on a given topic and present this lesson in a classroom setting;
10. Develop strategies to improve student critical thinking skills;
11. Develop advanced research skills and become familiar with a wide variety of educational resources;
12. Develop basic technological skills that can be used to deliver historical content;
13. Develop professional networks for improving teacher quality and performance.

Students with Disabilities

Students with disabilities that might affect their course performance should consult with the course professor as soon as possible. Students seeking accommodations must provide documentation from the University of West Georgia Disability Service Office. Do not wait until the end of the semester to inform me of your disability. I cannot retroactively change anything related to your course performance regardless of your disability. It is a student's responsibility to inform the professor.

Academic Honesty Policy

Any student who turns in work that was produced by another person, whether accidentally or purposely, will receive a failing grade in this course. It is a student's responsibility to understand what does and does not constitute plagiarism and academic dishonesty. The Department of History has approved a statement on plagiarism. Students should consult this [statement](#) for additional information regarding academic dishonesty.

Required Materials

1. Bruce A. Lesh, *Why Won't You Just Tell Us the Answer: Teaching Historical Thinking in Grades 7-12.*
2. Heidi Roupp, *Teaching World History in the 21st Century: A Resource Book.*
3. S.G. Grant, *Teaching History with Big Ideas: Cases of Ambitious Teachers.*
4. Mark Williams, *Exploring World History: Ideas for Teachers*
5. Gary Nash, *History on Trial*

Course Assessments

- | | |
|---|----------------------------|
| 1. Classroom Teaching Exercise: | 40 percent of class grade |
| 2. Technology Exercise: | 20 percent of class grade |
| 3. Teaching History Using Historic Sites Exercise: | 20 percent of class grade |
| 4. Teaching History Using Primary Sources Exercise: | 20 percent of class grade |
| 5. Active Class Participation (Required) | Pass/Fail for the semester |

Course Assessment Descriptions

1. Classroom Teaching Exercise: Students will develop a lesson plan selected from a unit found in either the national common core or the state performance standards. Students will then teach the class their prepared lesson. The presentation must not exceed 20 minutes in length. Additional instructions and assignment guidelines will be distributed in class.

2. **Technology Exercise:** Students will use technology to deliver historical content using a unit found in either the national common core or the state performance standards. Additional instructions and assignment guidelines will be distributed in class.
3. **Teaching History Using Historic Sites:** Students will identify a local historic site and develop a plan to incorporate this site into their delivery of historical content using a unit found in either the national common core or the state performance standards. Additional instructions and assignment guidelines will be distributed in class.
4. **Teaching History Using Primary Sources Exercise:** Students will identify an exceptional primary source that relates to a unit found in either the national common core or the state performance standards. Students will then develop a plan to deliver historical content and to promote a class discussion of this document. Students will engage the class in a discussion of their primary source and provide the instructor with a detailed plan for analyzing the document and promote an in-depth discussion of its contents. Additional instruction and assignment guidelines will be distributed in class.

Course Schedule

WK1: What is history?

Assigned Readings:

1. Selections from John Gaddis, *Landscape of History*
2. Selections from Marc Bloch, *The Historian's Craft*
3. Selections from R.G. Collingwood, *The Idea of History*
4. Selections from James Loewen, *Lies Across America*
5. Selections from Gary Nash, *History on Trial*

WK2: History on Trial

Assigned Reading:

1. Gary Nash, *History on Trial*

WK3: Locating, analyzing, and teaching primary source materials

Assigned Readings:

1. Selections from *The Information Literate Historian*
2. Selections from *History Matters*
3. Selections from Virtual Jamestown
4. Selections from The Valley of the Shadow
5. Selections from Veterans History Project
6. Selections from The Library of Congress

WK4: Teaching History: Case Studies

Assigned Readings:

1. S.G. Grant, *Teaching History with Big Ideas: Cases of Ambitious Teachers*

WK5: Teaching History: Strategies I

Assigned Readings:

1. Selections from Bruce A. Lesh, *Why Won't You Just Tell Us the Answer: Teaching Historical Thinking in Grades 7-12.*

WK6: Teaching History: Strategies II

Assigned Readings:

1. Selections from Bruce A. Lesh, *Why Won't You Just Tell Us the Answer: Teaching Historical Thinking in Grades 7-12.*

WK7: Teaching History using Historic Sites

Assigned Readings:

1. Selections from James Loewen, *Lies Across America*
2. Selections from Edward Linenthal, *Sacred Ground*
3. Selections from the National Register of Historic Places

WK8: Teaching History using Historic Sites

I will take the class on a tour of a local historic site during this period to demonstrate on site instructional methods for using historic sites to teach the curriculum.

WK9: World History Methods

Assigned Readings:

1. Selections from Mark Williams, *Exploring World History: Ideas for Teachers*
2. Selections from Heidi Roupp, *Teaching World History in the 21st Century: A Resource Book*

WK10: World History Methods

Assigned Readings:

1. Selections from Mark Williams, *Exploring World History: Ideas for Teachers*
2. Selections from Heidi Roupp, *Teaching World History in the 21st Century: A Resource Book*

WK11: Integrating Technology

Assigned Readings:

1. Selections from Roy Rosenweig, *Digital History*
2. Selections from George Mason University Center for History and Digital Media

WK12: Class Presentations

WK13: Class Presentations

WK14: Class Presentations

Final Exam Period: Class Presentations

Course Update Request (Add, Delete, Modify)						
Originator						
Anthropology Department <small>Department</small>		College of Social Sciences <small>College</small>		Gezon, Lisa <small>Originator</small>		
Action		Modifications				
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments Senate Action Item (See Procedure)				
Course Details						
ANTH <small>Prefix</small>	4130 <small>Number</small>	Medical Anthropology <small>Course Title</small>				
This course provides a general introduction to concepts in medical anthropology, considering health, illness and healing from a biocultural standpoint. Topics covered include cross-cultural understandings of mental and physical health issues, global perspectives on health, and careers in medical anthropology.						
<small>Course Catalog Description</small>						
3 <small>Lec Hrs</small>	0 <small>Lab Hrs</small>	3 <small>Credit Hrs</small>	Fall - 2013 <small>Effective Term</small>	Other <small>Frequency</small>	Letter Grade <small>Grading</small>	
Prerequisites			Corequisites			
None						
Rationale						
This course has been taught successfully as a special topics course and will continue to be taught.						
Planning Info			Comments			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? ? (See Policy) Present or Projected Annual Enrollment: 35						
College Approvals			Cross Listing Approvals			
Heather Mbaye [APPROVED 2012-12-04] Coordinator, COSS Executive Committee			N/A Chair, Cross Listed Department			
Lisa Gezon [APPROVED 2012-11-09] Chair, Course Department			N/A Associate Dean, Cross Listed College			
Other Approvals			Final Approval			
James R. Mayer [APPROVED 2013-01-31] Chair, Undergraduate Academic Programs Committee			Jon Anderson [REQUIRED] Chair, Faculty Senate			

ANTH 4885 (01) Special Topics: Medical Anthropology

Instructor: Dr. Lisa Gezon (lgezon@westga.edu)

Class meets: T Th 11-12:15 ANTH Room 12

Office Hours: Tues: 1-3:30; Thurs 2-3:30; Anthropology Building Rm. 10
--or by appointment.

Note: You are advised to make an appointment, even if it is during posted office hours.
Also, feel free to drop in any time my door is open.

(Note: the syllabus is merely a guide and is subject to change at any point.

Changes will be announced in class and/or on CourseDen. It is your responsibility to find out about the changes and to read your CourseDen messages regularly—meaning several times a week. Any changes to the syllabus announced on CourseDen are binding.)

Course Description:

This course provides a general introduction to concepts in medical anthropology, considering health, illness and healing from a biocultural standpoint. Topics covered include cross-cultural understandings of mental and physical health issues, global perspectives on health, and careers in medical anthropology.

Required Text:

Singer, Merrill and Hans Baer. 2007. *Introducing Medical Anthropology: A Discipline in Action*. Alta Mira press.

Coursepack of readings available at the bookstore; electronic copies available on CourseDen.

Learning Outcomes (LO—see Undergraduate Catalog) and Course Objectives:

The primary objectives of the course are that the students may:

1. identify the basic concepts, approaches, and areas of inquiry of medical anthropology;
2. apply medical anthropological insights to their own lives and understandings of career options
3. engage in processes of critical thinking
4. demonstrate an increase their global awareness

Required Readings and Assignments: (may be altered over the course of the semester)

The readings must be done before class on the day for which they are assigned.

BASIC CONCEPTS

Week 1 (8/23-25):

Singer and Baer chapter 3: What is Health?

Miller, Franklin G. and Ted J. Kaptchuk. 2008. The Power of Context: Reconceptualizing the Placebo Effect. *Journal of Research in Social Medicine* 101:222-225.

Hahn, Robert A. 2010. The Nocebo Phenomenon. IN Above pp. 142-147.

Hunt, Linda M. Strategic Suffering: Illness narratives as social empowerment among Mexican cancer patients. IN Above Pp. 162-171.

Inhorn, Marcia. 2010. Genital Herpes: An ethnographic inquiry into being discreditable in American society. IN Above pp. 339-345.

[[Cite at least 4 total readings. Questions: 1. What does it mean to say that health systems have a cultural element? What parts of health are culturally based? Provide examples. 2. Why is the placebo effect important to Medical Anthropology, and to medicine in general? Give examples.]]

INTRODUCE: Project: Illness narrative (3-4 pages, based on an interview)

INTRODUCE: Project: Ethnomedicine/CAM/Drugs case study (4-5 page paper, based on 3-4 sources; may be based on original research, which counts as one source)

Week 2 (8/30-9/1): Methods and Ethics

Singer and Baer chapter 2: What Medical Anthropologists Do?

Joralemon, Donald. 2010. Anthropology and Medical Ethics. IN *Exploring Medical Anthropology*, 3rd edition. Upper Saddle River, NJ: Prentice Hall. Pp. 104-119.

Scheper-Hughes, Nancy. 2006. Keeping an Eye on the Global Traffic in Human Organs. IN *Health and Healing in Comparative Perspective*, ed. E. Whitaker. Upper Saddle River, NJ: Prentice Hall. Pp. 563-568.

Kendall, Carl, et al. 2010. Ethnomedicine and Oral Rehydration Therapy. IN *Understanding and Applying Medical Anthropology*, 2nd edition, Peter J. Brown and Ron Barrett, eds. McGraw-Hill: NY, NY. Pp. 437-444.

Sargent, Carol. 2009 Speaking to the National Healthcare Crisis. *Medical Anthropology Quarterly* 23(3):342-349.

[[Cite at least 4 total readings: 1-Discuss some of the key ethical questions medical anthropologists face, citing examples. 2.-Which methods sound useful to you for studying illness and disease? How might you choose different methods depending on what you want to know (your research questions)? Give examples.]]

Week 3 (9/6-8): Theory; Paleopathology

Singer and Baer chapter 1: Why Have a Medical Anthropology?

Armagelos, George. 2010. Health and Disease in Prehistoric Populations in Transition. IN *Understanding and Applying Medical Anthropology*, 2nd edition, Peter J. Brown and Ron Barrett, eds. McGraw-Hill: NY, NY Pp. 50-60.

Langer, William L. 1964. The Black Death. *Scientific American* 210(2): 114-119.

Bower, Bruce. 2002. Care-Worn Fossils. *Science News* 162(21):328-330.

Brewelheide, Kari and Douglas Owsley. 2007. Written in Bone: Reading the Remains of the 17th Century. *AnthroNotes* 28(1):1-7.

[[How is medical anthropology relevant to and useful for understanding the past? Which subdisciplines in anthropology does it draw from and contribute to? Provide examples.]]

MEDICAL SYSTEMS IN CULTURAL CONTEXT

Week 4 (9/13-15): Evolutionary Medicine

Boyd Eaton, S. et al. 2010. Evolutionary Health Promotion. IN *Health and Healing in Comparative Perspective*, ed. E. Whitaker. Upper Saddle River, NJ: Prentice Hall. Pp.174-186.

Brown, Peter J. 2010. Cultural Adaptations to Endemic Malaria in Sardinia. IN *Understanding and Applying Medical Anthropology*, 2nd edition, Peter J. Brown and Ron Barrett, eds. McGraw-Hill: NY,NY Pp. 70-83.

Moffat, Tina. 2010. The "Childhood Obesity Epidemic": Health crisis or social construction? *Medical Anthropology Quarterly* 24(1):1-21.

Optional/Grad Student: Brown, Peter J. and Melvin Konner. 2010. An Anthropological Perspective on Obesity. IN Above Pp. 412-423.

[[Cite at least 4 of the above pieces: Question: How is an evolutionary framework useful for understanding health issues, both in the past and present? Provide examples.]]

Week 5 (9/20-22): Anthropology and Public Health

Nichter, Mark. 2008. Chapter 1: Introduction (1-21—optional: read the endnotes as they interest you); Chapter 3: Why is Research on Local Illness Categories Important? (69-83—same on footnotes). IN *Global Health: Why Cultural Perceptions, Social Representations, and Biopolitics Matter*. Tuscon, AZ: University of Arizona Press.

Schoenberg, Nancy E. et al. 2009. Situating Stress: Lessons from Lay Discourses on Diabetes. IN *Anthropology and Public Health: Bridging Differences in Culture and Society*, 2nd edition, eds. Robert A. Hahn and Marcia C. Inhorn.. NY, NY: Oxford University Press. Pp.94-113.

Kalafonos, Ippolytos Andreas. 2010 "All I eat is ARVs": The Paradox of HIV Treatment Interventions in Central Mozambique. *Medical Anthropology Quarterly* 24(3):363-380.

Farmer, Paul. 2010. Social Inequalities and Emerging Infectious Diseases. IN *Understanding and Applying Medical Anthropology*, 2nd edition, Peter J. Brown and Ron Barrett, eds. McGraw-Hill: NY,NY Pp. 84-92.

[[Cite at least three of the above pieces: Questions: What is public health? How is anthropology important to it? Provide examples.]]

Week 6 (9/27-29): Exam; Biomedical Contexts

****EXAM 9/27****

Berlin, Elois Ann and William C. Fowkes, Jr. 2010. A Teaching Framework for Cross-Cultural Health Care. IN *Understanding and Applying Medical Anthropology*, 2nd edition, Peter J. Brown and Ron Barrett, eds. McGraw-Hill: NY,NY. Pp. 277-283.

Taylor, Janelle S. 2010. Confronting "Culture" in Medicine's "Culture of no Culture" IN Above. Pp. 284-289.

Kleinman, Arthur and Peter Benson. 2010. Anthropology in the Clinic. IN Above. Pp. 290-296.

Kleinman, Arthur M. Medicine's Symbolic Reality. IN *A Reader in Medical Anthropology*, eds. Byron J. Good et al. Malden, MA: Wiley-Blackwell. pp. 85-90.

Guest Speaker: Dr. Howard Seeman, gastroenterology and internal medicine (undergraduate anthropology major!)

[[Cite at least three: How is the biomedical clinic an example of an ethnomedicine? Does it have its own 'culture'? Examples?]]

Week 7 (10/4-6): Healers, Healing, and Belief; Cultural Construction of Ill Health

Singer and Baer chapter 4: Ethnomedicine

Singer and Baer chapter 5: Plural Medical Systems

Evans-Pritchard, E.E. 2010 [1937]. The Notion of Witchcraft Explains Unfortunate Events. IN *A Reader in Medical Anthropology*, eds. Byron J. Good et al. Malden, MA: Wiley-Blackwell. Pp. 18-25

Levi-Strauss, Claude. 2010 [1963] The Sorcerer and His Magic. IN *Understanding and Applying Medical Anthropology*, 2nd edition, Peter J. Brown and Ron Barrett, eds. McGraw-Hill: NY, NY Pp. 124-132.

Strathern, Andrew and Pamela J. Stewart. 2010. Chapter 6: Medical Pluralism. IN *Curing and Healing: Medical Anthropology in global perspective*, 2nd ed. Durham, NC: Carolina Academic Press. Pp. 97-114.

Grad Students/Optional for others: Knox, Justin R. 2010. Exploring the Potential for a Culturally-Relevant HIV Intervention Project: A Swazi Example. *Anthropology and Medicine* 17(4):87-98.

[[Refer to at least 4 total readings: What is medical pluralism? How are healers and healing practices different cross-culturally? Why is culture important in health and healing? Give examples.]]

****ILLNESS NARRATIVE PAPERS DUE 10/4****

Week 8 (10/11-13): Biomedicine and "Alternative Medicine" in Western Contexts

MUST READ BY TUES!! Snyderman, Ralph and Andrew T. Weil. 2002. Integrative Medicine: Bringing Medicine Back to Its Roots. *Archives of Internal Medicine* 162: 395-397.

FOR THURS: Agdal, Rita. 2005. Diverse and Changing Perceptions of the Body: Communicating Illness, Health, and Risk in an Age of Medical Pluralism. *The Journal of Alternative and Complementary Medicine* 11(supplement 1): 67-75.

Freedman, David H. 2011. The Triumph of New-Age Medicine. *The Atlantic Monthly* July-August: 90-100.

Shea, Jeanne L. 2006. Applying Evidence-Based Medicine to Traditional Chinese Medicine: Debate and Strategy. *The Journal of Alternative and Complementary Medicine* 12(3):255-263.

Stevens, Laura et al. 2007. Promising Implications for Integrative Medicine for Back Pain: A Profile of a Korean Hospital. *The Journal of Alternative and Complementary Medicine* 13(5):481-484.

[[Refer to at least 4 readings: What is Complementary and Alternative Medicine? What are some specific examples? What are the debates surrounding them in the U.S.? How successful are these? What do you think is their future for healthcare in the U.S.? What do they tell us about the culture of Western biomedicine?]]

10/11 – SPEAKER: Dr. John Kim

NOTE: October 14 is the last day to drop with a W.

Week 9 (10/18-20): Mental Health

Killingsworth, Ben, et al. 2010. A Care-Full Diagnosis: Three Vietnamese Australian Woman and Their Accounts of Becoming “Mentally Ill.” *Medical Anthropology Quarterly* 24(1):108-123.

McKinney, Kelly A. and Brian G. Greenfield. 2010. Self-compliance at “Prozac campus’. *Anthropology and Medicine* 17(2):173-185.

Peglidou, Athena. 2010. Therapeutic Itineraries of ‘Depressed’ Women in Greece: Power Relationships and Agency in Therapeutic Pluralism. *Anthropology and Medicine* 17(1):41-57.

Grad student/Optional for others: Good, Byron J. and Mary-Jo DeVecchio Good. 2010. Amuk in Java: Madness and Violence in Indonesian Politics. IN *A Reader in Medical Anthropology*, eds. Byron J. Good et al. Malden, MA: Wiley-Blackwell. pp.473-480.

[[To what extent are mental illnesses culture bound syndromes? In other words, how are mental illnesses highly culturally sensitive? Take depression as an example, from the readings. Are Western categories of mental illness universally relevant? Provide examples from at least 3 of the readings.]]

****SPEAKER: Karen Sifton or Roger Hornsby****

PSYCHOTROPIC DRUGS IN CULTURAL AND GLOBAL PERSPECTIVE

Week 10 (10/25-27):

Goode, Eric. Chapter 2: Drugs: A Pharmacological Perspective. IN *Drugs in American Society*, 7th edition. McGraw-Hill Higher Education: NY, NY. pp. 29-57.

Weil, Andrew and Winifred Rosen. 2004. Chapters 2-4 IN *From Chocolate to Morphine: Everything you need to know about mind-altering drugs*. Houghton Mifflin Co.: Boston, MA. Pp. 10-29.

MacRae, Edward. 2004. The Ritual Use of Ayahuasca by Three Brazilian Religions. IN *Drug Use and Cultural Contexts ‘Beyond the West.’* Free Association Books: London, UK. Pp. 27-45.

Grad Student: Optional for others: Heath, Dwight B. 2004. Camba (Bolivia) Drinking Patterns: Changes in Alcohol Use, Anthropology and Research Perspectives. IN *Drug Use and Cultural Contexts ‘Beyond the West.’* Free Association Books: London, UK. Pp. 119-136.

[[What is a ‘drug’? Are mood and behavior-altering drugs good or bad for people? The answer is probably “it depends.” But on what? Provide examples from at least 3 readings, including Goode and MacRae.]]

Week 11 (11/1-3): Drug Wars

Singer, Merrill 2008. Chapter 2: Global Drug Capitalism IN *Drugs and Development*. Waveland Press. Pp. 19-36. [Optional: Also read chapter 3: The Impacts of Drugs on Development]

Chien et al. 2000. The Drug War in Perspective. IN *Dying for Growth: Global Inequality and the health of the poor*. Common Courage Press: Monroe, ME. Pp. 293-327.

Report of the Global Commission on Drug Policy. 2011, June. *War on Drugs*. Downloaded from www.globalcommissionondrugs.org

Grad Students/Optional for others: Gezon, Lisa L. (2010) "Leaf of Paradise or Aid to Terrorism?: Cultural Constructions of a Drug Called Khat" In E. P. Durrenberger and S. Erem, eds. *Paradigms for Anthropology: An Ethnographic Reader*. Denver. Paradigm Publishers. Pp. 172-188.

[[What is the war on drugs? What are its foreign policy aspects? Identify how it targets the different parts of the commodity chain: producers, traders/traffickers/consumers. Has the war on drugs been successful? Why or why not? Cite at least the first three.]]

GLOBAL PERSPECTIVES ON HEALTH

Week 12 (11/8-10): Global Health, Inequality, and Structural Violence

Singer and Baer chapter 6: Health Disparity, Health Inequality

Farmer, Paul. 2005. Chapter 5: Health, Healing, and Social Justice. IN *Pathologies of Power: Health, human rights, and the new war on the poor*. Berkeley, CA: University of CA Press. Pp. 139-159.

O'Neil, Edward, Jr. 2009 Poverty, Structural Violence, and Racism in a World Out of Balance. *Race/Ethnicity: Multidisciplinary Global Perspectives* 3(1): 115-138.

[[Refer to all three: What is 'structural violence'? What are some causes of it? Consequences for health? What are some significant ways that access to health and healthcare are limited by such factors as race, class, and region/nation? What can be done about this inequality? Or, how and why should healthcare workers be cognizant of structural violence—what good can it do to be aware of this?]]

Week 13 (11/15-17): Environment and Health

Singer and Baer ch. 7: Health and the Environment

Collins, Timothy W. et al. 2010. Understanding environmental health inequalities through comparative intracategorical analysis: Racial/ethnic disparities in cancer risks from air toxics in El Paso County, Texas. *Health and Place* 17:335-344.

Cassady, Joslyn. 2007. A Tundra. Of Sickness: The Uneasy Relationship between Toxic Waste, TEK, and Cultural Survival. *Arctic Anthropology* 44(1):87-97.

Johnston, Barbara and Daniel Jorgensen. 1994. Mineral Development, Environmental degradation, and Human Rights: The Ok Tedi Mine, Papua New Guinea. IN *Who Pays the Price?: The Sociocultural Context of Environmental Crisis*. Washington, D.C.: Island Press. Pp. 86-98.

Wiley, Andrea S. and John S. Allen. 2009. Epilogue The Relevance of Medical Anthropology. IN *Medical Anthropology: A Biocultural Approach*. New York, NY: Oxford University Press. Pp. 392-397

Singer and Baer Source Material for Students Pp. 209-212.

11/17: Work on papers/research on your own. I will be at the American Anthropological Association meetings.

[[Bring in at least 3 of the first four readings: How does environmental quality affect health? What ailments in particular can be linked to poor environmental quality? Do all people suffer equally from environmental degradation? If not, which suffer more? Why?]]

Week 14 (11/29-12/1): Making the World a Healthier Place

Boonmongkon, Pimpawun et al. 2004. Mot Luuk problems in northeast Thailand: why women's own health concerns matter as much as disease rates. *Social Science and Medicine* 53(1095-1112).

Oginga, Allan. 2008. BasicNeeds in Kenya Country Research Thematic Study Report. Rural Poverty, Livelihoods, and Mental Health. Basic Needs. Pp. 1-30.
http://www.basicneeds.org/html/Publications_BasicNeeds_Research.htm

Kolling, Marie et al. 2010. "For someone who's rich, it's not a problem" *Globalization and Health* 6(8):1-9.

NOTE: Reflective Essays due on 11/29 at 10:45. Late essays due by 12/1.

[[What factors are needed for achieving better health around the world? Is the availability of healthcare alone enough to solve health problems? Think about: How and why are cultural and social understandings important when addressing global health issues? How and why are political and economic factors important? Provide examples. Refer to all three.]]

Final Papers Due 12/1 in class.

Final Exam: Tuesday, Dec. 6, 11 am-1 pm (Exam will be comprehensive, but will focus on material since the last exam, but will also cover material from earlier exams)

Grading:

15% Paper: Illness Narrative
15% Paper: Illness in Context
20% Reflective essays
20% Exam I
25% Final Exam
5% Attendance

A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = 59% and below.

Hint: to calculate your final score, take any given score, multiply it by the amount it is worth (for example if you got an 80 on Exam I, you multiply 80 x .25 for a total of 20 points towards your final score). Add these amounts up.

CLASS POLICIES AND ASSIGNMENTS

Attendance Policy:

Attending class is probably the most valuable way you could use your time as a student. Even reading over others' notes does not make up for being in class and participating in (even if it only means actively listening to) class discussions and lectures. If you have to miss a class,

first get the notes from someone in the class. Then, come see me with any questions you have. Be sure to get contact information from someone else in the class, since *you are responsible for all material and announcements from the classes you miss.*

I expect you to be on time for class and not to leave until the class is over, unless you have asked for permission or unless you are experiencing an emergency.

As a rule, I make no distinction between excused and unexcused absences, unless you make a compelling case to me about it. Please email me and have documentation prepared to give me in class (make a photocopy if you need it for other classes). No matter what documentation you present, I reserve the right to limit your excused absences to 4 total. **You are allowed one free absence.** After that, any absence will result in a lowering of your overall grade by 1 percentage point. In other words, if your overall class average is 82 and you have three absences, your final score for the class will be 80. As you can see, this can make the difference between getting a B and a C in the class. **IMPORTANT:** It is your responsibility to let me know at the end of the class period if you arrive late, or else you will be marked absent. 3 late arrivals will count as an unexcused absence. Any exceptions will be considered on a case by case basis. Attendance grade: This will be based almost entirely on attendance, with some consideration for general participation.

Participation:

Participation in class comes when one is actively engaged in the material, either resulting in verbal contributions to class (questions, comments) or through active listening (visible to me in things like body language and eye contact). Participation outside class comes in the form of seeking help when you need it and attending study sessions. Your participation is highly valued and may come into consideration when assessing a marginal grade.

Honesty and Honor:

Cheating and plagiarism (using someone's ideas without giving them credit for it) is illegal and will be handled within the full extent of the law. It is your responsibility to learn what constitutes cheating. Please see the student handbook for the UWG Honor Code: <http://www.westga.edu/documents/studentHandbook-2004.pdf> page 49). For more information on plagiarism, see <http://www.westga.edu/~engdept/Plagiarism/>

Special Needs:

Please do not hesitate to let me know if you have any special needs, even if they are not officially recognized by the school. Feel free to speak with me about any issues that prevent you from performing your schoolwork, no matter how trivial they may seem to you. I encourage all students to come to my office hours for whatever reason. My goal is to help you succeed.

Exams:

Exams will focus on notes and will draw on readings mainly to the extent that they were brought up in class discussion and lecture. For your exams, you must take good notes and study them regularly. Remember that this is an upper-level class: you are expected to be creative and resourceful in taking notes, even when the important points may be embedded within extemporaneous discussions. Not everything you need to know will be on a PowerPoint!! PowerPoints are meant to be guides only and do not replace your own judicious note-taking and attentiveness in class.

Assignments:

REFLECTIVE ESSAYS

For each week there is a question set that resembles an essay question. The question set encourages you to tie the readings together and play around with the big ideas being communicated. The **primary purpose** of these is to help **you** synthesize and analyze the ideas, and to prepare for class discussions/presentations of the material. You will review these when it comes time for exams.

SUBMISSION: Tend to be due on Thursdays at 10:45 a.m. Each of these answers should be between 325-350 words long (about one page double spaced). You may be penalized for writing either more or less. Please submit on CourseDen by cutting and pasting into the response box. You **MUST** break your answer down into paragraphs, and leave a full line/space between paragraphs. Put authors' names in CAPS.

Required: Write your answers out in Word first, save them, then cut and paste into the box. This way you won't lose them due to computer glitches.

GRADING: Grading criteria will differ according to the week. Within a given week, I will treat all students alike with regards to grading criteria. I will most often refer to one of three possible sets of criteria: 1. Have you done it: Whether or not you submitted it at all; 2. Minimal criteria: did you submit the correct length and number of authors, with some but minimal attention to quality of response; 3. Rigorous criteria: occasionally I will grade these as essay questions with more rigorous grading standards. If the criteria for a given week differ significantly from the above, I will make an announcement.

Lateness: until Sunday of the week it is due to turn it in late for 50% credit. After Sunday at midnight, you will receive no credit for it.

ILLNESS NARRATIVE

Choose a cultural consultant who considers themselves to be in poor physical health.

1. Interview that person and write an "illness narrative" addressing various health issues in this chapter.
2. Write their (emic) perspective, asking questions that help you understand the health care system from their perspective. Examples of questions are the following:
 - a. **CAUSE:** What do they believe caused their illness?
 - b. **CURE:** What kinds of treatments do they believe are needed?
 - c. What do they expect and hope for in the result of the treatments?
 - d. **PRACTITIONERS:** What kinds of health care specialists—either biomedical specialists or others, including spiritual aids to healing (including prayer)—have been consulted in addressing this issue? How helpful have each of them been?
 - e. **SOCIAL CONTEXT:** How do they perceive they are viewed as a result of having this illness: How to others react to it: is it considered natural and expected? Is it stigmatized in any way?
 - f. **AFFECTIVE CONTEXT:** What is their emotional experience while in the state of ill health (how have they felt emotionally? How have their social relationships changed as a result?),
 - g. **COGNITIVE/IDEOLOGICAL:** Provide any additional insight into how they think about this illness: What is the nature of the illness? What metaphors, or visual images, do they use to communicate their thoughts to you?

Your analysis: Provide an analytical summary of this person's experience. What is the illness? In what ways is this illness culturally defined and situated in culturally and socially framed practice and experience? Step outside of the situation to analyze it from a cultural, medical anthropological perspective: Don't just tell the story and leave it at that. Identify a theme/thesis and organize your paper around that: Present it in the introduction and develop it throughout your paper. Draw on at least 2 of your class readings in reflecting on this.

Illness Narrative Paper:

Write a 4-5 page double spaced paper that introduces the person (socioeconomically, relevant medical history), summarizes your interview and analyzes it. Refer to at least 2-3 academic readings, either assigned in class or ones that you have found. The readings may be about the illness narrative method, or about the illness they are experiencing.

ILLNESS IN CONTEXT

Beyond the experience of the one experiencing an illness (emic), medical anthropologists pay attention to the broader cultural, social, historical, ecological/environmental, political, and economic contexts of an illness. Choose an illness or healing practice—either the illness of your subject in the illness narrative assignment or a different one—and study it from this broader perspective. For suggestions, consult the International Classification of Diseases: <http://apps.who.int/classifications/apps/icd/icd10online/>

Base your analysis on outside readings about this illness. You may also refer to your illness narrative if relevant. The total length should be 5-6 pages and should include at least 4 academic/peer-reviewed references, at least one of which should be from class.

Consider the following issues:

- a. Provide a **brief** medical description/definition of the disease/practice.
- b. What are general cultural notions of the illness/practice: what causes it, how to treat it, how it is evaluated and conceptualized? Is there stigma associated with it?
- c. Think about the illness as socially situated
 - a. People with which socioeconomic positions are more likely to suffer from this illness/obtain this treatment? How do their social relationships tend to change as a result of having the illness/treatment? Provide statistics for a public health perspective (briefly).
 - b. How does having the illness/undergoing this treatment affect people's social networks?
- d. Consider a Critical Medical Anthropology perspective: How is it situated in the broader political economy of health and health care options? Is its treatment and research/development economically or politically motivated?
- e. (Only if relevant) Is it related to environmental degradation?

ANALYSIS:

- Read over your notes and readings from the beginning to see if there are interesting perspectives you might pursue in your analysis.
- Look for medical anthropology books and articles on your subject. You may also consider looking at medical perspectives in other social sciences, such as sociology or psychology. Examples: *Medical Anthropology*, *Medical Anthropology Quarterly*, *Anthropology and Health Journal*, *Anthropology and Medicine*, *Social Science and Medicine*, *Studies in Medical Anthropology; Culture, Medicine, and Psychiatry*; *Curare*, *Global Change and Human Health*, *Journal of Ethnobiology and Ethnomedicine*.

ORIGINAL RESEARCH/PRESENTATION OPTION: You may integrate your existing narrative into your final paper for a 7-8 page paper. For this I recommend collecting 1-3 additional illness narratives. This will provide you with a product that could be presented at a research conference.

DUE DECEMBER 1 IN CLASS. Late papers will be marked down considerably or not accepted at all.

Course Update Request (Add, Delete, Modify)						
Originator						
Anthropology Department Department		College of Social Sciences College		Steere, Benjamin Originator		
Action		Modifications				
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="text" value="Senate Action Item"/> (See Procedure)				
Course Details						
ANTH	4201	Artifact Analysis				
Prefix	Number	Course Title				
A hands-on introduction to interpreting artifacts from archaeological sites that focuses on the analysis of historic artifacts, chipped stone tools, and ceramics artifacts.						
Course Catalog Description						
3		3	Spring - 2013	Spring and Fall	Letter Grade	
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading	
Prerequisites			Corequisites			
Rationale						
Planning Info			Comments			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement						
Is this a SACS substantive change? ? (See Policy)						
Present or Projected Annual Enrollment: 35						
College Approvals			Cross Listing Approvals			
<u>Heather Mbaye [APPROVED 2012-12-04]</u> Coordinator, COSS Executive Committee			<u>N/A</u> Chair, Cross Listed Department			
<u>Lisa Gezon [APPROVED 2012-11-13]</u> Chair, Course Department			<u>N/A</u> Associate Dean, Cross Listed College			
Other Approvals			Final Approval			
<u>James R. Mayer [APPROVED 2013-01-31]</u> Chair, Undergraduate Academic Programs Committee			<u>Jon Anderson [REQUIRED]</u> Chair, Faculty Senate			

Artifact Analysis

Anth 4201

Dr. Ashley M. Smallwood

M/W 12:30-1:50 pm

Course Instructor

Contact Information: Dr. Smallwood; 678-839-6451 or contact me via CourseDen

Office Hours: MW 9-12:30 pm; Anthropology Building Rm. 5

TR 11-2 pm Waring Archaeological Lab (these appointments require CourseDen contact ahead)

Otherwise by appointment.

*Please contact me with CourseDen to arrange appointments. You can also stop in if my Anth office door is open.

Description

A hands-on introduction to interpreting artifacts from archaeological sites that focuses on the analysis of historic artifacts, chipped stone tools, and ceramics artifacts. The class consists of lecture, discussion, and laboratory exercises. It will cover all phases of an artifact analysis: defining problem domains, selecting attributes, coding data, analyzing the data, interpreting results, and presenting the analysis in a coherent professional report.

Required Texts

Andrefsky, W. (2005) *Lithics: Macroscopic Approaches to Analysis*, Second Edition. Cambridge University Press, Cambridge

Deetz, James. *In Small Things Forgotten: The Archaeology of Early American Life*. New York: Doubleday/Anchor, 1996.

Rice, Prudence M. (1987) *Pottery Analysis: A Sourcebook*. University of Chicago Press, Chicago.

Additional readings will be posted on CourseDen. Readings will be posted by the authors' last names and the year of publication. **Read all listed references before the corresponding class day. Be prepared to discuss these readings in class.**

Learning Outcomes and Course Objectives

- Understand the significance of artifact analysis to archaeological science, especially in terms of the kinds of questions that can be asked of archaeological evidence.
- Know fundamental techniques of artifact manufacture employed by humans throughout much of prehistory and history.
- Identify the major tool types and the byproducts of manufacture found in artifact assemblages, as well as the attributes used to define them.
- Understand and apply techniques of documenting, measuring, and explaining interassemblage similarities and differences.
- Understand theory involved in explaining prehistoric and historic human behavior.
- Demonstrate an oral and written understanding of the course concepts through class discussion, exams, and a well-organized research paper and presentation.

*Note: this syllabus is subject to change. Any changes will be posted on CourseDen, and it will be your responsibility to **read your CourseDen messages regularly**.

Course Calendar

Date:	Topics and Required Readings
Week 1	Course introduction
	Artifacts and Archaeology
Week 2	Attributes, Typologies, and Goals
	Historic Artifacts
Week 3	Historic Artifacts
	Laboratory exercise—Evaluating historical motifs and seriation through time
Week 4	Chipped Stone Artifacts—Fundamentals of stone flaking technology
	Chipped Stone Artifacts—Artifact typologies
Week 5	Chipped Stone Artifacts—Debitage analysis
	Raw material selection, use, and reuse
Week 6	Laboratory exercise—Chipped Stone Production--Flintknapping
	EXAM 1
Week 7	Lessons Learned in Lithic Analysis—Case studies in archaeology
	Lessons Learned in Lithic Analysis—Case studies in archaeology
Week 8	Ground Stone Artifacts
	Laboratory--project ideas
Week 9	Traditional Ceramics Analysis
	Traditional ceramics—production and temper selection
Week 10	Traditional ceramics --function & typology
	Laboratory--Vessel Profiles
Week 11	EXAM 2
	Project proposals due
Week 12	Start Laboratory--projects
	Laboratory--projects
Week 13	Laboratory--projects
	Laboratory--projects
Week 14	Laboratory—projects (drafts due)
	Paper Presentations
Week 15	Paper Presentations
	Paper Presentations; papers due

Course Structure

Exams (2; each worth 25%)

Class meetings will consist primarily of lecture and group discussions. There will be **two exams** in this class, **Exam 1** and **Exam 2**. The second exam will not be cumulative. Additional details will be covered

as the exam draws near, but exams will typically include the following: map questions, multiple-choice, identification/short answer, and a brief essay. Exams will draw heavily from lectures and readings, so to **do well you must attend class and keep up with the reading assignments.** This is a required responsibility! Make-up exams require valid university-approved excuses. You must schedule your make up exam **within one week** of the original test date.

Participation (5%) and Pop Quizzes (5%)

I will evaluate your participation in class in two ways. First, I expect you to attend every class and come prepared to make meaningful **contributions in class discussion.** Second, I will be giving 5 **announced pop quizzes** throughout the course to ensure you are understanding the course material and attending class. **Sorry, there will be no make-up quizzes.**

Research Paper (25%)

You will also need to prepare a 10-12 page **research paper** (double-spaced, 12-point font) on a topic related to the course. This paper should be original research that demonstrates competency in the course's content and more thoroughly investigates a topic or question discussed in this course. We will discuss potential paper topics in class. I also suggest making appointments with me to work through your ideas. Papers will be in the style of *American Antiquity* (consult the Style Guide on the SAA web page (<http://saa.org/AbouttheSociety/Publications/StyleGuide/>), paying careful attention to title, abstract, headings, subheadings, and bibliographic style. Papers will be evaluated for content and mechanics. Final papers are due in class on **the final exam day. Sorry, late papers will not be accepted. Please start researching and writing early!**

Research Presentation (15%)

You will need to prepare a **10-minute presentation with visual aids** (e.g., powerpoint slides) describing your research paper. I expect that you will describe your research question with background, the debate surrounding it, and your take on the debate with lines of evidence showing how you developed your hypothesis. I will provide more details on the presentation as the date approaches.

Scoring for this class is outlined below:

Exam 1	25%
Exam 2	25%
Attendance/participation:	5%
Pop Quizzes	5%
Research Paper	25%
Laboratory Exercises	10%
<u>Research Presentation</u>	<u>5%</u>
Total	100%

Grading Scale

A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = 59% and below.

Hint: to calculate your final score, take any given score and multiply it by the amount it is worth. For example, if you received an 80 on the Midterm Exam, you multiply $80 \times .25$ for a total of 20 points towards your final score. Add these amounts up for your total grade points.

Attendance

Success in this course will not be possible without access to the online readings and participation in all activities. Please discuss any concerns you have about this course with the instructor ASAP (by the second week of class). Students with more than two absences will lose any earned participation points. Please note how I define an absence: (1) not coming to class; (2) arriving late to class; (3) leaving class early; (4) sleeping or doing other non class related activities during class. You have 2 absences, please use them judiciously. If you miss class, it is your responsibility to get the notes from a classmate.

Academic Dishonesty

Academic dishonesty will NOT be tolerated. It will result in failure on assignment(s) as well as possible disciplinary sanction(s) as stipulated by university rules. See <http://www.westga.edu/undergrad/1762.htm>

Academic Conduct

Exercising personal freedom is an appealing part of college life. In order to create an atmosphere where individual expression and social interchange are both respected, please observe the following: (1) address each other with respect, (2) contribute to discussions, and (3) stay focused on the topic being discussed. Mute your cell phones, and respect your class mates, do not use them in class, unless you have an emergency. I also ask that you treat your classmates with respect in discussions. If you are disrupting our discussion, I will have to ask you to leave.

Americans with Disabilities Act Statement

If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, please seek assistance through the Center for Disability Services. A CDS Counselor will coordinate those services. See http://www.westga.edu/studentDev/index_8884.php

Equal Opportunity Statement

No person shall, on the grounds of race, color, sex, religion, creed, national origin, age, or disability, be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity conducted by UWG.

Affirmative Action Statement

University of West Georgia adheres to affirmative action policies to promote diversity and equal opportunity for all faculty and students.

Course Update Request (Add, Delete, Modify)						
Originator						
Anthropology Department <small>Department</small>		College of Social Sciences <small>College</small>		Steere, Benjamin <small>Originator</small>		
Action		Modifications				
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments Senate Action Item (See Procedure)				
Course Details						
ANTH	4202	Rise and Fall of Ancient Civilizations				
<small>Prefix</small>	<small>Number</small>	<small>Course Title</small>				
This course explores the timing and diversity in the rise and fall of great civilizations around the world.						
<small>Course Catalog Description</small>						
3		3	Spring - 2013	Spring and Fall	Letter Grade	
<small>Lec Hrs</small>	<small>Lab Hrs</small>	<small>Credit Hrs</small>	<small>Effective Term</small>	<small>Frequency</small>	<small>Grading</small>	
Prerequisites			Corequisites			
Rationale						
Planning Info			Comments			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement						
Is this a SACS substantive change? NO (See Policy)						
Present or Projected Annual Enrollment: 35						
College Approvals			Cross Listing Approvals			
Heather Mbaye [APPROVED 2012-12-04] Coordinator, COSS Executive Committee			N/A Chair, Cross Listed Department			
Lisa Gezon [APPROVED 2012-11-13] Chair, Course Department			N/A Associate Dean, Cross Listed College			
Other Approvals			Final Approval			
James R. Mayer [APPROVED 2013-01-31] Chair, Undergraduate Academic Programs Committee			Jon Anderson [REQUIRED] Chair, Faculty Senate			

Rise and Fall of Ancient Civilizations

Anth 4202
M/W 12:30-1:50 pm

Dr. Ashley M. Smallwood

Course Instructor

Contact Information: Dr. Smallwood; 678-839-6451 or contact me via CourseDen
Office Hours: MW 11-12:30 pm; Anthropology Building Rm. 5
TR 11-2 pm Waring Archaeological Lab (these appointments require CourseDen
contact ahead). Otherwise by appointment.

*Please contact me with CourseDen to arrange appointments. Feel free to stop by my Anth office!

Description

For about 140,000 years modern humans lived in small groups depending on wild plant and animal foods. That way of life allowed us to survive the ice ages and spread across the globe. At the end of the last ice age about 12,000 years ago, people began cultivating plants and herding animals in many parts of the world. Those societies created the first agricultural villages and supported higher population densities than ever before. From 6,000 to 4,000 years ago the earliest cities and states emerged around the world. This course explores the timing and diversity in the rise and fall of great civilizations around the world. While many of these societies left some written records behind, much of our understanding comes from archaeological excavations, and this course will focus primarily, but not exclusively on what archaeology tells us about these developments.

Learning Objectives

- Compare and contrast the major theories concerning the emergence of complex societies and how those theories fit (or do not fit) the archaeological evidence.
- Describe how archaeologists use the material remains of past societies to infer how those societies were organized and what happened to them.
- Write concise, organized, and mechanically correct papers that review and critique a specific topic or issue.
- Demonstrate an oral and written understanding of the course concepts through class discussion, exams, and a well-organized research paper
- Demonstrate note-taking and essay exam-taking skills.

Course Structure

Your grade in the class will be based on three essay-based examinations (each 100 points) each counting 25 % toward your final grade, and you will be writing a research paper (100 points), counting 20% toward your final grade. Exams will draw heavily from lectures and readings, so to do well you must attend class and keep up with the reading assignments. This is a required responsibility! Make-up exams require valid university-approved excuses. You must schedule your make up exam within one week of the original test date.

I will be taking attendance, so I expect you to attend every class and come prepared to make meaningful contributions in class discussion. I will be giving 5 unannounced pop quizzes throughout the course to ensure you are understanding the course material and attending class, counting for 5% of your total grade. Sorry, there will be no make-up quizzes.

Your final grade will be based on a standard 10 point scale (100-90 = A, 89 – 80 = B, etc). Makeup examinations or late research papers require a university excused absence.

Required Textbook

Scarre, Christopher and Brian M. Fagan. 2007. *Ancient Civilizations. Third Edition*. Prentice Hall. Abbreviated as S&F on the schedule.

Required Readings (on CourseDen)

1. Flannery, Kent V. 1999. Process and Agency in Early State Formation. *Cambridge Archaeological Journal* 9(1): 3 – 21.
2. Kramer, Samuel Noah. 1957. The Sumerians. *Scientific American* 197 (October): 70 – 85.
3. Redford, Donald B. 1978. The Razed Temple of Akhenaten. *Scientific American* 239 (December): 136 – 147.
4. Wang, William S-Y. 1973. The Chinese Language. *Scientific American* 228 (February): 50 – 60.
5. Stuart, David and Stephen D. Houston. 1989. Maya Writing. *Scientific American* 261 (August): 82 – 89.
6. Peterson, Larry and Gerald H. Haug. 2005. Climate and the Collapse of Maya Civilization. *American Scientist* .
7. Smith, Michael E. 1997. Life in the Provinces of the Aztec Empire. *Scientific American* 277 (September): 76 – 83.
8. Matos Moctezuma, Eduardo. 1984. The Great Temple of Tenochtitlán. *Scientific American* 251 (August): 80 – 88.
9. Tainter, Joseph A. 2006. Archaeology of Overshoot and Collapse. *Annual Review of Anthropology* 35: 59 – 74.

Course Schedule

Date	Topic	Reading
Week 1	Introduction to the course	
	What are states?	S&F Chapter 1
Week 2	Why do states emerge?	S&F Chapter 2
	Finding states	Reading 1
Week 3	Mesopotamia 1	S&F Chapter 3
	Mesopotamia 2	Reading 2
Week 4	Egypt 1	S&F Chapter 4
	Egypt 2	Reading 3
Week 5	Indus Civilization & PIE	S&F Chapter 5
	China 1	S&F Chapter 6
Week 6	China 2	Reading 4
	Exam 1	Exam 1
Week 7	Near Eastern Kingdoms 1	S&F Chapter 7
	Near Eastern Kingdoms 2	S&F Chapter 8
Week 8	Mediterranean Civilizations 1	S&F Chapter 9
	Mediterranean Civilizations 2	S&F Chapter 10
Week 9	Imperial Rome	S&F Chapter 11
	African Civilizations	S&F Chapter 12
Week 10	Southeast Asian Civilizations	S&F Chapter 13
	East Asia	S&F Chapter 14
Week 11	Exam 2	Exam 2
	Olmec	S&F Chapter 15
Week 12	Maya	Reading 5, 6
	Teotihuacan	S&F Chapter 16
Week 13	Aztecs	Reading 7, 8
	Andean States 1	S&F Chapter 17
Week 14	Andean States 2	S&F Chapter 18
	Conclusion and Summary Reading 9	Research Paper Due
May 7 Exam 3		Exam 3

Attendance

Success in this course will not be possible without access to the online readings and participation in all activities. Please discuss any concerns you have about this course with the instructor ASAP (by the second week of class). Students with more than two absences will lose any earned participation points. Please note how I define an absence: (1) not coming to class; (2) arriving late to class; (3) leaving class early; (4) sleeping or doing other non class related activities during class. You have 2 absences, please use them judiciously. If you miss class, it is your responsibility to get the notes from a classmate.

Academic Dishonesty

Academic dishonesty will NOT be tolerated. It will result in failure on assignment(s) as well as possible disciplinary sanction(s) as stipulated by university rules. See <http://www.westga.edu/undergrad/1762.htm>

Academic Conduct

Exercising personal freedom is an appealing part of college life. In order to create an atmosphere where individual expression and social interchange are both respected, please observe the following: (1) address each other with respect, (2) contribute to discussions, and (3) stay focused on the topic being discussed. Mute your cell phones, and respect your class mates, do not use them in class, unless you have an emergency. I also ask that you treat your classmates with respect in discussions. If you are disrupting our discussion, I will have to ask you to leave.

Americans with Disabilities Act Statement

If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, please seek assistance through the Center for Disability Services. A CDS Counselor will coordinate those services. See http://www.westga.edu/studentDev/index_8884.php

Equal Opportunity Statement

No person shall, on the grounds of race, color, sex, religion, creed, national origin, age, or disability, be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity conducted by UWG.

Affirmative Action Statement

University of West Georgia adheres to affirmative action policies to promote diversity and equal opportunity for all faculty and students.

Addendum III

Course Update Request (Add, Delete, Modify)						
Originator						
Psychology Department <small>Department</small>	College of Social Sciences <small>College</small>	Malone, Karen R. <small>Originator</small>				
Action		Modifications				
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="checkbox"/> Senate Action Item (See Procedure)				
Course Details						
PSYC <small>Prefix</small>	9002 <small>Number</small>	DOCTORAL QUALIFYING SEMINAR <small>Course Title</small>				
The doctoral qualifying course serves two purposes. Firstly it prepares a student for comprehensives, which will be presented within the context of the class. Secondly, it allows one to discuss and develop a frame for a dissertation proposal and leads to a proposal draft. May be repeated once for credit. Student should have completed all required classes and required hours to enroll						
Course Catalog Description						
4 <small>Lec Hrs</small>	0 <small>Lab Hrs</small>	4 <small>Credit Hrs</small>	Fall - 2012 <small>Effective Term</small>	Yearly <small>Frequency</small>	SI/II <small>Grading</small>	
Prerequisites			Corequisites			
Finished all required classwork and hours.						
Rationale						
Course is needed to structure dissertation proposal and also provide context for successfully passing the comprehensives.						
Planning Info			Comments			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement is this a SACS substantive change? ? (See Policy) Present or Projected Annual Enrollment: 7-10						
College Approvals			Cross Listing Approvals			
Donadrian Rice [APPROVED 2012-11-01] Chair, Course Department			N/A Chair, Cross Listed Department			
Heather Mbaye [APPROVED 2012-12-04] Coordinator, COSS Executive Committee			N/A Associate Dean, Cross Listed College			
Other Approvals			Final Approval			
			Jon Anderson [REQUIRED] Chair, Faculty Senate			

PSYCHOLOGY 9XXX: DOCTORAL QUALIFYING SEMINAR

Instructor Information:

Lisa M. Osbeck, Ph.D.

office: 113 Melson Hall

office hours: MW 8-9:30, 2:30-5:30 and by appointment

email: losbeck@westga.edu; losbeck@gmail.com

phone: 678-839-0606

Course Overview and Objectives:

The course is designed to serve two important purposes as you transition from doctoral student to doctoral candidate:

1) Comprehensive Oral Examination

First, you will demonstrate your accurate grasp and original reflection on

- a) ideas, concepts, and research findings to which you have been exposed in the required core and foundations courses for the doctoral program;
- b) any elective courses important to your scholarly development.

You will demonstrate grasp and reflection in the form of an oral presentation in which you describe how you are currently integrating course material into an original line of scholarship and thinking, and how you see your future research, scholarship, and practice developing from your current integrative effort.

You will be expected to answer questions on your presentation.

The presentation will be attended by two faculty members additional to the course instructor. The three attendant faculty must agree that the presentation and responses to questions demonstrate satisfactory learning and original thought at the level expected of a doctoral candidate. Unsatisfactory performance will require a second presentation at a time determined by the faculty. After two unsatisfactory demonstrations, the student will not be allowed to continue in the doctoral program.

2) Preparation of Dissertation Proposal

The course will assist students in identifying and/or refining a dissertation topic, forming a dissertation committee, and drafting a proposal that can be distributed to the committee in preparation for a proposal defense meeting.

We will use several texts to cover basic issues in proposal writing that apply across topic and research method. You will be expected to bring in updated drafts on a regular basis and share them with the class for feedback. A draft of an entire proposal [problem statement/research

question, literature review, and methods section] will be required for successful completion of the course. The specific details of your proposal will be worked out with the cooperation of your thesis advisor, as appropriate to your research question and method.

NOTE: Successful completion of a proposal draft for the purposes of the course does not guarantee successful proposal defense with your committee. The course is intended as only a step toward successful proposal defense.

Expectations and Grading:

You are expected to attend all classes whether or not you are presenting or your own work. You are also expected to participate by offering commentary on others' work and ideas and by presenting your own on a regular basis. If you must miss a class, you are expected to discuss in advance the reasons for your absence with the instructor. Regular, high quality participation and successful completion of a dissertation proposal will result in an A grade for the course.

Required Texts

Krathwohl, D. & Smith, N. (2005). *How to prepare a dissertation proposal*. Syracuse, NY. Syracuse University Press.

Single, P. (2010). *Demystifying dissertation writing*. Sterling, VA: Stylus.

Booth, W., Colomb, G., & Williams, J. (2003, 2008). *The craft of research* (2nd or 3rd edition). Chicago: University of Chicago Press.

Optional Text

Wertz, F., Charmaz, L., Josselson, R., Anderson, R., & McSpadden, E. (2011). *Five ways of doing qualitative analysis*. New York: Guilford Press.

Schedule

Overview:

- January will involve the preparatory phase of proposal preparation, covering basic issues, question/problem formulation, and literature review.
- Comprehensives will take place during February, one student per session. Meanwhile, continue to work on your proposals
- March & April will involve further development of dissertation proposals.
- We will have a 'dress rehearsal' at the end of class to give you an opportunity to present your proposal formally to the class.

January

- 9 Introductions and Orientation
- 11 Research Overview:
Booth, Colomb, & Williams, pt. 1
Answer questions on checklist, p. 32-33 for BOTH dissertation proposal and comprehensive exam.
- 18 Academic ‘habits’: Choosing a topic and advisor
Single, chapter 1 & 2, 8 & 9
- 23 Nature and Functions of a Proposal
Krathwohl & Smith, Part 1 (chaps 1-3)
- 25 Research questions and Problem Formulation
Booth, Colomb, & Williams, chaps. 3 ,4, 14
Krathwohl & Smith, chap. 4
Single, chap. 6
- 30 The Literature Review and Argument
Booth, Colomb, & Williams, chaps. 5-11
Single, chaps 3-5, 7

February

- 1-6 Preparing for Comprehensives
- 8 Presentation 1
- 13 Presentation 2
- 15 Presentation 3
- 20 Presentation 4
- 27 Presentation 5
- 29 Presentation 6

February Reading

Wertz, et. al, pt. I (pp. 1-97) + whatever is relevant to your project!
Osbeck, Malone, Nersessian & Newstetter, Chapter 2 (distributed in class)

March

5-7 Recap and Update:
**Draft of Introduction DUE IN CLASS (including problem statement and literature review)*

12-14 The Methods Section
Krahwahl & Smith, chaps. 5 & 6

19- 21 Spring Break

26-28 Special Considerations for Various Methods
Krahwahl & Smith, chaps. 7-9
Wertz et al., p. II

April

2-4 Revising; seeking funding for proposals
Single, chap. 10
Booth, Colomb, & Williams, chap. 13
Krahwahl & Smith, chap. 14
**Rough Draft of Entire Proposal DUE IN CLASS*

9-15 DRESS REHEARSAL

(and exam week)

April 25 *Final Drafts Due*

Addendum IV

103.06 Instruments for Evaluating Teaching

Evaluation of a faculty member's work should be continual because evaluation aids a faculty member in becoming more effective in the performance of his or her duties as well as offers evidence for promotion and/or tenure.

Although evaluation of classroom success is necessarily somewhat subjective, three modes of evaluation can, to a significant degree, objectively measure teaching effectiveness: self-evaluation, evaluation by the department chair, and student evaluation. Because the University of West Georgia believes that teaching is the most important function of a faculty member, the focus of evaluation instruments shall be on teaching and related duties.

With the exception of USG ecore courses the instruments of evaluation are standard forms for all departments. For ecore courses, evaluations will be completed through the common instruments designed for that purpose, and made available by the University system for all such courses. In June of 1996 the Faculty Senate passed a policy of centralizing the form and procedure for course evaluation. As of that date, all faculty must use the Scantron form titled University of West Georgia / Student Evaluation of Instruction (SEI) for any class that has an enrollment of five or more students. Courses that have fewer than five students must be evaluated but may use an alternative evaluation instrument, appropriate to the course upon approval of the department and dean of the college. All classes must be evaluated in the final week of each semester. Any college, department, or area, however, may add questions to the self-evaluation form or the department chair's form which make the forms apply to the unique qualifications of the specific area. In addition, a department or area may devise, administer, and tabulate the results of an evaluation form which is especially applicable to the specific area. The department chair shall use the results of the evaluation as a factor in determining annual merit raises and shall include the results of such an evaluation form in the dossier of each department member being considered for contract renewal, promotion, tenure, pre-tenure or post-tenure review. (In the case of a department chair being reviewed for promotion and/or tenure, the appropriate next highest supervisor shall assume responsibility for including the results of such evaluations in the dossier of the candidate.) In place of the standard forms, non-teaching areas may devise their own forms to evaluate fulfillment of duties.

The faculty member should receive the forms shortly after mid-semester from the department chair. They will be sorted by class and section number, with the correct number of forms per section, and placed in a manila envelope and marked with an identifying label. The labels are provided by the office of the Provost and Vice President for Academic Affairs. The evaluation instrument is to be delivered during the last week of class, and it should be administered by a student or faculty proxy, not by the faculty member teaching the class. The instructions for the proctor are included in the envelope. Once the forms have been completed, the proctor shall turn them back in to the departmental office. If the class is being taught at a remote site, the instructor should provide the proctor with a stamped envelope addressed to the departmental

office that the student can drop in the mail. The completed evaluation forms are not to be delivered to the instructor of the class. (If the office is closed during this time, the office and the instructor shall make arrangements for receiving the forms.)

At the end of the semester, these Scantron forms will be sent to Instructional Technology Services (ITS) for processing and returned to the department to file. Once the grades have been turned in by the instructor, he or she may review the data and open-ended comments of the evaluations. The department chair will then file both parts of the evaluation in the departmental office and keep for complete records to support applications of tenure, promotion, and post-tenure review.

Student evaluation forms shall be an official part of the administrative evaluation process. The department chair's evaluation ~~and the self-evaluation~~ in company with the published or unpublished student evaluations shall be in the department chair's care and the cumulative file shall be available only to the faculty member, his or her department chair, college dean or area supervisor, the provost and vice president for academic affairs, and the president except when the faculty member is being considered for promotion or tenure. When the faculty member is being considered for promotion or tenure, the entire file shall be made available to the appropriate review and/or advisory committee. If the ~~self-evaluation and~~ department chair's evaluation ~~is~~are computerized, code symbols shall be used to ensure anonymity.

Copies of the forms for student evaluation (103.0601), ~~self-evaluation (103.0602)~~ and the evaluation by the department chair (103.060~~2~~³) are given on the next pages. ~~103.0601 Instructor/Course Evaluation Questionnaire~~

103.0601 Instructor/Course Evaluation Questionnaire (Not Available)

~~103.0602 Self-Evaluation of Teaching Methods and Effectiveness~~

103.060~~2~~³ (Revised May 27, 1983, by Faculty Senate) EVALUATION BY DEPARTMENTCHAIR

Addendum V

104.04 Evaluation of Academic Deans

104.0401 General Policy Statements

The Provost shall conduct annual reviews and periodic evaluations of academic Deans.

A. Purpose

The purpose of this policy is to:

1. Guide the Provost in carrying out his or her responsibilities with regard to appointing, renewing, and/or terminating Deans of academic units, and to facilitate the professional development of those Deans.
2. Ensure that faculty and staff participate in the evaluation of their academic Deans.
3. Ensure Deans are afforded due process in the evaluation.
4. Afford all appropriate constituencies the opportunity to provide input.
5. Clarify the process of assembling the Review Committee, and the procedures for how it shall conduct the periodic evaluation.
6. Guide the Review Committee in producing an Evaluation Report of its findings, and delivering it to interested parties.

B. Definitions

1. For the purposes of this policy, an Academic Dean is one who carries a title of Dean, bears responsibility for an academic unit containing faculty members, and reports to the Provost.
2. In Sections 104.04, 104.05, and 104.06, a unit refers to a college, school, or the library.

104.05 Annual Reviews of Deans

104.0501 General Policy Statement

The Provost shall review the performance of Deans reporting to him or her annually. The following characteristics of that process shall be common to all units.

104.0502 Procedures

- #### A. Interval of Annual Review: before the conclusion of each fiscal year.

B. Purpose and Objectives: the purpose of annual reviews of Deans is to improve the effectiveness of the unit administered, including its contribution to the effectiveness of other units and the institution as a whole. The overall objectives are:

1. To review goals and accomplishments of the Dean and unit supervised, especially as these relate to the continuing mission and strategic goals of the institution.
2. To review the Dean's job description and responsibilities, as well as the organization of the unit.
3. To review the level of resources and other support provided to the Dean and unit.
4. To discuss concerns and opportunities and to plan for changes that may be warranted or desirable.

C. Components of the Annual Review:

1. *Feedback.* The Provost shall direct the annual review process. Faculty members and staff, whenever possible, may be asked to provide input.
2. *Self report.* Each Dean under review shall provide the Provost a brief written report:
 - a. Listing initiatives and professional activities undertaken during the review period.
 - b. Listing achievements, areas in need of improvement, and efforts related to those areas, as well as future plans and goals for the unit.
 - c. Indicating any changes that seem warranted in the Dean's job description.
 - d. Including a contextualization of the operation of the unit within the larger framework of the university.
3. *Conference with the Provost.* The conference will be an occasion to discuss the feedback received, the Dean's and the Provost's views, and future plans and goals for the unit.
4. *Dean's Annual Review Letter.* The Annual Review Letter shall be shared with the Dean and placed in his or her personnel file. The Dean may issue a written response to this document, which shall also be retained in the file.

104.06 Periodic Evaluations of Deans

104.0601 General Policy Statement

Procedures for the periodic evaluation of Deans shall be guided by three essential principles: shared governance, impartiality, and transparency. The procedures enumerated below seek to realize these principles.

A. Interval of Periodic Evaluation:

The first periodic evaluation of an academic Dean shall cover a full three-year period occurring in the Dean's fourth year of appointment. Thereafter, periodic evaluations shall cover a full four-year period and occur every five years. All periodic evaluations begin in the Fall semester and conclude in the Spring semester of one academic year. Credit for service as an Interim Dean shall be determined by the Provost in consultation with the Dean at the time of permanent appointment. After the first periodic evaluation the Provost may initiate an evaluation of a Dean at any time, but shall explain its necessity and appropriateness. Refer to Table 1 below for a sample periodic evaluation sequence.

Table 1. Sample Periodic Evaluation Sequence.

Appointment Year	Academic Year	Evaluation Year	Evaluation Review Period
1	2011-2012		
2	2012-2013		
3	2013-2014		
4	2014-2015	2014 – 2015	Evaluates Fall 2011 - Summer 2014
5	2015-2016		
6	2016-2017		
7	2017-2018		
8	2018-2019	2018 – 2019	Evaluates Fall 2014 - Summer 2018

B. Purpose and Objectives:

1. To provide the faculty and administration with information on the performance of academic Deans who report to the Provost, both annual reviews and periodic evaluations shall be practiced.
2. The periodic evaluation will help guide the Provost in carrying out his or her responsibilities with regard to appointing, renewing, and/or terminating Deans of academic units and facilitate the professional development of those Deans.
3. To this end, a Review Committee shall be charged with collecting information about the performance of an academic Dean. Findings of the Review Committee shall supplement information from other sources (e.g., Annual Review Letters, unit financial documents) to provide the Provost with a comprehensive record of the Dean's performance.

C. Timeline of Evaluation:

1. The Provost shall notify the Dean of the pending evaluation and appoint the Chair of the Review Committee in the Fall semester.
2. Within five working days of receiving the Provost's notification, the Dean under evaluation notifies the faculty and staff of his or her unit of the pending evaluation.

3. Within five working days of receiving the Provost's appointment, the Chair of the Review Committee shall call for the election of six faculty members from within the unit led by the Dean. Refer to section 104.0601(D)(3) for guidance on the manner in which the Review Committee members shall be elected.
4. The Review Committee will provide its Evaluation Report to the Dean no later than February 28th of the academic year during which the evaluation is conducted.
5. The Dean has the right to review and respond to the Review Committee's Evaluation Report no later than March 28th.
6. The Review Committee's Evaluation Report and the Dean's response shall be forwarded to the Provost no later than March 30th.
7. The Chair of the Review Committee presents the results of the Dean's Evaluation Report to the faculty of the Dean under evaluation no later than April 30th.
8. In the event that the dates in this timeline fall on a weekend or holiday, the documents are due the following business day.

D. Composition of Review Committee:

1. The Review Committee will be composed of seven members.
2. A Review Committee Chair, who is a senior faculty member from outside the unit led by the Dean being evaluated. The Provost shall appoint the Review Committee Chair. The Chair of the Review Committee shall receive one course reassigned time.
3. Six faculty members from within the unit led by the Dean, one of which must be a department chair. The faculty governance body from the unit led by the Dean under evaluation determines the manner in which the committee members shall be elected. In the case of a unit that does not have an elected faculty governance body, the faculty at large of the unit determine the manner in which the committee members shall be elected.
4. The Provost and the Dean under evaluation shall have the right to object to the inclusion of a member of the committee. Both parties shall each be allowed only one objection.
5. No person with a conflict of interest may serve as a member of the Review Committee. All personal and professional conflicts of interest must be revealed to and reviewed by the Review Committee Chair prior to the selection of faculty to serve on the Review Committee. Such conflicts of interest include, but are not limited to, personal and professional interactions and relationships that would preclude dispassionate, disinterested, correct, complete, and unbiased participation in these matters. Spouses, immediate family members, and colleagues with an intimate personal relationship with the Dean are explicitly prohibited from participation.

E. Review Committee Procedures:

1. The Review Committee meets with the Provost and then with the Dean to be evaluated. At these meetings, the Review Committee:
 - a. Outlines the timeline for review and the evaluation criteria.
 - b. Requests relevant information to be considered during the evaluation. At this time, the Provost and the Dean may specify topics, questions, or concerns for the Review Committee to consider in making its evaluation, as well as particular individuals whose input would contribute to a complete review.
 - c. Informs the Provost and the Dean of:
 1. Their right to object to one member of the Review Committee, which shall trigger the search for a new member.
 2. The right to communicate with the Review Committee throughout the evaluation process. That is, the Committee must guarantee the Provost and the Dean the right to provide input at any time during the evaluation.
2. The Review Committee shall notify the faculty of the Dean under review of the procedures guiding the evaluation process and how the principles of shared governance, impartiality, and transparency shall be realized.
 - a. The notification shall include information about data collection, administration of the Dean Evaluation Questionnaire, how the identity of participants will be protected from unnecessary disclosure to the extent allowed by applicable law, and the Review Committee's guarantee to grant full access to anyone wishing to provide input at any time during the evaluation, unless a significant conflict of interest can be demonstrated.
 - b. Among its procedures, the Review Committee must administer the Dean Evaluation Questionnaire to the Dean's constituency. The Dean's constituency shall include, but not be limited to, Vice Presidents, Deans, Directors, the faculty and staff of the unit, the faculty governance body of the unit, and any other individuals who interact with the Dean on a regular basis.
 - c. In addition to the Dean Evaluation Questionnaire, the Review Committee shall gather information related to the topics, questions, and concerns noted by the Provost and Dean in their initial meetings.

F. Components of the Evaluation:

1. Evaluation Criteria

The evaluation criteria should be based on the duties specified in Article III, Section 2 of the Policies and Procedures of the University of West Georgia and the By Laws of the unit of the Dean under evaluation.

2. Evaluation Report

The Review Committee shall produce an Evaluation Report of its findings, which shall be descriptive in nature. The Evaluation Report shall not include interpretations of the findings, nor recommendations regarding personnel actions; however, the Review Committee may synthesize the data they collect relative to the evaluation criteria, to include the authority to edit, shorten, paraphrase or select

qualitative comments as exemplary for presentation in the report. All of the comments received shall remain anonymous and shall be presented to the Provost in an appendix, in order that the unbiased nature of the synthesis can be verified. The full Evaluation Report shall remain in the Office of the Provost for the length of time mandated by BOR Standards and may be obtained by individual request.

The Evaluation Report shall include, but not be limited to, the following sections:

Introduction

- a. Purpose of the evaluation.
- b. Description of how the principles of shared governance, impartiality, and transparency have been realized through the process.
 1. Description of the procedures that guided the composition of the Review Committee.
 2. Disclosure of conflicts of interest, if any, and how they were handled.
 3. Discussion of the timeline of the evaluation.

Methodology

- a. Data collection efforts (e.g. description of the Dean Evaluation Questionnaire, distribution methods, response rate).
- b. Procedures to protect the identity of participants from unnecessary disclosure to the extent allowed by applicable law.

Results

- a. Descriptive analysis of data from the Dean Evaluation Questionnaire.
- b. Descriptive summary of additional data collected to include interviews with dean's peers, supervisors, and relevant external community when useful).

Conclusion

- a. Purpose of the evaluation (briefly revisited).
- b. Timeline for the next periodic evaluation, per guidelines in Table 1 in Section 104.0601.

G. Post-Evaluation Conference with the Faculty. The Chair of the Review Committee shall present the Evaluation Report (minus the appendix) to the faculty of the unit no later than April 30th.

104.0602 Dean Evaluation Questionnaire

The Review Committee shall use the following questionnaire to evaluate the Dean. However, each unit may include additional context-specific items to the instrument. Additional items must be placed at the end of the questionnaire in a new section labeled Unit Specific Items.

Please tell us, what is your role at UWG?

A. Faculty Member and/or Faculty Administrator

B. Staff Member

Your responses may be quoted in the full report, but only anonymously and as part of aggregated data.

In your role as administrator, faculty, or staff, please rate the Dean's unit on the following questions related to leadership, faculty and program development, fairness and ethics, communication, and administration. Please use the following scale to help with your answer:

~~1 = Strongly Agree; 2 = Agree; 3 = Somewhat Agree; 4 = Neither Agree Nor Disagree; 5 = Somewhat Disagree; 6 = Disagree; 7 = Strongly Disagree; 8 = Unable to Judge.~~

1 = Strongly Disagree; 2 = Disagree; 3 = Somewhat Disagree; 4 = Neither Disagree Nor Agree; 5 = Somewhat Agree; 6 = Agree; 7 = Strongly Agree; 8 = Unable to Judge

If you have insufficient experience to make an informed judgment, please choose "Unable to Judge."

Leadership

The Dean...

1. articulates a clear vision for the future of the unit.
2. involves the faculty in developing plans for the unit.
3. demonstrates a commitment to intellectual integrity and the pursuit of knowledge.
4. demonstrates administrative leadership of the unit.
5. is a professional role model for the unit.
6. weighs the opinions of all segments of the unit.

Faculty and Program Development

The Dean...

7. promotes a favorable environment for individual faculty development.
8. emphasizes teaching in consideration of tenure, promotion, and merit raises.
9. emphasizes service in consideration of tenure, promotion, and merit raises.
10. emphasizes professional growth and development in consideration of tenure, promotion, and merit raises. (Note: each unit should adapt item #10 to reflect its P & T standards. For example, replace the term "professional growth and development" with "scholarship.")
11. encourages creative approaches to teaching, research, and program development.
12. is responsive to the educational needs of the region when developing new programs.
13. supports student learning outcomes in work related to faculty and program development.

Fairness and Ethics

The Dean...

14. treats all members of the unit fairly irrespective of age, race, color, religion, sex, national origin, sexual orientation, disability, or veteran status.
15. respects views that are contrary to his or her own views.
16. exhibits high ethical standards in his or her official duties.
17. strongly encourages high ethical professional standards for all members of the unit.
18. exercises sound judgment in matters relating to faculty promotion and tenure.
19. exercises sound judgment in matters relating to staff hiring and promotion.

20. arbitrates disputes among faculty, staff, and department heads fairly.
21. affords departments opportunities to explain their resource needs.
22. affords all members of the unit opportunities to explain their individual needs and concerns.

Communication

The Dean...

23. welcomes constructive criticism from all members of the unit.
24. creates an environment where individuals are free to communicate without concern of rejection or reprisal.
25. provides feedback in a constructive manner.
26. is well-informed about my department's accomplishments, challenges, and future plans.
27. communicates changes affecting all the members of the unit in a timely manner.
28. recognizes and expresses appreciation for the accomplishments of all members of the unit.
29. fosters and maintains positive external relationships.

Administration

The Dean...

30. uses administrative procedures that are clear and unambiguous for promotions, tenure, merit raises, leave, and other personnel actions.
31. exercises sound judgment in appointing associate and assistant Deans.
32. attends to administrative matters in a timely fashion.
33. conducts productive meetings.
34. handles concerns from all members of the unit well.
35. makes administrative decisions that facilitate improvement of the undergraduate programs.
36. makes administrative decisions that facilitate improvement of graduate programs.
37. integrates planning, assessment, and budgeting when making decisions.
38. is transparent about the unit's budget.
39. makes evidence-based decisions.
40. is a team player.

Open Ended Items

41. In your opinion, what are the Dean's strengths and/or contributions?
42. In your opinion, what are the Dean's weaknesses?
43. Please present any further comments you think would be helpful to the Dean in carrying out the academic mission of the school.
44. Please present any further comments you think would be helpful to the Provost.

Unit Specific Items

Units may use Likert scale or open-ended items; regardless, the items should begin with number 45. Units that opt to use a Likert scale must employ the same response options used in items 1-40.

Addendum VI

At the March 25, 2011 Faculty Senate meeting, the following were approved:

Quality Enhancement Plan Concept Statement and Learning Outcomes

University of West Georgia

In its quest to become a destination institution, the University of West Georgia will implement a well-constructed and heavily integrated quality enhancement plan (QEP). The focal point of the QEP is undergraduate student writing. Once this plan is implemented, all undergraduate students at the University of West Georgia will demonstrate an increased ability to:

- 1. Write in standard English, and*
- 2. Apply writing to discipline-specific communication*

*Each of the above **learning outcomes** will be assessed by institution-wide sampling, and the increase or decrease in students' ability to perform these learning outcomes will be measured and reported. In addition, the institution has identified a number of operational outcomes that will support this initiative.*

*By the end of the QEP, these initiatives will result in the following **operational outcomes**. UWG will:*

- 1. Include at least one student learning outcome related to writing in all undergraduate programs*
- 2. Implement a system to support the development of writing for online students*
- 3. Increase investment in faculty development in the area of writing instruction*
- 4. Develop and implement a rubric for the assessment of writing in standard English*
- 5. Develop and implement a second-year writing experience*

The committee proposes narrowing QEP outcomes going forward. The portion of the current QEP addressing Discipline Specific Writing (post- approval of the above learning and operational outcomes fails to present engaged and/or coherent plans to incorporate writing in all undergraduate programs. Rather than rewriting these to meet the SACS standard, we recommend that we implement the first and second year writing improvement plan presented in the QEP.

In order to present the most coherent and achievable plan to improve student writing, UWG will focus on Core A-E. By so doing, we hope to be able to show both individual student level improvement *and* definite change at the level of the core designed to integrate writing into classes that benefit all students.

The new learning and operational outcomes as recommended to the Senate are as follows:

Quality Enhancement Plan Concept Statement and Learning Outcomes

University of West Georgia

In its quest to become a destination institution, the University of West Georgia will implement a well-constructed and heavily integrated quality enhancement plan (QEP). The focal point of the QEP is *undergraduate student writing*. Once this plan is implemented, all undergraduate students at the University of West Georgia will demonstrate an increased ability to:

- Write in standard academic English

This **learning outcome** will be assessed by institution-wide sampling, and the increase or decrease in students' ability to perform these learning outcomes will be measured and reported. In addition, the institution has identified a number of operational outcomes that will support this initiative.

By the end of the QEP, these initiatives will result in the following **operational outcomes**. UWG will:

1. Integrate writing into the existing Core
2. Implement a system to support the development of writing for online students
3. Increase investment in faculty development in the area of writing instruction
4. Develop and implement a rubric for the assessment of writing in standard English
5. Develop and implement a second-year writing experience