



Sociology, Anthropology, and Geography Program Review 2019 - 2024

**THE UNIVERSITY OF TENNESSEE
CHATTANOOGA**

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PREFACE AND HISTORY

Introduction

The UTC Department of Sociology, Anthropology, and Geography (SAG) has a strong and well-established record of providing students who complete our degree programs with skill sets suitable for employment opportunities or admittance into competitive graduate programs. The department has addressed and adapted to trends in higher education, the ever-changing needs of our majors and minors, and different campus strategic plans and initiatives. Two fundamental goals have shaped the curricular decisions of the Department since 1968, when Social Work was removed from being joined with Sociology and replaced by Anthropology. First, the faculty has sought to provide majors and minors with a thorough grounding in either Sociology, Anthropology, or Geography. Second, the faculty has strived to support the overall educational mission of the University and its strategic plans. Throughout its history, the department has been committed to the following goals:

Guiding our majors and minors in achieving a comprehensive overview of Sociology, Anthropology, or Geography, including understanding the relevance of either discipline to contemporary global, regional, and local issues.

1. Structuring and implementing a rigorous experience for our majors requires presenting findings in visual, oral, and written formats.
2. Providing our Sociology and Anthropology majors and Geography minors with an adequate range of electives so that they may focus on topics and courses that will best serve their future goals or facilitate the completion of other degree programs.
3. Ensuring our majors and minors receive high-quality instruction and opportunities for engaged and active learning.
4. Helping our majors develop the skills essential to success in pursuit of an advanced degree or the workforce.

The current curriculum and faculty engagement with their students address these goals in four ways. First, all majors and minors take introductory courses that provide them with foundational knowledge about each discipline. Second, students learn about the theoretical underpinnings of each discipline and recent trends. Third, the development of efforts to target undergraduate studies combining methods and research in Anthropology or Sociology teaches students to devise, implement, conduct, and conclude a research project when at all possible. Finally, our majors and minors do have opportunities to pursue individual studies, internships, and lab research that will help students develop competencies that will enhance their ability to

succeed in the job market or graduate programs.

**Note- Throughout this document, reference may be made to the “previous review period.” This period spanned from 2012 to 2017.*

The Period 1968 – 2000

Reflecting educational trends of the sixties, the Department of Sociology and Anthropology was established in 1968 and, at that time, consisted of three full-time sociologists. Two cultural anthropologists were added in 1970, an archaeologist in 1971, and an anthropological linguist in 1972. By the mid-1970s, the number of full-time faculty had increased to nine (five sociologists and four anthropologists). Reflecting its growth and needing more space, the Department moved into Brock Hall in 1974. The Institute of Archaeology was established in 1975 by archaeologist Dr. Jeffrey Brown, who began to develop several cultural resource management projects with TVA and other private and governmental sources. Throughout this period, many elective courses were added in each discipline, and there was steady growth in the number of majors. The 1980s saw a slower increase in majors and tighter funds from state and federal sources. Dr. Brown sadly died much too young in December of 1980 and was replaced by Dr. Nicholas Honerkamp. Toward the middle of the decade, the number of majors had declined (mirroring national trends), and the Department lost some space that it originally occupied in Brock Hall. Late in the decade, two faculty lines were lost when one sociologist (Dr. Larry Stokes) took a position elsewhere and an anthropologist (Dr. Richard Thurston) retired. In 1993, Geography was added to the department's name, and a full-time tenure-track cultural geographer (Dr. Craig Laing) was hired.

The Center for Applied Social Research (CASR) was established in 1997, and James C. Fraser, a Ph.D. in sociology, was hired to run the Center and teach sociology full-time beginning in August of that year. Dr. Terri LeMoyné, a sociological theorist, was hired as a full-time tenure track faculty member in sociology in August 1997. She replaced Dr. Cater Pate, a sociologist who was retiring. Dr. Zibin Guo, a cultural anthropologist, was hired with a start date of August 1998, and he replaced Dr. Clive Kileff, who took an early retirement. Dr. Leland Robinson, long-time head of the department, decided to go on with a phased retirement in 2000. In 2000, the department comprised seven sociologists, four anthropologists, and one geographer.

The Period 2001 – 2011

After the retirement of Leland Robinson, this was a period of increased conflict and unrest within the department. The department did a national search for a department head and sociologist, Dr. Obi Ebbe, who was hired in August 2000 and tenured in 2001. After a series of developments, Dr. Ebbe was asked to

resign as department head in 2003 by Dean Herbert Burhann and replaced by the interim department head and anthropologist Nicholas Honerkamp. Dr. Honerkamp served the department through 2006 when UTC did a university-wide search for a replacement. Dr. Zibin Guo became department head in 2007 and stepped down in 2009 to focus on his own work. Dean Burhann created a stop-gap solution until another department head could be hired. Dr. Craig Laing, a tenured geographer, acted as department coordinator from 2009-2010. In 2010, the department convened and unanimously agreed that sociologist Dr. Tom Buchanan serve as interim department head from 2010-2011. In 2010, Provost Phil Oldham brought in the Rent Consulting Group, LLC, to assess the health and stability of the department through a day-long retreat.

Dr. Shela Van Ness, who had been a tenured Assistant Professor in UTC's Department of Criminal Justice, was hired as an Assistant Professor of Sociology in 2001. Long-time faculty member and sociologist Dr. P.K. Geevarghese retired in 2008 after 41 years with the department. He was replaced by a new Assistant Professor of Sociology, Dr. Lorraine Evans. Dr. Evans resigned in 2011 to take a new position at Augusta University (formerly Augusta State University) in Augusta, GA, where her family resided.

The Period 2012 – 2017

In March 2012, Dr. Pamela Ashmore was hired as the new external department head with an August 1st start date. Over the summer, Dr. Tom Buchanan took another position and left the university. From 2012 – 2013, the department saw *major* changes on campus: Dr. Mary Tanner replaced Provost Phillip Oldham as Interim Provost in May, Dr. Jeffrey Elwell became the new Dean of the College of Arts and Sciences in August, and Chancellor Richard Brown announced his plans for an early retirement effective September 2012. Dr. Grady Bogue was then appointed Interim Chancellor, Dr. Jerald Ainsworth became Provost in June 2013, and Dr. Steven Angle began as Chancellor in July 2013.

In the department, much of this period was spent dealing with numerous transitions, reviewing curriculum, conducting curriculum mapping exercises, reviewing the status of the CASR that was administered through the department, and addressing concerns that had been identified by the special assessment of the department by the Rent Consulting Group, LLC. This report identified the two greatest challenges confronting the department: "personalities, followed by a lack of cohesion/unity and leadership" (Rent Consulting Group, Final Report, 2010). Related concerns were also mentioned in the last external program review report (2011) that cited "one group of faculty believe they have been marginalized and have very little input

in decision making and agenda setting for the department” (Dunaway, R.G., External Review Report, 2011).

Dr. Dunaway’s external review report highlighted that the department was providing high-quality instruction and “a strong educational experience” for students in all three disciplines and that the department was, in fact, “more than meeting its primary instructional mission.” Recommendations included having additional permanent faculty lines, “a consistent merit-based reward structure”, and additional funds for its operating budget. In addition, the reviewer confirmed that the department was “doing a very good job identifying its goals and assessing the learning outcomes.” Additional recommendations included:

- Gather baseline assessment data on majors within their first few semesters
- Stress core disciplinary concepts across the curriculum
- Increase participation in exit assessments
- Collect alumni data

In 2012, a search was conducted (replacement for Buchanan’s position) for an Assistant Professor in Sociology. Dr. Gary Maynard was hired with an August 2013 start date. On July 29, 2013, Dr. Barbara Medley very unexpectedly passed away. Dr. Medley, Director of the CASR, was a highly valued and respected member of the department and had contributed much to the success of the Sociology major. To cover classes, Dr. Maynard and others had to be reassigned, and additional adjuncts were hired to cover fall classes. Another search was conducted for a replacement position (Medley’s), and Dr. Makiko Hori was hired with a start date of August 2014. Due to circumstances that will not be covered in this report, in March 2015, Dr. Maynard resigned from UTC, and immediate changes were put in place to cover and complete his spring courses. During the 2015-2016 academic year, a Visiting Assistant Professor of Sociology was hired on a one-year contract. Permission to hire for a tenure-track Sociology Assistant Professor position was granted, a national search was conducted, and Dr. Shawn Trivette was hired with a start date of August 2016. In May 2017, Dr. Shela Van Ness, another long-term member of the Sociology program, retired, permission to hire was granted, and Dr. Chandra Ward was hired with an August 2017 start date. In addition, a long-term geography clinical instructor retired in May 2014 and permission was received to hire an Assistant Professor in physical geography and Dr. Shannon McCarragher was hired in August 2016.

In Fall 2013, Dr. Tammy Garland was put in place as the interim department head of Criminal Justice (CJ) and Legal Assistant Studies (LAS). It became clear that the College was unwilling to fund hiring a new external department head, and CJ/LAS and SAG were approached by Dean Elwell in the Spring of 2015 and asked to merge. The merger was not necessarily what the faculty

wanted, but it was an administrative priority, and plans were put in place to merge CJ/LAS with SAG. A merger plan was drafted by faculty representing all disciplines, and these units were officially merged on January 1, 2016.

Consequently, SAG is no longer an independent department but is now part of the Department of Social, Cultural, and Justice Studies (SCJS). As a result, in addition to SAG faculty members, the department now includes one full-time LAS-tenured faculty member, five tenured and four tenure-track CJ faculty members, one lecturer, one professional advisor, and a part-time administrative assistant. In addition, CJ/LAS majors total approximately 370 majors, an MS Criminal Justice program enrolls approximately 30 students, and a two-year online undergraduate CJ degree program, on average, enrolls 35 students. The Department of Social, Cultural, and Justice Studies is currently the fourth largest in the College of Arts and Sciences (CAS).

**(On February 27, 2025, the UT Board of Trustees unanimously approved making SAG and CJ two separate academic departments.)*

On August 18, 2016, SCJS faculty voted and approved the following collective Mission Statement.

“Our programs prepare students for professional and personal success in the context of a strong liberal arts education. We are committed to coursework that is grounded in theory, research, and community engagement to help students prepare for their careers in their respective fields. Emphasis is placed on intellectual, experiential, critical thinking, and problem-solving abilities that will prepare our students to become ethically informed, culturally sensitive, engaged scholars who are able to address global, national, regional, and local challenges. Students and their futures are our **first** priority.”

Additional higher-level administrative changes have also recently occurred. The Dean of the College of Arts and Sciences, Dr. Jeffrey Elwell, left to take a university presidency in July 2017, and an Interim Dean, Dr. George Hynd, was appointed in August 2017. Dr. Jerald Ainsworth resigned as Provost in December 2017, and Dr. Robert Dooley (who was Dean of the College of Business) took over serving our Interim Provost and Chief Academic Officer.

The Period of 2019-2024

The period of 2019 to 2024 marked some significant and transformational changes in faculty composition and program orientation in SAG.

Faculty Transitions: Anthropology

In the spring of 2019, after serving nearly 40 years at UTC, Dr. Nicholas Honerkamp retired from his role as professor and director of the Jeffrey L. Brown Institute of Archaeology. To replace Dr. Honerkamp's position and expand the invaluable field research opportunities developed by Dr.

Honerkamp, the university permitted the hiring of an assistant professor and an archaeology lecturer. In the fall of 2019, Dr. Morgan Smith was hired as the assistant professor, and Dr. Brooke Persons was hired as a lecturer and Director of the Jeffrey L. Brown Institute of Archaeology. Also, in the fall of 2019, supported by the dean, the department was able to hire Dr. Emma McDonell as a visiting professor of cultural anthropology. In 2020, Dr. Lyn Miles, a professor of anthropology, retired on June 30th after 40 years with the department. In replacing this tenure-track position, Dr. Emma McDonell was hired as an assistant professor through a national search.

After serving the department for nine years, Dr. Pamela Ashmore, a professor of biological anthropology, retired on July 31, 2021. Considering the uncertainties and abnormalities contributed to the COVID-19 pandemic, the dean of college arts and sciences was able to support the plan of hiring two lecturers (one lecturer and one visiting lecturer) of biological anthropology. After conducting a national search, in the fall of 2022, Dr. Derek Boyd joined the department as a lecturer and Dr. Kylie Williamson as a visiting lecturer of biological anthropology.

Shortly after, as a result of significantly increasing interest in the archaeology program among anthropology majors, the number of archaeology research contracts and grant activities, and the university's commitment to complying with the Native American Graves Protection and Repatriation Act (NAGPRA), the university approved the request of hiring an assistant professor of archaeology. After conducting a national search, Dr. Brooke Persons was hired as an assistant professor of archaeology in the fall of 2023. Recognizing her contribution and specialized skillset that equips her with the ability to ensure UTC is compliant with NAGPRA and fast-growing interest in biological anthropology programs among anthropology majors and the students campus-wide, in spring 2024, Dr. Kylie Williamson was transitioned from a visiting lecturer to a lecturer position. In the spring of 2024, Dr. Derek Boyd accepted an offer from the University of Nevada, Las Vegas, as an assistant professor of biological anthropology. To maintain the sustainable development of the biological anthropology program and the university's commitment to comply with NAGPRA effectively, the university quickly approved the request to hire an assistant professor of biological anthropology. After conducting a national search, Dr. Kylie Williamson was hired as an assistant professor on August 1, 2024.

Faculty Transitions: Sociology

On January 1, 2019, Dr. Darrell Walsh was transitioned from senior lecturer of sociology to assistant professor of sociology. In July 2019, Dr. Terri LeMoyné, an associate professor of Sociology, retired after 23 years of service at UTC. Also, in July 2019, Dr. Shawn Trivette, an assistant professor of sociology, resigned from UTC. To replace these sociology positions, in the fall of 2019,

Drs. Zackary Simoni and Jared Rosenberger were hired as assistant professors of sociology. In June 2020, Dr. Obi Ebbe, the only remaining professor of sociology, retired from UTC. Thereafter, in spring 2022, Dr. Jared Rosenberger accepted a new position at Murray State University. In the fall of 2022, Dr. Natalie Blanton was hired as a TT assistant professor of sociology, and Dr. Lori Waite was hired as a lecturer of sociology. Funded by the technology/AI preparation initiative of the UT system, in the fall of 2024, Dr. Christopher Vidmar was hired as an assistant professor of sociology.

Faculty Transitions: Geography

After three years of service, Dr. Shannon McCarragher, a geography professor, resigned in spring 2020 and joined the Department of Geography and Geographic Information Science at Southern Illinois University. The university was not able to fill this vacancy. However, the department was able to hire a lecturer instead. In fall 2021, Dr. Joshua Hodge was hired as a geography lecturer.

Department Leadership Transitions

After serving seven years as the department head, Dr. Pam Ashmore decided to return to a faculty position in 2019. Dr. Lynn Purkey, the associate department head in the Department of Modern and Classical Languages and Literatures, was appointed as the interim department head of SCJS in the fall of 2019. In the fall of 2020, the department conducted a national search for a permanent department head. In the fall of 2021, Dr. Melissa Jarrell-Ozmy, a criminologist, was hired as the department head. In the spring of 2023, Dr. Jarrell accepted the offer as department chair of criminal justice at the University of Nevada, Reno. Drs. Zibin Guo of anthropology and Rick Dierenfeldt of criminal justice were appointed as the co-interim department heads. While both share the responsibilities of managing matters that affect both the faculty of CJ and SAG, such as allocating department operational budget, each is assigned to provide the provision of leadership in CJ (Dr. Dierenfeldt) and SAG (Dr. Guo) programs planning, implementation, and assessment, including performance evaluations, among others. Both Drs. Guo and Dierenfeldt agreed to serve a two-year term.

Additional Transitions at UTC (2019 – 2024)

Additional higher-level administrative changes have also recently occurred. In 2020, Dr. Joe Wilferth, the interim Dean of the College of Arts and Sciences, left to take a university provostship. After conducting a national search, Dr. Pam Riggs-Gelasco was selected as the Dean in August 2020. In the spring of 2019, UTC named Dr. Jerold Hale Provost and Senior Vice Chancellor for

Academic Affairs.

SAG Undergraduate Degree Program Enrollments (2019 – 2024)

Over the last five years, annual enrollment in Sociology and Anthropology degree programs (officially, our programs are designated as concentrations within a Sociology & Anthropology degree program) have averaged a total of 158, a 19% increase from 133, the average number of majors during last review (Table 1,2). This increase is especially significant in the context of the national trend, which suggests a steady decline in the number of students majoring in [sociology](#) or [anthropology](#) over the past decade, though these data are closely tied together and often difficult to pull apart.

Major Programs

Anthropology

Compared with the last review period, the total anthropology majors increased from 343 (2012-2017) to 389 (2019-2024), a 12% increase. The anthropology program experienced significant revitalization in the past five years, with the number of majors increasing from 42 in 2019 to 97 in 2024, an increase of 131%. This remarkable growth was primarily attributed to the thoughtful changes made by the faculty, which include:

- Revising the curriculum to emphasize the diversity of possibilities inherent in an Anthropology degree.
- Efforts to engage alumni to provide generous donations which offer substantial financial support for student research.
- Offering mixed experiential and traditional courses, integrating experimental courses and new, required offerings to help students obtain degree-related employment after graduation.
- Placing students in aspirant graduate programs, including those funded for graduate education at R1 universities across North America and the United Kingdom.
- Providing degree-related employment opportunities for students with the National Park Service, National Forest Service, Tennessee State Parks, museums, non-profits, and community organizations.
- Encouraging and mentoring students to participate in and present at university-wide, regional, and national conferences.
- Securing external grants and contracts will provide students with a research learning experience.

Sociology

Compared with the last review period, the number of sociology majors changed from a total of 428 (2012-2017) to 403 (2019-2024), a slight decline of 6%.

- Since 2019, sociology has hired five new faculty, four of whom are still current faculty.
- With the addition of new faculty members, there has been a diverse array of new courses, including experiential courses such as SOC 1150, Social Problems, and SOC 3340, Environment, Culture, and Power.
- Additionally, there are two courses dedicated to professionalization of sociology majors, SOC 2400, Professionalism in Sociology, and SOC 4940, Community Engagement Internship.
- During this time, a Sociology Club student organization has been created. This organization engages in social activities, as well as a community engagement project every academic year.
- We also have faculty that recruited students to collaborate on research projects. Drs. Blanton, Simoni, Waite, and Walsh have all taken students to conferences to present student work in the past few years. For many years, the sociology program has struggled with faculty retention and stability. The current cohort of faculty is promising in terms of excitement, engagement, innovation, and stability.

Academic Year	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
SAG Majors	107	109	110	138	166

Table 1. Enrollment in SOC and ANTH degree programs, Fall 2019 - 2024.

DEGREE PROGRAM	F19	F20	F21	F22	F23	F24
BA SOC and ANTH: Anthropology	11	16	16	20	24	21
BS SOC and ANTH: Anthropology	31	29	41	44	70	76
<i>Anthropology Total</i>	42	45	57	64	94	97
BS SOC and ANTH: Sociology	65	64	70	74	70	60
TOTALS	107	109	127	138	164	157

Table 2. Enrollment by degree program, 2019 - 2024.

Minor Programs

MINORS	2019	2020	2021	2022	2023	2024
SOCIOLOGY	54	58	53	81	60	53
ANTHROPOLOGY	19	21	29	29	35	39
GEOGRAPHY	13	10	9	13	14	19

Table 3. Minor enrollment by degree program, 2019 – 2024.

Our minor programs have also seen success (Table 3). The Sociology minor is the most popular of our minor programs. Despite a slight decline recently, it has averaged 59 minors per year during the past five years, increasing from 49 minors per year in the last review cycle. The number of Anthropology minors is rising, increasing from an average of 22 per year during the last review cycle to 34 during this review period. During the previous self-study, the geography minor averaged 10 students a year. During this review period, the minor averaged 13, a significant uptick. In addition, during this review period, we hired a physical geographer, Dr. Joshua Hodge, and as a result of this hire, we have begun to offer additional upper-division physical geography courses such as Meteorology and Climatology. Since Dr. Hodge's employment, enrollment in the geography minor has seen noticeable increases.

Graduation Trends (2019 – 2024)

Even though sociology and anthropology degree programs have experienced declines nationally, we still maintain a successful and relatively stable rate of graduation in our majors (Table 4). From 2019 to 2024, the programs graduated, on average, 32 students per year, a slight decrease from 36 during the last cycle. We attribute this slight decline to the loss of significant student and graduate numbers due to the COVID-19 pandemic, which significantly affected the traditional student experience, leading to enrollment decreasing or flatlining across the board. The pandemic caused a fundamental reassessment of learning at all levels, as the most impacted students were arguably those transitioning to college, who were on the cusp of their first independent living situations and social immersion in the engaging and dynamic setting that is a college campus. Instead, students were abruptly forced into social and educational isolation. SAG numbers across the board were impacted during the 2020-2021 academic year, resulting in erratic graduation numbers for the ensuing years that finally seem to be stabilizing. SAG faculty and staff remain committed to facilitating the successful completion of degree programs by our majors during this tumultuous period, often going the extra mile to ensure student retention was unaffected through more frequent, personal check-ins with students, zoom based social events, and adding courses with contemporary topics like ANTH 2150- Plagues and

Peoples, which bonded students through education of our shared experience with COVID-19 in the context of historic plagues and how they were overcome. However, despite this, we maintain high standards and expectations of our majors and rigorous coursework, which we aim to try to elevate expectations for each year. Courses required for the major will not count unless students earn at least a grade of C, and our more recent courses, like our upper division experiential courses, take students into a field science or community setting, bridging the gap between classwork and post-graduation employment expectations.

DEGREE	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
BA SOC and ANTH: Anthropology	3	4	0	0	6
BS SOC and ANTH: Anthropology	16	4	12	8	15
<i>Anthropology Total</i>	19	8	12	8	21
BS SOC and ANTH: Sociology	14	13	13	31	20
S&A BS and BA Total Graduates	33	21	25	39	41

Table 4. SOC and ANTH degrees awarded, 2019 – 2024.

1. LEARNING OUTCOMES

1.1 Program and student learning outcomes are clearly identified and measurable.

In Spring 2018, the department faculty began discussing needed curriculum revisions and developing shared SAG student learning outcomes. The faculty body believes that the strength of the department and the goals of our degree programs are based on facilitating students' understanding of diverse cultures and societal behaviors, providing students with solid training in research methods (quantitative and qualitative), providing a sound grounding in socio-cultural theory, and allowing students to flexibly explore the disciplines of Sociology, Anthropology, and Geography, within the confines of faculty expertise. The SAG student learning outcomes (SLO) listed below were written by SAG faculty and adopted.

1) Ethics

Outcome Description: Students are able to articulate ethical standards, values, and responsibilities related to social science research.

2) Critically Evaluate

Outcome Description: Students are able to critically assess the methodologies, validity, reliability, analyses, and conclusions present in research studies.

3) Interpret Data

Outcome Description: Students are able to accurately interpret publicly available quantitative and qualitative data.

4) Research Questions

Outcome Description: Students are able to apply basic social science concepts to current social issues.

5) Social Construction of Reality

Outcome Description: Students are able to describe how society and culture develop knowledge through the social construction of reality.

6) Social Issues

Outcome Description: Students are able to formulate a research question and apply appropriate research methods and analyses to examine socio-cultural phenomenon.

7) Theory

Outcome Description: Students are able to define, describe, and give examples of major socio-cultural theories.

Sociology Specific Outcomes

In the Spring of 2013, the Sociology degree program was selected as one of the first on our campus to undergo the process of curriculum mapping. All full and part-time Sociology faculty members participated in this endeavor, and a stringent review of all course syllabi was conducted. At this point in time, curriculum mapping was new to the UTC campus. The faculty engaged in the process of re-writing individual course learning outcomes so that they would be measurable and assessable, and the following guiding questions were used to help direct revisions:

- What knowledge, skills, abilities, and dispositions should the ideal student graduating from our program demonstrate?
- How will students demonstrate these capacities?
- How well does our program prepare students for careers, graduate, professional study, and/or lifelong learning?
- What assessments can be used to demonstrate growth in students' knowledge, skills, abilities, and dispositions as they progress through our program?

In addition, shared learning outcomes were established for SOC 1510 Introduction to Sociology, which is a largely subscribed general education course with multiple sections taught every semester. We determined, for each course, if an SLO was "Introduced," "Reinforced," "Practiced," or "Mastered." This exercise was important for the department as it provided us with a way to see how and if we were appropriately scaffolding courses.

Anthropology Specific Outcomes

In the fall of 2020, as part of a broader, significant curriculum change, Anthropology faculty began curriculum mapping exercises, re-writing course learning outcomes, comparing our degree programs to those of our peer institutions, as well as investigating national trends in Anthropology undergraduate degree programs. Shared learning outcomes were also developed for the multiple sections of Cultural Anthropology ANTH 1200 which is a popular and regularly taught general education course. We determined, for each course, if an SLO was "Introduced," "Reinforced," "Practiced," or "Mastered." In the fall of 2024, Anthropology faculty are in the process of re-evaluating program learning outcomes, which have remained the same since the 2012-2017 review. New learning outcomes will focus more on emerging archaeology and biological anthropology strengths while balancing our program's long-term focus on socio-cultural and medical anthropology approaches. Our current anthropology learning outcomes are:

1. Learn the broad scope of the history of Anthropology as a discipline.
2. Demonstrate knowledge of the intellectual and cultural traditions of

several non-Western societies through exposure to ethnographic analysis in coursework.

3. Focus on critical reading of ethnographic texts and synthetic interpretation of ethnographic data.
4. Evaluate starting premises, assumptions and viewpoints for ethnocentric bias or other forms of bias.
5. Be exposed to a holistic perspective that bridges traditional disciplinary boundaries.
6. Examine the relative merits of qualitative and quantitative methods for analysis of anthropological issues.
7. Engage the process of the ethnographic method as practiced and reflected upon within Anthropology.
8. Compare opposing viewpoints in order to contextualize differences in cultural values and practices.
9. Gain knowledge of the most important theories and debates within contemporary anthropological scholarship on subjects ranging from globalization and its effects, gender sexuality and marriage, race and ethnicity, faith and religion, mass culture and mass media, and class inequality and conflict.

1.2 The program uses appropriate evidence to evaluate the achievement of the program and student learning outcomes.

Below we have identified several courses which we use as examples to demonstrate how our CLO's are being integrated into introductory and upper-division required courses. The items below are identified by class, but full syllabi are provided in Appendix B. In ensuing sections, National Survey of Student Experience (NSSE) data are provided demonstrating our program's shared success in students achieving these outcomes.

SOC 3140: Research Methods (Course Syllabus in Appendix B)

Course Student Learning Outcomes: By the end of the course, students should be able to:

1. Develop academic writing skills within the discipline of sociology.
 - (SLO 5, 6, and 7)
2. Garner an advanced understanding of research methods.
 - (SLO 2)
3. Determine appropriate methods to use for answering different social research questions.

- (SLO 6)
- 4. Understand how research can lead to fascinating and impactful careers.
 - (SLO 1)
- 5. Calculate basic statistics in order to analyze sociological data.
 - (SLO 3)
- 6. Understand ethical issues when collecting sociological data.
 - (SLO 1)
- 7. Design a rigorous social science research project.
 - (SLO 4 and 6)

Assessment Plan:

- Topic Proposal (SLO #3,4) – a preliminary activity to launch the research project
- CITI Training (SLO #6) – required of any research involving human subjects
- Annotated Bibliography (SLO #3,4,5) – provided the foundation for the literature review
- Methods Selection (SLO #2,4) – an opportunity to both clarify the research question and identify the strengths and weaknesses (and likely strategies) of two possible methods for conducting their research in the spring
- Literature Review (SLO #1,3,4,5) – a synthesis of the relevant academic literature on their topic; students were to submit two formal drafts of this, to practice the process of revision
- Form A (SLO #6) – students submitted the IRB's standard proposal for the use of human subjects (instructor served as the "IRB", per university policy; students planning to present outside of class had their forms submitted to the actual IRB); students were provided multiple revision attempts to ensure this was done correctly
- Methods Outline (SLO #2,4) – a formal (re-)draft of their methods selection, choosing a specific method they planned to use in the Spring semester and outlining how they would go about their study; students were expected to include all relevant design elements, including population and sample, sampling strategy, method of data collection (survey, interviews, etc.), and a brief discussion of research ethics
- Research Proposal (SLO #1,3,4,5) – the capstone element of the course, this laid the foundation for the research project to be conducted in the Spring; it consists of the literature review and methods section, as well as an appropriate bibliography and list of survey/interview questions to be asked
- Midterm and Final Exams (SLO #1,2,5,6) – the exams were a way to test students on the breadth of their learning (while the components of the project test students on the depth of their learning)
- Peer Review (SLO #2,5) – Students engaged in several aspects of peer review, to aid in the development of their projects and writing.

Sample Exam Question:

Students were provided with an abstract and methods section from a published academic article and were asked to write a complete bibliographic citation for it, identify the method employed (and whether it was qualitative or quantitative), the population of interest, the unit of analysis, the sample (and sampling strategy) used for the study, and the research question. For quantitative papers, students were also asked to identify the key variables used; for qualitative papers, students were asked to identify the key concepts of interest.

Grading Scale for the Research Proposal:

The entire Proposal is worth 75 points, which break down as follows:

- Your Research Question is worth 5 points
- The Literature Review and Methods section will each be graded out of 30 points. Of those 30 points, half will go to the quality of your organization and half to the thoroughness and appropriateness of your content. (so that's 15 points for lit review organization, 15 for lit review content, etc.)
 - An A-quality grade will earn between 14 and 15 points for each section
 - B-quality work will earn between 12 and 13 points
 - C-quality work will earn 11 points
 - D-quality work will earn between 9 and 10 points
 - In most circumstances, F-quality work will be marked with 7 or 8 points; in rare and exceptional circumstances point values may be less than this
- The timeline is worth 10 points
- You can lose points as follows:
 - -1 point for each reference below the 10 minimum and each error in the bibliography
 - -1 point for each mechanical error (after the first three)

ANTH 3100 (now 4200): Ethnographic Methods (Course Syllabus in Appendix B)**Course Student Learning Outcomes: Upon successful completion of this course, students will be able to:**

1. Explain the nature and the rules of applying ethnographic methods in social behavioral research
(SAG SLO 1, 2, 3, and 7)
2. Identify research topics and develop research questions that are linked to the ethnographic research designs (SAG SLO 4, 5 and 6)
3. Be able to employ basic ethnographic methods to collect social data
(SAG SLO 1, 2, 4, 5 & 6)
4. Explain the key data collection and analysis methods in ethnographic research (SAG SLO 3, 4, 5 and 7)
5. Explain the role of using ethnographic methods to conduct research

in a virtual environment. **(SAG SLO 2, 4, 5, 7)**

Assessment Plan:

This course employs two major domains of approaches to achieve and assess students' learning outcomes.

- In-class exams: As outlined in the course syllabus, the topic for each of the weekly lectures and in-class activities correlates with each of the SAG SLOs. Assessment of the knowledge of ethnographic research methods was made through: 1) knowledge-based in-class exams; 2) assigned small ethnographic projects.
- Integrated practice based on knowledge: In addition to assessing the learning outcomes through the use of in-class exams, the assigned 8 ethnographic assignments evaluate and their ability of apply their knowledge into practice.
- Assignment 1 “Observe your Environment”:
This assignment aims to cultivate the ability to be more observant about one's physical environment and the various activities that take place within it (SOL 5 and 7).
- Assignment 2: “Tell Me One of Your Favorite Stories.”
For this assignment, students interview an elderly family member (grandparents, for example) or a close relative and ask them to share a story that has inspired them in specific ways. This assignment aims to provide students with an experiential understanding of the impact of particular social and cultural contexts on shaping our views and perceptions about the meaning of life. (SLO 2, 3, 5, and 7)
- Assignment 3: “Sit and just watch.”
Provide students with the opportunity to observe how human relationships can be varied according to specific social and environmental contexts. (SLO 2, 5 and 7)
- Assignment 4: “Identify Themes”.
For this assignment, students learn and practice identifying themes and developing codes through reading an online article. (SLO 2, 3 & 4)
- Assignment 5: “The Outsider and Insider’s View”
This assignment involves interviewing someone associated with a unique social and cultural group the students are unfamiliar with. It intends to help students understand the importance of asking and the ability to develop “good questions” in ethnographic research. (SLO 2, 4, 5 and 7)

- Assignment 6: “Stories Behind My Pictures”

For this assignment, each student brings three of their photos, which were taken some years ago, to the class. Through a PowerPoint presentation, students share the stories behind each photo. This assignment intends to provide students with an experiential understanding of the effect of “Photo elicitation” through practice. (SLO 2, 3, 4, 5, and 7)

- Assignment 7: “The Culture of a Virtual World”

For this assignment, students choose and spend some time on a virtual world website that interests them. This assignment intends to allow students to observe and conceptualize the patterns, similarities, and differences in participants'/avatars' interactions in the virtual world compared with the social world. (SLO 1, 3, and 5)

- Assignment 8: “Free-list”

For this assignment, students are asked to interview one female and one male peer to obtain a list of five things/abilities they consider essential for a healthy life using the “free-list” method. After the five “things/abilities” are given, students ask the interview participants to justify each of the “things/abilities” they provided. (SLO 2, 3, 4, 6 and 7)

After this assignment is submitted, the instructor will compile the data and provide students an opportunity to observe and interpret the patterns that emerged from the compiled data set. (SLO 2, 3, 4, 6 and 7)

ANTH 3210: Anthropological Theory (Course Syllabus in Appendix B)

Course Student Learning Outcomes: By the end of the course, students should be able to:

- Describe the broad scope of the history of anthropological thought.
(SAG SLO 5, 7)
- Evaluate academic articles and critique scientific thought.
(SAG SLO 2, 3)
- Differentiate between major theoretical paradigms in anthropology.
(SAG SLO 2, 5, 7)
- Be able to communicate opinions clearly, effectively, and politely.
(SAG SLO 3, 6)
- Learn current ethical problems surrounding anthropological inquiry.
(SAG SLO 1, 6)

Assessment Plan

- Exams make up ~40% of the grade for this course, 100 points for each the

midterm and final. In the most recent iteration of the class, taught by M. Smith, oral examinations were administered over Zoom on exam week in addition to an online component. The online component was matching/multiple choice associating scholars with certain theories and was a straightforward ~20 minute exam. The oral component is ~10-15 minutes, one on one, where students were asked a series of questions based on the readings given throughout the semester. The structure for the final was the same and was cumulative, but with emphasis on latter parts of course. Oral examinations were implemented in the class due to the onset of generative AI and difficulties associated with assigning students papers or written assignments on classic texts, which generative AI have good understandings of, given the plethora of data and written work available on them. Though the oral exams were a labor-intensive effort, they also resulted in students having a great command of the information and being able to think on their feet to discuss it in the course of professional dialogue with a subject matter expert. (SAG SLO 2,3,5,6)

- The final essay is ~20% of the grade, 100 points. The essay is written in AAA format, 12pt font, 1-inch margins, double-spaced. The required length is 8-10 pages, with at least 10 sources, all of which MUST be scholarly articles. Extra credit is given to students who make writing center appointments to have their essays reviewed and to those who use EndNote to organize their citations. 25% of their grade is an essay draft, which is due one month before the final product is submitted. (SAG SLO 2-7)
- The in-class discussion are 40% of students grades, 200 points. Such discussions are a key part of any theory class worth having. I moderate these and students discuss 2-3 key readings on a topic with a reading guide provided before class. (SAG SLO 1-7)

Letter Grade Assignment by Points A =500-450, B =449-400, C =399-350, D =349-300, F =<299

Sample Geography Course Assessment Plans

All geography course syllabi have clearly identified and measurable student learning outcomes. In addition, courses certified as General Education include additional student learning outcomes specific to the appropriate General Education category. Below are the student learning outcomes and examples of course assessments that meet that specific student learning outcome for one General Education-certified introductory courses (GEOG 1040: Cultural Geography) and one upper-division course (GEOG 4160: Climatology).

GEOG 1040: Cultural Geography (Course Syllabus in Appendix B)

For GEOG 1040: Cultural Geography, which is certified as a General Education course fulfilling the *Behavioral and Social Science* category, there are three student learning

outcomes for all university courses certified in this category. Examples of course assessments that meet those learning outcomes are described below.

GEOG 1040 General Education Student Learning Outcome #1(GESLO1)

Students will explain behavioral and social phenomena, institutions, systems, or processes as they relate to a particular behavioral or social science.

GEOG 1040 Course assessment for GESLO1 (from Exam 1)

The fact that the number of UTC students decreases with increasing distance from campus is an example of the geographic principle of:

- | | |
|------------------------|----------------------|
| A. regional perception | C. distance decay |
| B. distance perception | D. geographic ascent |

GEOG 1040 General Education Student Learning Outcome #2(GESLO2)

Students will explain the importance of understanding how the diversity of human experiences and belief systems are shaped by historical processes, social structures, and institutional systems of power.

GEOG 1040 Course assessment for GESLO2 (from Exam #1)

In a well-organized, grammatically correct essay (see formatting directions below) that contains several paragraphs, address the following points: (a) explain the Buffalo Commons idea (as proposed by the Poppers); (b) what was happening in the Great Plains that led the Poppers to propose their idea; (c) what is the perspective of Williams, a citizen of the region, some 13 years after the original idea was published; (d) what is the American Prairie Reserve (APR) and how does it tie in with the Buffalo Commons concept and why are some people opposed to the APR: and (e) explain how the Buffalo Commons idea relates to population density and human migration issues covered in the textbook and PowerPoints.

GEOG 1040 General Education Student Learning Outcome #3(GESLO3)

Students will evaluate how data, concepts, or methods with the behavioral and social sciences are used to support conclusions about individual, group, or institutional behavior.

GEOG 1040 Course assessment for GESLO3 (from Exploration 6)

There are many geographic principles that can be seen in examining the spatial characteristics of sports and their fans. Go to the *Range – NFL Fan map* overlay. This map shows, as explained in the blue box to the right of the map, Facebook fans of NFL teams. Each county is labeled based on which official team page has the most “Likes” from people who live in that county. This data can serve as a surrogate for the concept of range (as defined by Christaller’s central place theory). The range is the maximum distance people are willing to travel for a service and this map generally represents this. In other words, this map roughly shows the maximum distance that a fan is willing to travel to attend a game for their favorite team. Which of the following statements, based on the *Range – NFL Fan map* overlay, is incorrect?

- A. The Jacksonville Jaguars can expect to have more fans from South Carolina attend their games than fans from North Carolina.
- B. The Denver Broncos draw fans to games from a larger area than the Tampa Bay Buccaneers.

- C. Residents of Kentucky and Florida are very diverse in their NFL fan affiliation.
- D. In a Sioux Falls, South Dakota sports shop you would expect to see more Denver Broncos merchandise for sale than merchandise for the Minnesota Vikings.
- E. The ranges for the Houston Texans, Buffalo Bills, and San Diego Chargers appear to be some of the smallest in the NFL.

In addition, there are five student learning outcomes specifically related to Geography 1040: Cultural Geography. Examples of course assessments that meet those learning outcomes are described below.

GEOG 1040 Student Learning Outcome #4 (SLO4)

Describe the geographic patterns and processes that have shaped human understanding, use, and alteration of Earth's surface.

GEOG 1040 Course Assessment for SLO4 (from Exploration 5)

Go to the NASA placemark. This is Cape Canaveral, home of NASA's Kennedy Space Center. Why did NASA choose this site to launch their rockets, etc. into space? At the course website, in the material for this exploration, click on and read the article entitled *Matson 2009 – Why NASA Launches from Florida's Atlantic Coast*. After reading this article, write a several paragraph essay that identifies and explains two situation factors and one site factor that have contributed to NASA selecting Cape Canaveral as their primary location to send objects into orbit around the Earth.

GEOG 1040 Student Learning Outcome #5 (SLO5)

Demonstrate that they have gained a basic knowledge of the methods of geographers, including observation, data gathering, reporting, and writing.

GEOG 1040 Course Assessment for SLO5 (from Exploration 1)

Select one of the placemarks from the *Interpretation* folder and describe four of the interpretive elements (tone, size, shape, texture, pattern, association, shadow, site/situation) visible in that scene.

GEOG 1040 Student Learning Outcome #6 (SLO6)

Apply the concepts of space, geographic vocabulary, and cultural landscape interpretation methods used by geographers to a variety of locations around the globe.

GEOG 1040 Course Assessment for SLO6 (from Exam 1)

Wal-Mart exhibited two spatial patterns of diffusion. They are:

- A. reverse hierarchical and contagious
- B. contagious and hierarchical
- C. relocation and contagious
- D. reverse hierarchical and relocation

GEOG 1040 Student Learning Outcome #7 (SLO7)

Demonstrate how a geographic perspective provides a constructive way to view the cultural landscape and understand current events.

GEOG 1040 Course Assessment for SLO7 (from Exam 1)

Based on the two assigned readings, write a well-organized, grammatically correct one-

page essay that addresses the following four questions about the Popper's Buffalo Commons proposal: (1) explain the Buffalo Commons idea (as proposed by the Poppers); (2) what was happening in the region that led the Poppers to propose the Buffalo Commons idea; (3) is the Buffalo Commons idea becoming a reality? Why or why not? (4) explain how the Buffalo Commons idea relates to density and migration issues covered in the textbook and class.

GEOG 1040 Student Learning Outcome #8 (SLO8)

Examine critically how geographical issues affect people around the world.

GEOG 1040 Course Assessment for SLO8 (from Exam 2)

The diffusion of popular culture through processes of globalization has:

- A. lessened the level of interconnectedness between people and places across the globe.
- B. not led to a counter-social movement emphasizing local and regional cultures.
- C. contributed to the similar appearance of popular cultural landscapes in different parts of the world.
- D. all of the above

GEOG 4160: Climatology (Course Syllabus in Appendix B)

For GEOG 4160: Climatology, the eleven student learning outcomes, and examples of course assessments that meet those learning outcomes, are described below.

GEOG 4160 Student Learning Outcome #1(SLO1)

Students will be able to explain how the Earth works as an energy/matter system with emphasis on the inputs of solar and internal Earth energy.

GEOG 4160 Course assessment for SLO1 (from Energy Fill in the Blank Exercise)

Almost all the energy that drives processes on the earth comes from the sun and is called in-coming solar radiation or _____. This energy drives the physical processes (winds, ocean currents, hydrologic cycle) and the life processes (photosynthesis) at the earth's surface and atmosphere. Understanding the energy budget is essential to understanding these processes. Ultimately there is a _____ between the sun's energy that is intercepted by the earth (and its atmosphere) and the amount that is returned to space. The amount coming in equals the amount going out, so the earth as a whole (planet) has an

_____ where these amounts balance (answer choices for the above blanks: equilibrium temperature; insolation; balance).

GEOG 4160 Student Learning Outcome #2(SLO2)

Students will learn basic concepts of atmospheric processes and how the atmosphere interacts with other systems of physical geography, such as the hydrosphere, biosphere, cryosphere, and lithosphere of the Earth.

GEOG 4160 Course assessment for SLO2 (from Weather Video Assignment)

Please watch the weather video that Dr. Hodge made on September 4, 2022. You can find this video embedded here below these directions and in Modules for Week 4. The

video is around 26 minutes long and ends at the very end of the video, so be sure you watch the entire video. I go over how to check weather forecasts, and I show different websites showing radar, air pressure, and wind patterns. You need to type at least 1 to 1.25 pages for a reflection paper about the video. Please use Microsoft word, 12-point font, Times New Roman, double spaced, 1 inch margins. Put your name, date, GEOG 4160, and title it Part. Assign 3: Paper Weather Video. Begin typing your reflection paper immediately below the title and don't forget that the body of text needs to be at least 1 to 1.25 pages doubled spaced. If your paper is longer than 1.25 pages that is perfectly ok too. I recommend taking notes while you watch the video or watch it two times if necessary. What to do? Type what you learned from the video, how you might use some of what you learned, and what you enjoyed about the video. You are also welcome to comment on anything else from the video. Maybe you have seen a wildfire or an outflow boundary, or something else. Feel free to comment and share if you have had any personal experiences with something related to the video.

GEOG 4160 Student Learning Outcome #3(SLO3)

Students will be able to temporally and spatially explain the distribution of air masses, atmospheric circulation patterns, and weather systems.

GEOG 4160 Course assessment for SLO3 (from Mid-term Exam)

What causes Rossby waves to form, and where would you see more Rossby Waves: in the northern or southern hemisphere? Explain why.

GEOG 4160 Student Learning Outcome #4(SLO4)

Students will learn about world climate types.

GEOG 4160 Course assessment for SLO4 (from Mid-term Exam)

What two locations shown have Cfb climate, and tell me what a Cfb climate is? What Koppen climate does Chattanooga have? Please say the three-letter code as well as the worded description for all the answers to number 4.

GEOG 4160 Student Learning Outcome #5(SLO5)

Students will learn about past climate change and projected future climates.

GEOG 4160 Course assessment for SLO5 (from Homework 5: Past Climates)

Watch the 45-minute-long video in Canvas, Modules for this week entitled: "Mega Disasters: Volcanic Winter Decimates Civilization". This is a video from the History Channel. While watching the video, take notes on the important things mentioned throughout. After watching the video, write a 1-to-1.5-page, double spaced reflection paper (Times New Roman, 12-point font) over the main highlights of the video and what you learned from it. How does it relate to our current chapter in Climatology? Be descriptive and mention the name of the volcano, geographic locations, dates mentioned, etc.

GEOG 4160 Student Learning Outcome #6(SLO6)

Students will learn how humans interact with climatic processes: this includes topics such as climate change, pollution, climate policy, and public safety as it relates to climate.

GEOG 4160 Course assessment for SLO6 (Homework 5: Past Climates)

What are some of the impacts of global warming on the environment?

GEOG 4160 Student Learning Outcome #7(SLO7)

Students will be introduced to peer reviewed scientific writing that displays humanity's growth in knowledge of climatic processes.

GEOG 4160 Course assessment for SLO7 (from Term Paper Assignment)

Students are required to include references from peer-reviewed journal articles when writing a term paper about a climate related topic. Students also read example journal articles to help them prepare for the term paper.

GEOG 4160 Student Learning Outcome #8(SLO8)

Students will apply skills (through homework, exams, and other assignments) showing how they comprehend atmospheric processes and the relation of atmospheric processes with humans and the other sub-systems of physical geography. For example, students will display their skills through map reading, understanding weather features on maps, and analyzing climate data from charts, figures, photographs, and satellite images.

GEOG 4160 Course assessment for SLO8 (from Mid-term Exam)

Check the weather forecast for Mammoth Lakes, California for the upcoming 10 days. Does the forecast make sense with the likely phase that the MJO will be in? Insert screenshots of what you find and insert websites where you find any information.

GEOG 4160 Student Learning Outcome #9(SLO9):

Students will analyze patterns and processes of atmospheric features and the Earth's surface (including but not limited to): various websites, weather maps, remotely sensed imagery, Google Earth, and photographs.

GEOG 4160 Course assessment for SLO9 (from Homework 3)

Go to Canvas, Modules for this week and watch the video entitled "How Ocean Currents Work (and How We Are Breaking Them)". Write a half page to one page reflection (double-spaced) of what you learned from the video, what stood out to you, and any other general thoughts related to the video.

GEOG 4160 Student Learning Outcome #10(SLO10)

Students will identify world climate types by map reading, aerial imagery or satellite interpretation, and photographic interpretation.

GEOG 4160 Course assessment for SLO10 (from Homework 4)

Using pen, pencil, or colored pencils, or computer software, plot a climograph for your own location or nearby weather station and then visually compare it with the one for the closest climatic type in any material for this week in modules, Chapter 9, or in the textbook, Chapter 9. For example, if your climograph is for Chattanooga, please explain the Koppen climate type for Chattanooga and compare it in writing by saying how it is similar to a climograph seen in any of the material in Modules for this week or in the textbook that shows the same or similar climate as Chattanooga. Be sure you use the metric system for the data you display on your climograph. This question has two parts.

First draw the climograph. Then, explain in writing how your climograph is similar to one seen in the textbook or in ANY MATERIAL OR FILE IN MODULES FOR THIS WEEK (see bold words above for further instructions).

GEOG 4160 Student Learning Outcome #11(SLO11)

Students will learn how to communicate scientific knowledge related to atmospheric processes, climate processes, and climate policy in oral and/or written form.

GEOG 4160 Course assessment for SLO11 (from Term Paper Assignment)

Students are required to write a term paper about a climate-related topic and describe the atmospheric processes involved and/or how human actions are related to the chosen topic. An example could be writing about the rapid intensification of hurricanes over the Gulf Stream, which is primarily caused by anthropogenically forced global warming.

1.3 The program uses information from its evaluation of program and student learning outcomes and uses the results for continuous improvement.

Following best practices, faculty consistently revisit their course designs and materials. This procedure is made evident in the Evaluation and Development by Objectives (EDO) process, which is integral to the institution's annual review of tenured/tenure-track faculty and lecturers. Tenure-track faculty are required to submit responses to student course evaluations in order to demonstrate a critical assessment of course design. This process is also mirrored in the newly adopted post-tenure review of associate and full professors. Section 3.2 of the UTC [Faculty Handbook](#) (pp. 24-36) outlines the EDO process.

In addition, as part of the annual performance evaluation, all SAG faculty carefully review their students' course evaluations and look for constructive comments or suggestions for course improvement. In addition, if open comments provided by students indicate legitimate problems that students had trying to successfully complete a course, or there were low numerical scores received on the seven university-level questions, then discussions occur to try to determine what may have happened to produce these results. In addition, by instituting shared and standardized learning outcomes for the multiple sections of Introduction to Sociology and Cultural Anthropology, one of which is typically taken by all of our majors, we have better established the potential for a shared foundational knowledge base. Obviously, this is not the case for transfer students so 3000 level course assessment of SLOs needs to be more carefully addressed. Faculty teaching these courses continually revise them to address legitimate problems or hurdles that students may have encountered while trying to successfully complete these courses.

Placement of Students in Occupations Related to Major Field of Study

Anthropology

Anthropology has begun to track our alumni through LinkedIn by adding former students as a group. ANTH majors create a LinkedIn profile in ANTH 2500, so this should be a complete inventory of alumni, though we have no control over the maintenance of these post-graduation pages. Since 2019, 44 ANTH majors for which we have data have successfully obtained employment with Cultural Resource Management firms, independent consulting groups, state government agencies, universities, and other employers. It is the understanding of faculty that students who have been employed by these firms have been extremely pleased with our graduates' knowledge and skills. Similarly, students who have been employed by the aforementioned firms have been enthusiastic about these opportunities. As a testament to our program's growth, some of these groups have begun proactively reaching out to us to hire our best and brightest students. This is an outstanding development, as having companies head hunt our students guarantees the highest performing students' employment, which incentivizes success.

Sociology

Sociology alumni have gone on to work in a variety of fields. Recent graduates have gained employment in Chattanooga at an environmental sustainability organization, Greenspaces. One student has gone on to work in academic advising at the University of Tennessee at Chattanooga. And another student has gone on to work at the local regional public transportation agency, CARTA. Two of the three of these placements have come directly from connections made through their sociology courses. Other students have gone on to graduate school. Some of the institutions alumni have gone on to pursue graduate degrees include University of Tennessee at Knoxville, University of Alabama, Middle Tennessee State University, University of Tennessee at Chattanooga. Graduate programs range from Sociology, to Public Health, to Law School. Sociology has no formalized tracking mechanism for alumni at the time, but will be putting one in place.

Table 5 represents feedback that has been received from alumni via our departmental webpage, emails, and LinkedIn.

Position	Program
NCPE Intern Chickamauga and Chattanooga National Military Park	ANTH
Crew Leader, Southeast Conservation Corps (2)	ANTH
Crew Member, Southeast Conservation Corps (8)	ANTH
Technician, Tennessee Division of Archaeology Archaeological	ANTH
Technician, London Museum of Archaeology	ANTH
Museum Curator, Ocmulgee National Historical Park	ANTH

ER Nurses with cultural competencies (2)	ANTH
Archaeological Technician, National Park Service (2)	ANTH
Intern, Cherokee National Forest (2)	ANTH
Archaeological Technician, Terracon (2)	ANTH
Archaeological Technician, HDR	ANTH
Archaeological Technician, Cumberland Applied Research Associates (6)	ANTH
Military Intelligence Officer, US Army	ANTH
Archaeological Technician, New South Associates (2)	ANTH
Cultural/Medical Anthropologist, System One (2)	ANTH
Scientific Divers, Archaeological Research Cooperative (3)	ANTH
Archaeological Technicians, Archaeological Research Cooperative (2)	ANTH
Behavioral Technician, Lighthouse Kids Center for Autism	ANTH
Disbursement Officer, Slater and Gordon Lawyers (UK)	ANTH
Lead Preschool Teacher, Shades of Development	ANTH
Customer Service Associate, Parthenon Museum (Nashville, TN)	ANTH
Research Analyst, Vanderbilt University	ANTH
Legal Compliance, Indiana Department of Transportation	ANTH
Research Health Scientist US Department of Veterans Affairs	ANTH
Development Director, Scenic City Clay Arts	ANTH

Table 5. Placement of majors, 2019 -2024.

Placement of Students in Graduate Programs

In 2019 – 2024 graduates of the program were admitted into the following competitive graduate programs:

Anthropology

- Johns Hopkins University
- Mississippi State University Anthropology Program
- University of Edinburgh
- Liverpool John Moores University
- University of Tennessee, Chattanooga
- University of Tennessee, Knoxville
- University of Florida
- Oregon State University
- Binghamton University
- Colorado State University
- Lincoln Memorial University
- Florida International University
- University of Memphis

- New York School for Social Research
- Kennesaw State University
- University of Texas-San Antonio
- Georgetown University
- University Tennessee Medical School
- University of Buffalo

Sociology

- University of Tennessee, Chattanooga
- Emory Law School
- Middle Tennessee State University

1.4 The program directly aligns with the institution's mission.

The first sentence of UTC's [Mission Statement](#) includes the phrase “actively engaging students” and that is exactly what our program does. Students are actively engaged in the development, implementation, and completion of their degree from the moment they become majors. Goal 1 of the [UTC Strategic Plan](#) is to “transform the lives of our students and the futures of our region by increasing access to a distinctive model of education, grounded in the liberal arts and tied closely to workforce opportunities.” Our department has done this through our courses as well as by providing additional learning opportunities to our majors and minors. Recently, both Sociology and Anthropology have made concerted efforts to increase flexibility in degree path, which maintains academic rigor, expanding experiential learning opportunities, and increasingly raising classroom expectations each year to cultivate an intellectually stimulating environment among our students. In our programs, we consistently provide students with the opportunity to complete an internship, research project, senior capstone, or individual studies. Our faculty members have consistently been recognized by the college, university, and system as aligning with this mission. Most notably, in 2023, we were named “Department of the Year” for the College of Arts and Sciences. Our faculty have received awards like “Outstanding Teaching in General Education,” “Early Career Grants Person of the Year,” “Outstanding Service,” “Outstanding Experiential Learning Educator,” and “Dean’s List- Honorary Project Recognition.” Likewise, our faculties have been nominated for many more such awards and honors. Perhaps most salient is the common request that our “Outstanding Seniors,” as honored by UTC’s Student Government Association, request faculty to be present at their award service as honorary faculty mentors, demonstrating the impact our educators have on the student experience in our program.

2. CURRICULUM

2.1 The curriculum content and organization are reviewed regularly, and results are used for curricular improvement.

As stated in the previous section, the period from 2019 to 2024 marked a significant transition in faculty structure. During the last review cycle (2012-2017), among the 11 TT track faculty members in SAG, only four were hired between 2012 and 2017, including the department head, who was hired at the full professor rank. However, during this review period, among the 10 TT track faculty members, 7 of them were hired between 2019 to 2024. This shift in faculty composition brought enormous new ideas and energies to the program which laid the foundation for a quick shift to the structure of our curriculum and program orientation.

In Fall 2019—Spring 2020, faculty conducted a thorough review of course offerings, compared our degree programs to those offered by peer institutions, and reviewed national trends in Sociology and Anthropology curricula. We also reviewed our minor programs.

As a result of this process, it was determined that for the Sociology degree programs:

- There were too few courses at the 3000 level, and changes in faculty warranted removing outdated courses and adding courses reflecting the expertise of our current faculty.
- Students should be encouraged to select from three of four courses to coalesce around larger concentrations in the discipline of sociology, as well as focus on structural inequalities.
- Reducing the number of required theory courses from two to one would result in less redundancy.
- Reducing the number of research methods courses from two to one would remove bottlenecks.
- We should formalize a prerequisite of SOC 1510 for all 3000-4000 level courses.
- We should include SOC 1150 as an optional introductory course equivalent to the SOC 1510 prerequisite.

Concerning the Anthropology degree programs:

- The introductory courses were redundant (we required students to take a four-subfield course as well as three introductory-level courses in individual subfields).
- The numbering system did not appropriately scaffold courses.
- We did not have or anticipate being able to have a dedicated linguistic anthropologist on staff, so teaching and regularly offering linguistic anthropology

was problematic.

- 2000-level courses became a bottleneck, with only three taught inconsistently and six credit hours at the level required for the degree.
- We had a lab requirement that included a course without a dedicated lab component (Forensic Anthropology)
- All experiential, lab, and field courses should be moved to the 4000 level to further differentiate 3000 and 4000 and so that they could be cross-listed if a graduate program should ever be created
- The capstone structure funneled all students toward cultural anthropology, despite a clear interest in archaeology and biological anthropology.
- The capstone structure was not being properly advised, and students were often unaware the classes needed to be taken sequentially in senior year.
- The anthropology curriculum did not include resources on job market preparedness.

Curriculum Proposals were assembled and submitted to department, college, and university curriculum committees.

Anthropology Curriculum Revisions

In Fall 2020, the Anthropology program underwent a major curriculum revision. This included:

- Removing ANTH 3100 and ANTH 4140 as required program courses. This two-course sequence often caused a graduation bottleneck due to it being a heavy teaching load that typically fell on a single instructor and students were often not aware of the need to take these as a series.
- Adding ANTH 2500- Professionalism in Anthropology (1 credit hour) as a required program course. This course was envisioned to assist students in undergraduate-to-career transition.
- Removing ANTH 3130r as a course option in the field or laboratory options section and deactivating the course due to the retirement of the instructor. This course was re-established as ANTH 3350.
- Deactivating ANTH 1000 and replacing it with ANTH 1500.
- Adding course options, and therefore flexibility in student study path, to the list of "field or laboratory courses" from which BA students are required to pick one class and BS students pick two. We added ANTH 3100 (now 4200) and 3350 (now 4300) to this list as well as two new courses, ANTH 3450 (now 4400), Laboratory Methods in Archaeology, and ANTH 3550 (now 4500) Archives, Records Management, and Curation.
- Adding several new elective courses including ANTH 1500, Anthropology Today: The Arc of Humanity; ANTH 2800, Underwater Archaeology; ANTH 3410 (now 2700), Culture, Environment, Power; ANTH 2999r; Special Topics; and ANTH 2600, Food, Society, Identity.
- Increasing the required 2000 and 3000-4000 level credit hours to 9 from 6, to offset the removal of ANTH 3100 and 4140 from the required courses.

- Removing the language "other than Sociology and Anthropology" from the Behavioral and Social Sciences section of the general education offerings.
- During this time, we also ceased teaching ANTH 1300- Language, Culture, and Society due to the loss of the instructor.

In fall 2022, we created a "Technical Skills" category requiring 3-4 credit hours of our major. We have been advising our students to take courses outside the major that help them develop important and marketable skills such as GIS, etc. The creation of a technical skills category in our curriculum institutionalizes what had long been advice for our majors. We created this category in an effort to improve the job market readiness of our graduates. Students choose from the following options:

- SOC 2500 - Social Statistics
- THSP 1090 - Public Speaking
- ENGL 4820 - Writing With Style
- ENGL 2820 - Scientific Writing
- GEOL 2100 + L - Intro to GIS and Remote Sensing
- GEOL 1110 + L - Physical Geology
- MATH 2100 - Introduction to Statistics
- IARC 3500 - Introduction to Historical Preservation

In fall 2023, we added two of our existing courses (ANTH 4600, Forensic Anthropology and ANTH 4100, Applied Anthropology) to the 'field and lab based courses' category. Our 'field and lab-based courses' category is intended to ensure that students get hands on experience applying concepts, theories, and skills they develop in anthropology courses, while also allowing them some autonomy in charting their educational trajectory. We also launched the Interdisciplinary Forensic Science certificate to provide undergraduate students with hands-on learning experiences that are designed to prepare them for careers in the forensic sciences. Students take an introductory course in forensic science (ANTH 1600) and a capstone course in ethics and professionalism (ANTH 3650). In consultation with their adviser, students will take three additional courses within the following thematic areas: anthropology, biology, chemistry, criminal justice, digital forensics, death investigation, and/or evidence recovery. Upon completion of this program, students will be equipped with techniques for critical thinking and problem-solving; technical skills in evidence recovery and/or analysis; and a fundamental understanding of the ethical responsibilities of the forensic practitioner within the justice system. The Interdisciplinary Forensic Science certificate is an undergraduate certificate program. Students must pass all courses in the program with a grade of C or better to be eligible to receive their certificate upon graduation.

In addition to the above changes, we also added ANTH 1600- Bodies of Science (CSI), ANTH 2150- Plagues and Peoples, ANTH 2250- Wealth, Money, and Power: Anthropology of Capitalism and Beyond, ANTH 2850, Historical Archaeology of the Americas, ANTH 3230- Anthropology of Death and Burial, ANTH 3250- Human Osteology, ANTH 3670-Ethics in Forensic Science, and ANTH 3700- Emotions in the Social and Cultural Contexts as electives.

We also added ANTH 4950r (cross-listed with SOC 4940) - Community Engagement Internship. This is a supervised internship with a community partner, which provides students with hands-on experience applying anthropology outside the classroom, professional development, and insight into community needs. Admission requires written application filed with the internship coordinator no later than two months prior to the first day of the semester in which the student plans to enroll in the course. We are working to ensure our students have ample opportunities to gain skills during their time at UTC that set them up for career success afterwards. The Community Engagement Internship will allow students to apply what they learn in the classroom to real world problems while gaining professional development opportunities, networking, and giving back to the larger community. We will have a separate protocol for these internships with community partners compared to internships with anthropology faculty in our laboratories.

We made no program modifications in 2024 and have agreed not to do so in 2025 to give these changes time to settle. We believe that these program modifications, overall aimed at increasing the marketability of our students while giving them more flexibility in their degree plans, have resulted in increased enrollment in the program. However, iterative additions to the curriculum have created multiple different “catalog years” of students, which creates advising issues for faculty and the HUB. The planned two-year period, as well as the results of this review, will be completed prior to any more changes.

The primary difference between the Anthropology Bachelor of Arts and Bachelor of Science degrees is that a B.A. degree requires two years of a foreign language. As a field of study based on cross-cultural understandings, fluency in a foreign language is a strong asset for Anthropology majors. Instead of a foreign language, students who select the B.S. degree will simply have more elective classes from outside the major. The second difference between the degrees is that the B.S. degree requires two field/laboratory courses, whereas the B.A. degree only requires one.

Students must also complete a minimum of 120 credit hours, including these major requirements and general education requirements (40-41 credit hours). It is recommended that students consult with their academic advisor to choose electives that complement their degree program.

In addition, at least 39 of these hours must be from the 3000-4000 level, 12 of which must be within Anthropology. A minimum GPA of 2.0 is required in all major and general education courses. For more details, students are referred to their academic advisor in the Hub, Ms. Deanna Cameron (deanna-cameron@utc.edu).

Sociology Curriculum Revisions

In the Fall of 2020, Sociology underwent several changes to its curriculum by combining SOC 3140 and SOC 4140 into one class, SOC 3140, Research Methods. One reason for changing the capstone research methods class was its

large enrollment—nearly 30 students—which made it unmanageable for a single professor without a teaching assistant to support individual projects. Until we have adequate faculty support, offering this class in its previous format is not feasible. Additionally, there was a consensus to shift the program's focus from research-oriented to applied learning, emphasizing hands-on skills that prepare students for service-oriented careers. Thus, the program prioritizes experiential learning. The new learning outcomes for SOC 3140 include:

- Methods Learning Outcomes:
- Develop academic writing skills within the discipline of sociology.
- Garner an advanced understanding of research methods.
- Determine appropriate methods to use for answering different social research questions.
- Understand how research can lead to fascinating and impactful careers.
- Calculate basic statistics in order to analyze sociological data.
- Understand ethical issues when collecting sociological data.
- Design a rigorous social science research project.

The prior prerequisite (Classical Social Theory, SOC 3120) for Contemporary Social Theory was removed to combine all theory into one course, Modern Social Theory, SOC 4140. The new learning outcomes for Modern Social Theory, SOC 4140, are as follows:

- Theory Learning Outcomes:
- Critically analyze and explain the assumptions found in various theories.
- Compare, contrast, and critique theoretical ideas.
- Examine, explain, and evaluate the importance of each theorist/theory to the subfield of sociological theory.
- Critically examine and explain the importance of historical context for theory development.
- Apply theoretical concepts to one of the topics listed in the syllabus.
- With the hiring of five additional new faculty since 2019, the Sociology program was able to add new courses to the curriculum based upon the interests and expertise of the new faculty.

These courses include:

- SOC 1150 - Sociology of Social Problems (Gen Ed)
- SOC 2200 - Sociology of Globalization (Gen Ed)
- SOC 2400 - Professionalism in Sociology
- SOC 2510 - Social Movements (Gen Ed)
- SOC 3050 - Race and Ethnicity
- SOC 3080 - Sociology of Sexualities
- SOC 3200 – Military Sociology
- SOC 3300 - Sociology of Mental Disorder
- SOC 3410 - Culture, Environment, Power (Cross listed with ANTH 3410)

- SOC 3650 - Health and Illness: Socio-Cultural Perspectives
- SOC 4100 - Sociology of Hip-Hop
- SOC 4950 - Community Engagement Internship (Cross listed with ANTH 4950)

Geography Minor Curriculum Revisions

With the hiring of Dr. Joshua Hodge in 2021, the geography curriculum added two upper-division courses that reflected Dr. Hodge's specialties, specifically GEOG 4060: Meteorology and GEOG 4160: Climatology. The geography curriculum is reviewed every semester as the two full time geography faculty plan course offerings for the upcoming semester.

Areas of Program Focus and Bridging Themes

One of the previous issues mentioned in the results of the last self-study was a lack of program integration and unity. To help remedy this, faculty in SAG have identified several themes that are beginning to emerge as specialties of our department programs. The most formalized of these at the moment is perhaps Forensic Science, which initiated a certificate program in 2024. This certificate incorporates anthropology and criminal justice courses.

In addition, Sociology has been amassing talent and resources in the realm of smart cities and AI. Dr. Chandra Ward served as the director of community engagement for the University's Center for Urban Informatics and Progress (CUIP). Dr. Chris Vidmar was hired in 2024 as an expert in Sociology of Technology. The two have been invited to write a chapter in the Handbook of on the Sociology of Artificial Intelligence. Other multidisciplinary efforts include the Sociology of Sport Panel, organized by Dr. Zack Simoni, and the Panel on Sex Education and Reproductive Health with Kinsey Institute Director Dr. Justin Garcia organized by Dr. Natalie Blanton.

Recently, the formalization of the Georchaology and Submerged Landscapes Laboratory cemented UTC archaeology as a leading group in this field, with a focus on the Southeastern United States. This lab has begun pursuing contracts to support student training and experience to produce students competitive in the US Blue Economy. With the forthcoming faculty development leave (formerly known as sabbatical) of Dr. Morgan Smith, we are in the process of hiring Mr. Andrew J. Van Slyke of the National Park Service's Submerged Resources Center. Mr. Van Slyke has spent the past decade with the world's most elite underwater cultural resource management group and his impactful hire as a visiting lecturer will continue student involvement and interest in this area.

Another emerging focus in the department is on faculty resource application to contemporary social problems, including renewable energy, sustainable transportation and development, and responsible technology use. As we advocate for more faculty positions, we will continue our focus on these avenues.

2.2 The program has developed a process to ensure courses are offered regularly and that students can make timely progress towards their degree.

Almost all courses in Sociology and Anthropology were offered in the past three years, with few exceptions. In Sociology, the introductory course is taught every semester in online and face-to-face modalities. Diversity in American Society (SOC 2320) is scheduled for every fall, and Social Inequality (SOC 3450) is taught every spring. We generally alternate additional Sociology 3000-level electives every other academic year. General Education SOC 2500, Social Statistics (the statistics course that we recommend majors to take), and SOC 2150 Sociology of the Family are taught every Fall and Spring semester. Research Methods (SOC 3140) is only taught in the Fall, and Research Seminar (SOC 4140) is only taught in the Spring. These are particularly time intensive courses to teach, and we simply do not have a large enough number of majors or tenured or tenure track Sociology faculty members to teach both courses every Fall and Spring. We typically offer evening sections of SOC 1510 (Intro) and SOC 2150 (Sociology of the Family) to increase flexibility of curriculum.

In Anthropology, all three introductory level courses (Cultural ANTH 1100, ANTH 1200, ANTH 1400) are taught every Fall and Spring, and Cultural Anthropology is also taught over the Summer. Each of these offerings have face-to-face and online modalities. Traditionally, ANTH 1100 was only taught in the Fall. However, the addition of two new biological anthropology faculty have allowed us to teach it each semester, increasing general education enrollment, lab fees, and recruitment options. The other two introductory level courses (ANTH 1500 and ANTH 1600) alternate every Spring. In this fashion, students are able to complete the required 1000 level courses in a year. We also alternate with 2000 level course offerings so that students can complete two different 2000 level courses in a semester or, at most, in two semesters. Evening sections of ANTH 1200 are offered, and we try to have a 2000 level course in the evening most semesters. ANTH 2500 is offered each Fall, as our intent is to deliver it to students ASAP in their careers. ANTH 3210 is offered each Spring, typically in the evening to make room for other elective courses. Typically, we offer two or three field or lab-based courses each semester with a balance of elective offerings each semester. ANTH 4300 and ANTH 4400 are taught concurrently, in the Fall. ANTH 4500 is typically taught every other spring. We are adding more 4000-level courses to our curriculum but these do not have a set schedule yet.

Courses comprising the geography minor are scheduled so that the geography's three general education courses, Physical Geography (GEOG 1010), Cultural Geography (GEOG 1040), and World Geography (GEOG 1030), one upper division regional geography course, and one upper division human and/or physical geography courses are offered every semester. With the addition of Dr. Hodges, we

are able to offer, for the first time, upper-division physical geography courses (these courses will likely be cross-listed with the Environmental Science degree programs).

Course Syllabi

A sampling of SAG Course Syllabi is included in Appendix B. Syllabi follow the current UTC required syllabus format, and provide students with necessary contact and communication information, tentative semester schedule and assignments, required course materials, course grading scales, course overview, and specific course learning outcomes. Individual course learning outcomes are ultimately related to SAG Program SLOs. SAG faculty stress course activities and assignments that promote critical thinking, problem solving, analytical thinking, individual and small group work, and engaged student learning.

General Education

SAG has traditionally offered numerous courses that count as General Education credit (Table 6). During this review period, fifteen different departmental courses and many more sections were available to students for General Education credit.

General Education Category	Course
Natural Sciences	
Laboratory Science Course	ANTH 1100 - Biological Anthropology
Non-Lab Science Course	GEOG 1010 - Physical Geography
Behavioral and Social Sciences	
	ANTH 1200 – Cultural Anthropology
	ANTH 1400 - Archaeology
	ANTH 1500 - Anthropology Today: The Arc of Humanity
	ANTH 2150 - Plagues and Peoples
	GEOG 1040 - Cultural Geography
	SOC 1150 - Sociology of Social Problems
	SOC 1510 - Introduction to Sociology
	SOC 2200 - Sociology of Globalization
	SOC 2320 - Diversity in American Society
Individual and Global Citizenship	
	ANTH 1200 - Cultural Anthropology

	ANTH 1500 - Anthropology Today: The Arc of Humanity
	ANTH 2150 - Plagues and Peoples
	GEOG 1030 - World Geography

Table 6. SAG General Education Courses.

Enrollments in SAG general education courses have been consistently strong (Table 7). During the study period, enrollment in General Education courses ranged from a low of 2,763 during AY 2020-2021 to a high of 3,013 during AY 2019-2020. We believe that this still reflects the impact of COVID-19, which impacted enrollments across the board, though averages as of last year are nearing pre-pandemic levels. Average enrollment in General Education courses during the study period averaged 2,921 per academic year. SOC 1510 (Introduction to Sociology) and ANTH 1200 (Cultural Anthropology) average 413 and 450 students respectively per semester (not including summer). These courses are the main courses in which we recruit majors. They are demanding faculty resources but yield majors for our degree and minor programs. ANTH 1400 (Archaeology) enrolled an average of 66 students a semester from 2019 to 2021. With the addition of more archaeology faculty who could expand general education offerings, between 2022 and 2024, the course average was 110 students. ANTH 1100 has a similar trend, enrolling an average of 56 students from 2019 to 2021, increasing to an average of 110 students from 2022 to 2024 with the addition of more biological anthropology faculty. ANTH 1500 (Anthropology Today: The Arc of Humanity which replaced Mysteries of the Human Journey, ANTH 1000) is not a major requirement and introduces a broad range of UTC students to the field of Anthropology, with an average enrollment of 70. Introduction to Sociology (SOC 1510) and Social Problems (1150) are consistently popular across majors and provide a great way to introduce students to the study of society and experiential ways to address social problems. The geography courses are popular general education courses, especially World Geography (GEOG 1030) and Physical Geography (GEOG 1010). Dr.'s Laing and Hodge emphasize in their general education classes how a geography minor can complement any major degree program.

Academic Year (AY)	SAG Gen Ed Course Enrollment
Fall 2019 – Spring 2020	3,013
Fall 2020 – Spring 2021	2,763
Fall 2021 – Spring 2022	2,976
Fall 2022 – Spring 2023	2,893
Fall 2023 – Spring 2024	2,963

Table 7. SAG General Education course enrollments, 2019-2024.

2.3 The program incorporates appropriate pedagogical and/or technical innovations that enhance student learning into the curriculum.

Currently, Anthropology, Sociology, and Geography offer six courses that are certified as experiential learning courses at UTC. These courses are part of the UTC ThinkAchieve: Beyond the Classroom platform in which “students participate in and reflect on experience-based learning. ThinkAchieve opportunities include some of the most remarkable experiences offered at UTC, in the Chattanooga area, and around the world.” <https://www.utc.edu/think-achieve/beyond/> A relatively stringent application and review process is associated with gaining this course status. The following SAG courses have received this certification:

- ANTH 4300- (formerly 3350) Archaeological Field Methods (Dr. Smith)
- ANTH 4400- (formerly 3450) Archaeological Lab Methods (Dr. Smith)
- ANTH 4950- Community Engagement Internship (Dr. McDonell)
- GEOG 2210- Maps and Mapping (Dr. Hodge)
- SOC 1150- Sociology of Social Problems (Dr. Waite)
- SOC 4940- Community Engagement Internship (Dr. Ward)

In addition to the above classes, additional courses are scheduled for BTC designation, including ANTH 4100 and ANTH 4500.

Online Teaching

In 2020, UTC, like others on a national scale, abruptly transitioned to distance learning via online/hybrid courses. In response to campus requests to augment online course offerings, faculty began to develop many online courses. As a result, the number of and enrollment in online courses has increased substantially (Table 8). In AY 2019-2020, less than 500 SAG students were enrolled in online courses. In AY 2020-2021, enrollment in online courses increased to 1,387 and has increased since. During the study period, enrollment in online courses averaged 1,407 per academic year. While we recognize the utility of online classes for a growing student body, our program affirms that the most impactful education happens in the physical classroom and is making efforts to balance learning styles, while maintaining a priority on in-person learning.

Academic Year (AY)	SAG Online Course Enrollment
Fall 2019 – Spring 2020	421
Fall 2020 – Spring 2021	1,387
Fall 2021 – Spring 2022	1,949
Fall 2022 – Spring 2023	1,532
Fall 2023 – Spring 2024	1,746

Table 8. SAG Online Course Enrollments, 2019-2024.

Some specific examples of how faculty incorporate appropriate pedagogical and/or technological innovations into their curriculum to enhance student learning are

described below.

In Dr. Williamson's ANTH 1100L: Biological Anthropology Lab, students are provided color-coded 3D printed fossil replicas to better understand key morphological changes in human evolution. The painted 3D features highlight pertinent regions of the skull and help students locate said regions in other fossil replicas to complete hands-on learning experiences in a lab setting.

In Dr. Person's ANTH 1500: Anthropology Today course, students are introduced to the four subdisciplines in anthropology and the course was designed to incorporate active learning. In addition to lectures and open discussion during class, each weekly learning module features an active learning activity highlighting current topics. Such activities may ask students to conduct cross-cultural research on subsistence, analyze hominin crania to understand human evolution, or visit local archaeological sites to understand the depth of human history. Students also participate in an annual experimental archaeology Paleoskills Workshop in which they learn about prehistoric lifeways by making stone tools, using prehistoric weaponry, practicing dart-throwing, and more. Experiential learning encourages students to actively engage with course content, which notably leads to more active classroom engagement, a deeper understanding of course content, and a greater interest in related anthropology courses.

In ANTH 1600: Bodies of Evidence: The Science of CSI, Dr. Williamson's students have ample opportunities for hands-on learning experiences. Students are introduced to course material through lectures and readings, then are given the chance to practice new skills in 15 lab activities over the course of the semester. Examples include blood spatter analysis, fingerprint lifting, and crime scene documentation.

In Dr. Williamson's ANTH 2150: Plagues and Peoples, she uses an timely and ultimately successful campaign to stop the spread of an "outbreak" by coming to class prepared to discuss the weekly readings. If attendance and participation reach a certain threshold consistently throughout the semester and the instructor is confident the students have met course learning objectives, students avoid a "pandemic" and the final exam is dropped from the course schedule. However, if students are consistently ill-prepared or class attendance is poor, they must face the consequences of poorly preparing for a "pandemic" and take the final exam.

In Dr. Williamson's ANTH 3250: Human Osteology, students complete 10 workshops over the course of the semester where they encounter material through hands-on exploration of the skeleton. Students are given loose guidelines to help them identify skeletal elements, then encouraged to work with their peers to find the methods that help them identify elements.

In ANTH 4940: Anthropology Laboratory Internship and ANTH 4998: Individual Studies, students learn to use and apply advanced technologies to model archaeological data through directed research, using Geographic Information

Systems and Global Positioning Systems to map archaeological sites and identify trends in settlement patterns. These activities not only train students to effectively utilize current methods and technologies but also provide a scaffolding to highlight broad trends in archaeological datasets using spatial analyses.

In Dr. McDonell's ANTH 1200: Cultural Anthropology course, she integrates Plickers (a free polling technology) to engage students during class. Plickers are used for comprehension checks and for polls about student beliefs and practices, which provide information for group discussions. In all of her courses Dr. McDonell uses a Learning Community model, where students sit with and conduct in-class activities with a group of 4-5 students, who remain the same throughout the semester. They build relationships of trust with each other, which further enables us to have quality in class discussions especially when discussing challenging topics such as race/racism, sex/gender, and social class. In upper-level classes, Dr. McDonell uses Perusall, a social annotation tool where students read and annotate class texts collectively.

In Dr. Smith's ANTH 1400: Archaeology class, the emphasis is on bringing students to the lab spaces to incorporate them in hands-on, introductory exercises. Dr. Smith has also pioneered the revision of ANTH 4300 and 4400 (Archaeological Field and Lab Methods, respectively), to be extremely hands-on, experiential courses. While 4300 is conducted at real archaeological sites in the Chattanooga region, 4400 analyses the material students collect from those sites during class. This is similar to his ANTH 2800, Underwater Archaeology offering, which incorporates cutting edge SONAR mapping activities on the Tennessee River to the class.

In all of Dr. Laing's geography courses, students are required to complete Google Earth explorations which incorporate Google Earth to teach spatial topics explored in classes ranging from cultural geography; regional geographies of the U.S., American South, and Asia; urban geography, and the geography of travel and tourism. Google Earth includes a free desktop version that has many features, including displaying satellite and aerial imagery, a set of layers of mappable data, and tools for creating new data tailored to the specific course Dr. Laing teaches. While the explorations used in introductory geography courses are heavily modified Prentice-Hall products, all explorations used in upper-division geography courses have been authored by Dr. Laing. That includes 23 explorations over five courses. Dr. Laing uses Plickers in all of his geography courses to track attendance, gauge learning, and provide opportunities for students to earn extra credit points.

In GEOG 1010: Physical Geography and GEOG 1030: World Geography, Dr. Hodge uses a globe to strengthen geographical concepts such as latitude, longitude, the Coriolis force, and the earth's tilt.

In Dr. Walsh's SOC 1510: Introduction to Sociology and SOC 3200: Military Sociology, he incorporates the Census database comparing populations by

country, introducing the concept of population size and density into student assignments to enhance student learning. The global map highlights data to provide students with significant variables such as fertility rates, median age, urban, rural rates, population density, and population rates. For example, students use census data to identify the various populations of different countries. Individual and collective group exercises allow students to increase awareness of the world population distribution. The outcome is that students integrate empirical data into the student's personal and professional understanding of the global community, researching facts about countries with the highest and lowest populations, or countries with the fast-growing populations.

Dr. Waite incorporates the UTC database Policy Map and the Social Explorer database into student assignments to enhance student learning in two of her face-to-face courses. Policy Map superimposes demographic data over maps to provide students with an in-depth look at communities across the country based on a few variable characteristics. In Dr. Waite's SOC 1150: The Sociology of Social Problems, students use Policy Map to write zip code data stories. The assigned zip codes correspond with the service-learning sites for the class. Working in groups, students research the assigned zip codes and analyze demographic data for the assigned zip code area. Students are then instructed to interview someone who lives in the assigned zip code area. The result is that students combine empirical data from Policy Map with qualitative interview data to gain a wholistic understanding of a community area.

In SOC 1510: Introduction to Sociology, Dr. Simoni uses an online scavenger hunt to demonstrate the effects of globalization. He asks students to use their phones to identify where their clothes or other items come from and indicate whether they provide workers with a living wage.

Dr. Vidmar's lectures use technologies to present social data, such as interactive maps showing housing segregation. In the development of a sociology of technology course, Dr. Vidmar has introduced several student projects that incorporate technologies, such as where students adopt a new technology and journal on the effects, and another where students engage in creative writing and then use an AI chatbot to create the same product and compare the two.

In Dr. Blanton's SOC 3070: Gender and Society course, she solicits feedback from students through quizzes, polls, and short reflections to gauge their understanding and adjust my curriculum and instruction accordingly. Based on this feedback, Dr. Blanton integrates a variety of multimedia resources such as podcasts, videos, and narrative approaches to sociological concepts, providing diverse perspectives and real-world examples and applications. She often employs a "flipped classroom" pedagogy, where students work in teams and groups, fostering collaboration and crosspollination of their expertise and lived experiences. This also gets to the crux of peer-to-peer teaching, in that students often teach specific concepts back to their peers, reinforcing their layered understanding and building out their communication

skills.

In Dr. Ward's SOC 3000: Urban Sociology course, students use Policy Map in a project to help them use GIS to visualize and contextualize spatial data informing their final project analyzing change in their hometown.

2.4 The curriculum is aligned with and contributes to mastery of program and student learning outcomes identified in 1.1.

As evidenced in the above sections, our courses are designed to align with established SLO's. Overall, program mastery is dictated by market and hiring trends in each discipline. Within anthropology, efforts have been made to modernize the curriculum, with a balance on careers in applied anthropology (cultural resource management, user experience, research and behavioral analysts, forensic science) with careers in which the soft skills embedded because of any strong anthropological curriculum are exercised, such as human resources, administrative positions, and non-profit work, among others.

2.5 The curricular content of the program reflects current standards, practices, and issues in the discipline.

A key addition within best practices to the anthropology curriculum in the last review cycle has been the addition of ANTH 2500 to our curriculum as a required course. The class aims to crowd-source best practices directly into the classroom. A hallmark of the course is that outside experts are brought in multiple times during the semester to talk with students about what careers look like in anthropology, from park rangers to ethnomusicologists, to CRM, to cultural travel agents. The class is specifically aimed at helping students bridge the gap between education and gainful, degree-related employment, with substantial class time spent on developing a cover letter, CV/resume, and personal statement.

Similarly, sociology developed and offers SOC 2400, Professionalism in Sociology. This course provides sociology majors with professional aspects of a sociology degree to help navigate the job market, identifying skills gained from sociology that can be applied on the job market, internship opportunities, and information about graduate school.

Also during this review cycle, Drs. Williamson and Persons spearheaded a major effort to bring UTC's Anthropology program in compliance with the Native American Graves Protection and Repatriation Act (NAGPRA), formalizing an institutional committee and creating a university policy on the matter for the first time. Currently, Drs. Williamson and Persons, along with Dean Pamela Riggs-Gelasco, constitute UTC's NAGPRA committee, which serves to advance repatriation efforts at UTC. As an institution receiving federal funds and housing archaeological collections, UTC is subject to NAGPRA, and its implementing regulations. NAGPRA governs the return and

disposition of Ancestral Human Remains, Funerary Objects, Sacred Objects, and Objects of Cultural Patrimony. Repatriation efforts include direct consultation with Lineal Descendants, Indian Tribes, and Native Hawaiian organizations. This important work requires that institutions review their institutional holdings, conduct inventories of collections, and coordinate with tribal nations to identify cultural affiliation and appropriate handling procedures prior to repatriation.

Beyond adherence to the letter of the law, UTC faculty, staff, and students are committed to complying with the spirit of the law. UTC faculty inhabit territory, conduct research, and curate collections generated within the ancestral homelands of tribal nations, the original inhabitants of these lands. UTC houses collections, Ancestral Human Remains, and Funerary Objects subject to NAGPRA, and repatriation is an important step towards building trust with tribal partners. Members of the UTC community have an ethical obligation to treat Ancestral Human Remains, Funerary Objects, Sacred Objects, and Objects of Cultural Patrimony in a respectful manner.

UTC is currently in compliance with NAGPRA based on prior reporting in the 1990s and 2000s. However, having renewed our commitment to repatriation, Drs. Williamson and Persons have advanced UTC's NAGPRA Inventory in significant ways. Since Spring 2023, Drs. Williamson and Persons have supervised several student interns who have assisted in a range of activities including conducting background research on collections housed at UTC, collection rehabilitation, and proper duty of care obligations for collections. Drs. Williamson and Persons also worked closely with UTC's legal counsel to draft and enact the first institutional policy on NAGPRA in November 2023. Since then, UTC NAGPRA hosts at least one student internship per semester for advanced students to gain experience working with NAGPRA collections and engage in critical and relevant conversations in the field of archaeology/bioarchaeology. UTC NAGPRA coordinates with other relevant institutions including the University of Tennessee, Knoxville, the Tennessee Department of Archaeology, the Tennessee Valley Authority, and the United States Army Corps of Engineers, and is actively consulting with tribal partners to advance repatriation efforts in a timely fashion.

UTC's NAGPRA inventory will be an ongoing effort that is expected to take several years to complete. However, Drs. Williamson and Persons have made considerable progress since Spring 2023 and expect to continue doing so until our collections have been fully inventoried. For more details or to review UTC's recently established NAGPRA policies, please visit: <https://go.utc.edu/nagpra>.

Some specific examples of how our curricular content reflects current standards, practices and issues in each discipline are described below.

In ANTH 2000: Native Americans, Dr. Workinger spends the last month of the course discussing contemporary issues that face these populations including topics like sovereignty, maintenance/resurrection of culture, and upholding treaty rights.

Current trends highlight the importance of ethically conducted research, which is centered throughout our curriculum. For example, in ANTH 4500: Archives, Collections

Management, and Curation, Dr. Persons has students participate in an annual Ethics Bowl in which they utilize concepts discussed in class to discuss current curation challenges in an engaging peer-driven activity. By considering provided prompts, students work through complicated topics with a group and gauge the effectiveness of other student presentations through a peer review process. Providing opportunities to explicitly discuss and evaluate such complicated case studies demonstrates the importance of ethical research in current anthropological discourse and highlights our commitment to innovative teaching that reflects current trends in the discipline. In Dr. Smith's ANTH 4300 and 4400 courses, ethical field and lab science are stressed in each offering, to ensure our students represent the highest standards to future employers.

Ethics, both as a guide for professional conduct and in the ethical treatment of human remains, are at forefront of many of the conversations in biological and forensic anthropology. The ethical role of forensic scientists is a key unit in the course schedule of ANTH 1600: Bodies of Evidence: The Science of CSI and ANTH 4600: Forensic Anthropology, and the main focus of ANTH 3670: Ethics in Forensic Science. In ANTH 1600 students are exposed to the basics, while ANTH 4600 students also discuss the ethical treatment of human remains in case work and methods development. In ANTH 3670: Ethics in Forensic Science ethics at the forefront of all discussion topics including expert witness testimony, analytical methods in forensic science, and the production and dissemination of quality forensic science. Considering the sensitive nature of working with human remains, the goal is to give students continued exposure to ethical considerations of the discipline throughout their coursework.

Dr. McDonell's anthropology courses integrate the most urgent and pressing questions anthropologists are asking. She ensures that courses introduce students to current debates and evolving practices in the field, emphasizing how the field has changed over time and will continue to change in the future. For instance, the ANTH 3210: Anthropological Theory course includes a unit on the problems of "canons" and the #citeblackwomen movement, which is currently pushing for better representation of Black women scholars in the field and more ethical citation practices.

There are several assignments in Dr. Hodge's GEOG 4160: Climatology course that enhances student understanding of standards, practices, and issues in geography. One example is having students write a term paper over a topic in climatology or climate change. Students learn how to read peer-reviewed journal articles and utilize them in their papers. Furthermore, they also incorporate current events (such as news articles) in their papers.

A current standard in the discipline of Sociology is to teach students how to use sociological perspectives. In both Dr. Waite's General Education courses (SOC 1150: Sociology of Social Problems and SOC 1510: Introduction to Sociology), she teaches students that using a sociological perspective is analogous to putting on a pair of glasses that allows them to "see" the social world sociologically. For example, in SOC 1510 students are assigned a final paper based on a sociological ethnography that they have read. Ethnographic research teaches students how to distinguish between

qualitative and quantitative research methods, understand how sociologists use participant observation, and how to conduct interviews. In SOC 1150, students must use their sociological imagination to reflect on their service-learning experiences.

Dr. Simoni's course curriculum mirrors the classes and skills developed by other comparable departments, including a thorough understanding of theory, research, as well as strong analytical and critical thinking skills.

All of Dr. Vidmar's courses include discussions that touch on current methodological and theoretical standards in social science, such as the rising use of secondary data, operationalization of measures and validity, and the widespread use of intersectionality. As a specific example, Dr. Vidmar's gender course directly addresses contemporary shifts in masculinity, gendered change in education and labor, and how romantic partnership is now managed by technologies.

Dr. Walsh uses sociological perspective in his courses, particularly the general education courses, SOC 1510: Introduction to Sociology and SOC 2150: The Sociology of the Family. In these courses, Dr. Walsh helps students develop a deeper understanding of how society shapes individual experiences, behaviors, and social structures. He encourages them to think critically about the world and their role within it. He also integrates the sociological perspective, which is the foundation of sociology, by helping students analyze society through three main theoretical frameworks: functionalism, conflict theory, and symbolic interactionism. Dr. Walsh has students examine societal issues (e.g., inequality, race, gender, education) using these frameworks. For example, they could explore how a social institution (e.g., the education system) functions to maintain societal order (functionalism), or how social inequality impacts diverse groups (conflict theory). He encourages students to reflect on how their own individual experiences relate to broader social structures. For example, students in SOC 1510: Introduction to Sociology are assigned a paper drawn from the concepts read in early chapters of the textbook. The paper is a sociological reflection on how the student was socialized into society.

Dr. Blanton's SOC 2200: Sociology of Globalization takes on the political polarization and misinformation discourse, as students research how misinformation spreads and affects democratic institutions, collective or social behavior, health outcomes, institutional mistrust, inequality, etc. This is approached in class through a media literacy and bias training as well as a "world news" analysis — where students track different country's perspectives and communications and compare and contrast with another site of study. In coming back together and sharing across their global findings, students discuss how algorithms and social media can reinforce discrimination and inequality.

In SOC 3000: Urban Sociology, Dr. Ward combines primary and secondary data collection to help students understand how places change over time, and the implications on the economy, social interaction, and one's way of life. Additionally, Dr.

Ward has students go out into the community to observe local gatherings and find public art and reflect upon how public art contextualizes a city. These activities comprise of both research and experiential learning activities to provide a holistic understanding of urban sociology.

Across Discipline Boundaries

Across our campus, many SAG courses are recommended or required by other degree programs. These programs include those from within the College of Arts and Sciences (CAS), the College of Health, Education, and Professional Studies (CHEPS), and the Rollins College of Business (RCOB).

Outside of the Sociology major, Sociology courses are specifically listed in 16 programs across the university.

- **Dietetics** (CHEPS) and **Environmental Policy & Planning** (CAS) both require SOC 1510 (Introduction to Sociology). All majors in **RCOB** (Rollins College of Business) list SOC 1510 as one of a set of four courses that students may choose from in completing three of their Behavioral & Social Science General Education Requirement credits. The B.S. program in **Economics** actually lists a multitude of courses that can satisfy three of these Gen Ed requirements including SOC 1510, SOC 1250 (Social Problems), and SOC 2150 (Family).
- In CHEPS, two majors include other Sociology courses in their requirements. **Child and Family Studies** requires SOC 3050 (Minorities in American Life) [which we no longer teach but are willing to substitute Social Inequality SOC 3450]. **Early Childhood Education** lists SOC 2150 (Family) as one of four options that can be used to satisfy three of the Behavioral & Social Science General Education Requirement credits¹.

In CAS, eight programs list Sociology courses as options for satisfying requirements:

- **Environmental Policy and Planning** lists Sociology courses in several places (in addition to requiring SOC 1510, as noted above). Students are to choose one course from a list, including SOC 3000 (Urban Sociology), SOC 3450 (Social Inequality), SOC 3500 (Social Change and Globalization), SOC 3550 (Sociology of Globalization), and ANTH 3160. They are also to select two courses from a separate list of Policy and Planning Electives; this list includes SOC 3140 (Research Methods) and SOC 4140 (Research Seminar), among others in ESC, COMM, ECON, GEOG, and ANTH.
- **Public Policy** lists SOC 3450 (Social Inequality) as one of several approved courses toward the major; others on the list include several in Political Science, two in Criminal Justice, three in Economics, PANM 3010, and HHP 3030. 9 hours are required from this list.
- **Africana Studies** lists SOC 3050 (Minorities in American Life), SOC 3450 (Social Inequality), and SOC 4100 (Sociology of Hip-Hop) as options in a list of

five, at least one of which is required to satisfy the Minority Studies component of the minor. [*Other options include CRMJ 3170, POLS 3220, & PSY 2420*]

- **International Studies** lists SOC 3650 (Medicine and Disease: A Cross-Cultural Perspective) as two of a long list of options from an approved course list.
- **Psychology** lists in their **BS PSY: SOC 3310 (Social Psychology), SOC 3650 (Health and Illness: Socio-Cultural Perspectives)** as course options.
- **WGSS** lists **SOC 3070 (Gender and Society)** and **SOC 3080 (Sociology of Sexualities)** Among their course options.
- **Criminal Justice** cross lists CRMJ 3100 with sociology.
- **Anthropology** allows numerous sociology courses to count for credit.
- Programs in **Accounting and Finance & Economics** (RCOB) include ANTH 1500, POLS 1010, or PSY 1010. Programs in **Management** include ANTH 1500 or PSY 1010.

Outside of the Anthropology major, Anthropology courses are specifically listed in 27 programs across the university.

- **Environmental Science: Biodiversity, Conservation and Natural Resources** (CAS), **Environmental Science: Environmental Health** (CAS), **Environmental Science: Environmental Policy and Planning** (CAS), and **Psychology** (CAS) list Anthropology courses that are required and/or can be taken as electives. The **RCOB** and the **College of Health, Education, and Professional Studies** (CHEPS) also list Anthropology courses that can be taken to satisfy their major requirements.
- **Environmental Science: Environmental Policy and Planning** lists two Anthropology courses as options for satisfying the major requirement: ANTH 1200 (Cultural Anthropology) and ANTH 3160 (Chinese Society & Culture). **Environmental Science: Biodiversity, Conservation and Natural Resources** also lists two Anthropology courses that can be taken to satisfy the Advanced Topics requirement: ANTH 3030 (Primate Behavior), ANTH 3600 (Ape Language and Cognition).
- Two programs list Anthropology courses as electives: **Environmental Science: Environmental Health** and **Environmental Science: Policy and Planning**. ANTH 3000 (Forensic Anthropology) and ANTH 3220 (Medicine and Disease: A Cross-Cultural Perspective) are listed as courses that can be taken as electives for both programs. **Environmental Science: Environmental Policy and Planning** also lists ANTH 4300 (Archaeological Field Methods) as an elective.
- The **Psychology** major lists Anthropology as an option for satisfying the Social Science Concentration requirements: These courses must be 2000 level or above and include ANTH 2300 (Applied Anthropology), ANTH 3380 (Sociocultural Studies of Aging), ANTH 2120 (Human Variation), and ANTH 3220, which is also cross listed with Psychology as PSY 3650.
- In the **RCOB**, eight programs list ANTH 1000 (Mysteries of the Human Journey) as a course that can be taken to satisfy the Behavioral and Social Sciences requirement.
- In **CHEPS**, six programs list ANTH 1200 (Cultural Anthropology) as an

option to satisfy the Non-Western Cultures requirement. One program, Social Work, lists ANTH 1200 as a program requirement.

- The **Historic Preservation Minor**, launched in 2021, lists several anthropology courses. ANTH 4500 (Archives, Collections Management, and Curation) is included among the required courses. Among electives, ANTH 4300 (Archaeological Field Methods) and ANTH 4400 (Archaeological Laboratory Methods) are also listed.
- The **Geology: Geoarchaeology** concentration, launched in 2021, also lists several ANTH courses as required. These include ANTH 1400 (Archaeology), ANTH 4300 (Archaeological Field Methods) and ANTH 4400 (Archaeological Laboratory Methods).
- **Environmental Studies**, a minor launched in 2022, includes several Anthropology courses as electives. These include ANTH 2600 (Food, Society, Identity), ANTH 2800 (Underwater Archaeology), ANTH 2900 (Tennessee Archaeology), ANTH 3410 (Culture, Environment, Power), and ANTH 4300 - Archaeological Field Methods.
- The **Latin American Studies** minor includes ANTH 3125, Cultures of Latin America, as an elective.
- The **Sociology** program includes several anthropology courses as electives.
- The **Criminal Justice** program also includes several anthropology courses as electives, including ANTH 3700, Emotions in the Social and Cultural Contexts, which cross listed with Criminal Justice as CRMJ 3710, ANTH 1600, Bodies of Evidence: The Science of CSI, ANTH 3650, Ethics in Forensic Science, ANTH 3250 Human Osteology and ANTH 4600, Forensic Anthropology.

Courses in the Geography minor are also integral to the ability of students to successfully complete the following degree programs.

- B.S. **Environmental Science** concentrations, B.S. **Early Childhood Education**, B.S. **Middle Grades Education** (programs with a focus in Natural Science or Social Science), and the B.S. **Secondary Education: Geography**. The following courses are included in the Environmental Sciences Concentrations: GEOG 1010, GEOG 1030, GEOG 2060, GEOG 2210, GEOG 3030, GEOG 3040, GEOG 3050, GEOG 3060, GEOG 3070, GEOG 4010, and GEOG 4150.
- Geography courses imbedded in the **College of Health, Education and Professional Studies** degree programs include: GEOG 1010, GEOG 2060 or GEOG 2500, and 18 credit hours in GEOG at the 3000-4000 level.
- In addition, two upper-level geography courses, GEOG 4150 Urban Geography and GEOG 4010 Geography of Travel and Tourism, are also cross-listed with Anthropology and Sociology.

Student Internships, Individual Studies, Honors Thesis, Study Abroad

Through courses external to the classroom, students who major in Sociology, Anthropology, and minor in Geography are offered opportunities to apply what they

have learned in regular courses to independent scholarly studies, special laboratory projects, collaborative research with faculty, and experiential learning and fieldwork off campus. These experiences are summarized in the ensuing sections.

This is also in keeping with the University's Strategic Plan to encourage what is now called "high-impact educational practices" (HIEP) such as independent research, internships, study abroad, practicums, or other forms of active and applied learning as progress toward completion. Numerous studies now show that HIEP courses offer a 20-100% increase in learning (<https://www.utc.edu/walker-center-teaching-learning/>).

2.6. The curriculum fosters analytical and critical thinking and problem-solving.

Some specific examples of how our faculty's curriculum fosters analytical and critical thinking and problem solving are described below.

All courses in the biological/forensic anthropology curriculum promote scientific literacy through critical evaluation of scientific information. Examples include deciphering quality science from junk science in Dr. Williamson's ANTH 1100: Biological Anthropology and ANTH1600: Bodies of Evidence: The Science of CSI. Also, in Dr. Williamson's ANTH 4600: Forensic Anthropology students reflect on the sordid history of osteological methods development and are challenged to contribute to a larger discussion on finding more ethically sound methods that are more applicable to our modern contexts.

Anthropology students are challenged to implement critical thinking and problem-solving through unique course design and carefully crafted assessments. In Dr. Person's ANTH 4500: Archives, Collections Management, and Curation course, weekly writing assignments are used, which challenge students to perform activities and draft guiding documents that would be essential for museum and curation spaces. Students conduct conditions assessments, draft collections policies, review state/federal guidelines, and more, gaining critical experience that challenges them to solve real-world problems using carefully selected curated case studies and innovative course design.

In Dr. Smith's ANTH 4300 and 4400 (Archaeological Field and Lab Methods, respectively), students link field science with laboratory responsibilities, completing the learning cycle. Field methods is our field school offering, putting students into an actualistic circumstance, forcing constant adaptation to the task at hand. This class has been held in numerous locations in the region, including National Parks, National Forests, State Parks, Non-Profit owned land, and private land, each time serving the community and helping record or manage archaeological sites in our region. Lab methods begins with intensive courses in archaeological material analysis and ends with management of the field school finds, from identification, to analysis, to storage. This helps to ensure students see archaeology as more than

just “digging things up” and helps give context to field finds.

In all of Dr. Workinger’s upper-level Anthropology courses he assigns a research paper of the student’s own choosing. This paper assignment is designed to foster enthusiasm about the topic but is also designed to encourage critical thinking. All topics must include an argument and so the students must sift through the data and ultimately argue which side of an issue they believe is better supported.

Students in Dr. Hodge’s GEOG 2210: Maps and Mapping course were required to draw a map by hand and include all the basic elements of a map. Furthermore, they were also required to produce their own map on Google Earth. These assignments were a few ways that students develop spatial thinking skills.

Dr. Waite fosters analytical and critical thinking and problem-solving skills in her courses using the Socratic teaching method. This pedagogical approach centers on asking questions that foster critical thinking, analytical skills and dialog between students and teachers. A key goal of the Socratic method is to encourage students to interrogate their underlying beliefs and values. For example, in SOC 1150: Sociology of Social Problems, when discussing the unbanked economy in American society, Dr. Waite points out that currently slightly more than 4 percent of U.S. households are unbanked. After making this point, she asks questions such as: What does it fundamentally mean to have an active bank account? Where would you cash your paycheck without a bank account? What challenges do unbanked people face in American society? In what ways do predatory lenders in the U.S. exploit the growing unbanked population? This type of discussion-based pedagogy, focused on critical thinking, provides a counterbalance to traditional lecture-based models of teaching and learning that do not always permit student input.

Students in Dr. Simoni’s courses develop a habit of mind aimed at a comprehensive exploration of social issues to better understand how to formulate and evaluate conclusions. For instance, students work in small groups to discuss ideas to develop their sociological imagination.

Throughout Dr. Vidmar’s courses, students are challenged to develop a critical stance on social life that recognizes the complexity of these issues. Dr. Vidmar frequently presents them with quality research that makes seemingly conflicting claims about the same subject, then helps them understand how to make sense of these findings. One example of this is research on men’s rates of unwanted sexual contact, where survey data shows rates similar to those of women, but interviews with men show that how men experience these events is typically radically different than women’s, carrying little threat or subsequent trauma. This then leads to a discussion of gendered socialization through media discourse.

Dr. Walsh fosters analytical thinking in his courses by encouraging students to break down complex social issues into their components, such as understanding how different social structures (e.g., family, education, government) influence

behavior and society. Activities incorporated involve data collection and analysis. In his courses, this might involve interpreting survey data and analyzing existing social research. There is a constant interrogation of the data, asking who, what, when, where, why, and how many? In one of his sociology courses in particular, one activity is a critical analysis of media representations of social issues (e.g., how the media portrays poverty, crime, or gender roles). This analysis helps students understand how cultural and societal biases shape public opinion. Students are asked to identify implicit assumptions in media content and reflect on how these affect their own viewpoints. By using these exercises and assignments, students practice how to gather and critically evaluate information, leading to more informed conclusions.

In SOC 3410: Culture, Environment, Power course, Dr. Blanton's students work with different case studies in the environment. Employing a problem-based learning approach, she presents students with complex, nuanced, real-world problems related to socio-ecological issues, prompting them to do their own research, collaborate, and build toward sustainable solutions. They discuss the root causes of these issues, and sit with the problem at hand, before jumping to a sort of "solutionism" students think critically about the ramifications of different courses of action, and work to trouble-shoot together, taking on the critical perspective of stakeholder analysis.

In Dr. Ward's SOC 3000: Urban Sociology course, students must triangulate multiple sources of data to help construct a story of how socio-structural change has occurred in their hometown, the impact of these changes on the feel of the town, and personal stories on how these changes were observed and their impact. All of these data culminate into a research paper on urban processes.

In Dr. Guo's ANTH 3700: Emotions in the Social and Cultural Contexts, students are given a series of interview assignments which foster their analytical and critical thinking on the relationship between individuals' emotional experience or expressions and the social and cultural contexts in which a specific emotion emerged.

2.7. The design of degree program specific courses provides students with a solid foundation

Anthropology

Anthropology, since the curriculum overhaul in 2020, has established five courses as foundational to all majors. First, all majors take a three-field introductory suite of ANTH 1400 (Archaeology), ANTH 1200 (Cultural Anthropology) and ANTH 1100 (Biological Anthropology). The other two classes required for majors are ANTH 2500 (Professionalism in Anthropology) and ANTH 3210 (Anthropology Theory). ANTH 1100, 1200, and 1400 are all certified general education courses and serve to give non-majors exposure to critical anthropological topics and recruit potential majors. ANTH 2500 is offered as soon as possible to students and helps them begin to think about potential

careers in early stages of their academic development, so that they can make the most of their education while in school, as opposed to rushing to become marketable in the final year or semester of studies. Last, ANTH 3210 serves as an intensive, graduate-level seminar, aimed at introducing students to rigorous original text learning and evaluation of materials that all practicing anthropologists are expected to at least have familiarity with.

The ANTH curriculum requires students to have a foundation in archaeology, cultural anthropology, and biological anthropology, while emphasizing methodological courses as a critical element of student development. We want our students to have the ability to ask good questions (Anthropological Theory) and to develop evidence-based approaches to answering questions (applied in our 4000 level courses). Given our interest in our students' futures after graduation, our emphasis on methods courses ensures students have marketable skills (e.g. interviewing, archaeological excavation, curations, forensic experience, lab analysis, GIS/remote sensing experience, etc.) once they graduate. In addition, the technical skills category requires students to hone skills that are important to their success but that may not be as emphasized in our small anthropology curriculum. Our current list of anthropology courses is found in Appendix A.

Sociology

Following broader curriculum changes made in 2020, Sociology established SOC 2400, Professionalism in Sociology as one of the program requirements for sociology majors. In addition, students must choose three of the four courses listed here: SOC 2190 Deviance and Conformity, SOC 3450 Social Inequality, SOC 3050 Race and Ethnicity, SOC 3070 Gender and Society.

In SOC 3130: Social Theory, sociology majors learn the main theoretical ideas for the field of sociology including classical and contemporary thinkers in the discipline. In SOC 3140: Research Methods, students garner a holistic understanding of the techniques in sociological research and how to create a research proposal. Upper-division electives help to improve analytical skills while also giving students an opportunity to explore relevant contemporary sociological issues. When teaching research methods, Dr. Vidmar's students develop a full research proposal, demonstrating a foundational understanding of every step of the research process. They also complete assessments where they execute these steps, such as building and testing survey questions and interviewing respondents. Our current list of sociology courses is found in Appendix A.

Geography

To obtain a geography minor, students are required to take two courses: GEOG 1010: Physical Geography and GEOG 1040: Cultural Geography. Geography is the study of the earth that focuses on its land, physical features, and atmosphere, as well as human activities and how they are influenced by the Earth. Geography examines the nature and relative organization of physical places, locations and human societies throughout the globe. It is divided into two main branches: human geography and physical

geography. Geography is considered a discipline that bridges the natural sciences (physical geography) and the social sciences (human geography). So, by requiring students earning a geography minor to take GEO 1010 and GEOG 1040, students are introduced to the two main branches of the discipline. Our current list of geography courses is found in Appendix A.

2.8 The curriculum reflects a progressive challenge to students and that depth and rigor effectively prepares students for careers or advanced study.

Anthropology

The reorganization of the anthropology curriculum in 2020 resulted in the ability for students to advance their education in manners that align most with their interests. However, each path chosen, whether it is cultural anthropology, biological anthropology, or archaeology, has been organized around a series of 4000-level class options that are rigorous and intensive. Students report these to be challenging, but rewarding classroom experiences that give hands-on, career-relevant experience. The addition of the ANTH 2500- Professionalism in Anthropology course is recommended for students to take as soon as possible once declaring their status as a major. During this class, in addition to understanding more about career choices, students are also advised closely on options within the curriculum that align with their preferred path by ANTH faculty. This helps students identify and fill knowledge gaps, as well as ensure prerequisites for courses outside of anthropology, such as geology and GIS classes, are met in a timely manner so that students can progress along their degree path. Finally, we further delineated the academic levels of courses in our curriculum review so that 2000 level classes are survey classes of broad topic areas, 3000 level classes are focused topics and writing intensive, and 4000 level classes are experiential in nature. As demonstrated below, we also offer extensive internship and directed studies opportunities to our highest performing students.

Sociology

Sociology also reconfigured curriculum and program requirements to be responsive to student demand and the evolving needs of the job market. We included several experiential learning courses such as SOC 1150 - Social Problems, SOC 3140 – Culture, Environment and Power, and SOC 4940 – Community Engagement Internship. The experiential learning opportunities, along with the internship opportunities, provide students with hands-on work experience, experience applying skills learned in their degree program outside the classroom, and providing valuable social and professional networks in the community. With the hiring of new faculty, much needed upper division courses have been added, as majors have expressed issues with being able to access the upper division courses they need due to the lack of offering considering major demand. These courses include SOC 3080: Sociology of Sexualities; SOC 3300: Sociology of Mental Disorder; SOC 3999R: Technology and Society; and SOC 4940: Community Engagement Internship.

Geography

The Geography Curriculum contains courses and challenging critical thinking activities that prepare students for careers or advanced studies. Students accrue a wide range of geospatial knowledge and skills in all geography courses. For example, in GEOG 1040: Cultural Geography, students gain an understanding and appreciation of human cultures and their accompanying spatial patterns. In courses such as GEOG 1010: Physical Geography, students learn about a variety of weather and climate concepts, hazards from floods and earthquakes, and cutting-edge scientific research in earth science. In GEOG 4010: Geography of Travel and Tourism students learn a variety of principles related to the spatial dimensions of tourism including the relationship between the tourist industry and society, cultural, and economics. This knowledge can be applied by students as they seek employment in the tourism industry or pursue graduate studies in the fields of travel and tourism. Students in GEOG 4060: Meteorology and GEOG 4160: Climatology learn how to read scientific journal articles and incorporate them in their term papers. Furthermore, our geography students combine spatial reasoning and geotechnical skills using Google Earth, ArcGIS Online, and Topographic Maps. All the knowledge and skills gained prepare our students to be successful global citizens in a wide variety of opportunities ranging from graduate programs to GIS technicians and much more.

2.9 The curriculum encourages the development of and the presentation of results and ideas effectively and clearly in both written and oral discourse.

The department's faculty have constantly mentored students outside of the classroom. With faculty support, our students are encouraged to present posters and papers at local, regional, and national conferences (Table 9). In 2020, many conferences were cancelled due to COVID-19, including UTC's Annual Research Dialogues (now the UTC Spring Research and Arts Conference).

YEAR	Participant (Faculty Advisor)	TITLE	Conference (Reach)
2019	Amy Gugliemino (Guo)	Intersections of Professorship and Gender	Brock Hall (Department)
2019	Lindsey Davis (Guo)	Breakfast with UTC Students	Brock Hall (Department)
2019	Chandler Shelton-Swenson (Guo)	Fundamental Knowledge and Perception on Mass Murder	Brock Hall (Department)
2019	Victoria Hollingsead (Guo)	Screened Intimacy: Patterns of Mobile Dating App Usage among a Sample of College Students	Brock Hall (Department)
2019	Tyler Celmons (Guo)	Southern Charm: A Study of Dialect Code-Switching Among Southerners	Brock Hall (Department)
2019	Patrick Connell	A Love For The Game: Patterns Showing Reasons College	Brock Hall (Department)

	(Guo)	Students Enjoy American Football	
2019	Sav Michael (Guo)	A Study of Tattoo Culture Among College Students	Brock Hall (Department)
2019	Jake Bennett (Guo)	Code-Switching to Standard American English among Native Southern Accent Speakers	Brock Hall (Department)
2019	Nathan Smith (Guo)	Meme Machines: The Perceived Benefits of Sharing Memes among College-Aged Students	Brock Hall (Department)
2019	McCormack Samantha (Guo)	Attendance Patterns among Campus Ministries at the University of Tennessee at Chattanooga	Brock Hall (Department)
2020	Lori Robbins (Persons)	Piles of pearlware: characterizing a 19th century marketplace through a ceramic assemblage	UTC Research Dialogues (Local)
2020	Pat Ormond and Hannah Lasser (Persons)	The archaeological site file project: mapping old data with new technology	UTC Research Dialogues (Local)
2020	Mallory Crook (UTC Library)	Art History Panel: Local Archives-Global Issues	UTC Research Dialogues (Local)
2020	Deborah McAllister (McCarragher)	Refining the work of evaluating teacher professional development in robotics	UTC Research Dialogues (Local)
2021	Mallory Crook (UTC Library)	Investigating Provenance and Post-colonial Perspectives in the George and Louise Patten Collection of Salem Hyde Cultural Artifacts	UTC Research Dialogues (Local)
2021	Gianni Rasnick (Smith)	Reconstructing Ice Age Environments: Analyzing the Diet and Technology of Prehistoric South-easterners through Sediment Samples	UTC Research Dialogues (Local)
2021	Austin Averill (Smith)	Reassessing A Pivotal Moment in the Battle of Chickamauga	UTC Research Dialogues (Local)
2021	Taylor Wells (Smith)	Digital Archaeology: Preserving Hard Copies of Archaeological Records for Enhanced Accessibility	UTC Research Dialogues (Local)
2021	Ellie Bixler (Smith)	Finding the First Americans: Assessing the Context and Age of	UTC Research Dialogues

		a Potential Ice Age Campsite at the Lewis-McQuinn Site, Florida.	(Local)
2022	Austin Averill (Smith)	Conflict Archaeology: Reassessing A Pivotal Moment in the Battle of Chickamauga	UTC Spring Research and Arts Conference (Local)
2023	Gage Plott (Smith)	Simulation of Wave Propagation Used for the Detection of Submerged Stone Age Artifacts	UTC Spring Research and Arts Conference (Local)
2023	Mayson Harwood (Persons)	Assessing Seasonality in the Archaic Period	UTC Spring Research and Arts Conference (Local)
2023	Tyler Mullins (Smith)	A Cost-Effective Approach to Mapping Submerged Landscapes	UTC Spring Research and Arts Conference (Local)
2023	Mikira Claybrook, Noah Croy, and Sidney Miller (Smith)	Bachmore Shelter: An Analysis of Archaeological Materials from UTC's 2021 Field School	UTC Spring Research and Arts Conference (Local)
2023	Savanna Caylor (Smith)	Microfauna from the Suwannee Component at the Ryan-Harley Site, Florida, USA	Southeast Archaeological Conference (Regional)
2023	Mikira Claybrook and Noah Croy (Smith)	An Analysis of Materials from Bachmore Shelter, Tennessee	Southeast Archaeological Conference (Regional)
2023	Morelle Lewis (Smith)	A Civil War Heritage Trail on Missionary Ridge	Southeast Archaeological Conference (Regional)
2024	Mikael Nelson (Blanton)	Disability, Sex Education & The Denial of Pleasure	Mid-South Sociological Association Conference (Regional)
	Taylor Jane Lemmons & Chessa Runyan-Murr (Blanton)	Worst Polluted City to Sothern Silicone Valley: An Environmental Case Study of Chattanooga's 'Economy, Ecology, Equity	Southern Sociological Society Annual Conference (Regional)
2024	Corey Walker and Tyler Mullins	Microfraction Analysis from the Guest Mammoth Site (8MR130),	UTC Spring Research and

	(Smith)	Florida, USA	Arts Conference (Local)
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Table 9.SOC and ANTH student presentations at conferences.

Geography Minor Student Conference Presentations (student name in bold)

Geography has been active in the involvement of students in research (Table 10). Citations are below.

2024. Adkins, R., Clark, E., **Doss-Watson, S.**, Leggett, J., Rye, K., Brock-Hon, A. "Mystery Mineral Matrix". UTC Spring Research and Arts Conference, Chattanooga, TN

2024. **Doss-Watson, S.**, Newbille, A., Manning-Berg, A. "Lab-created silica gels: environmental insights into silicification processes of the Proterozoic". Geological Society of America (GSA) Connects 2024, Anaheim, CA

2024. **White, M.D.** "Exploring land cover change in the Chattanooga tri-state region using the NLCD, NAIP imagery, and deep learning." TNGIC Annual Conference (TNVIEW Contest Entry). University of Tennessee at Chattanooga, Chattanooga, TN (conference presentation)

2024. **White, M.D.** "Exploring land cover change in the Chattanooga tri-state region using the National Land Cover Database." TNGIC Annual Conference, UTC Spring Research and Arts Conference. University of Tennessee at Chattanooga, Chattanooga TN (poster)

2023. **Qualls, H.L.** "Investigation of the Morphology of a Large Sandstone Depression on the Cumberland Plateau of Tennessee Using Geomorphic Mapping and GPR". GSA Connects, Pittsburgh, PA (poster).

2023. Cobb, N., Lighter, M., Love, A., **White, M.D.**, and Wilson, T.P. "Recommending Manual Frog Call Surveys to Monitor Weather Climate Phenomena at UTC: A Student-Centered Approach." UTC Research and Arts Conference. University of Tennessee at Chattanooga, Chattanooga, TN (poster)

2023. **White, M.D.** "Exploring land cover change in the Alabama, Georgia, Tennessee tri-state region using NLCD Data." TNGIC Fall Forum. University of Tennessee at Chattanooga, Chattanooga, TN (conference presentation)

2022. **Doss-Watson, S.**, Shaw, J. "Discovering, Counting, and Summarizing the National Park Specimens at UCHT". Association of Southeastern Biologists (ASB) 83rd annual meeting of ASB, Little Rock, Arkansas

2022. **White, M.D.** "Research questions on the physical geography of coastal

ecosystems: protecting and restoring coastal wetlands – a human imperative.” UTC Spring Research and Arts Conference, University of Tennessee at Chattanooga, Chattanooga, TN (poster)

Year	Course Title	Credit Hours	Student Name
2024	Introduction to Advanced Geography	2	Heather Qualls
2024	Geographic Thought in the Mid-20 th Century	1	Heather Qualls
2023	Geographic Study of the Southeast United States	3	Michelle White
2022	Physical Geography of Coastal Wetlands	4	Michelle White
2022	Environmental Geography	3	Jon Boston
2022	Introduction to Geographic Thought	3	James Townsend
2019	Geographic Study of North America	3	Matthew Law

Table 10. Individual studies advised in GEOG, 2019-2024.

2.10. The curriculum exposes students to discipline-specific research strategies from the program area.

Specifically, SAG offers independent study courses and other opportunities in the following areas related to Sociology, Anthropology, and Geography:

- Research (ANTH 4997r, SOC 4997r, GEOG 4997r)
- Individual Studies (ANTH 4998r, SOC 4998r, & GEOG 4998r)
- Group Studies (ANTH 2999r/3999r/4999r; SOC 4999r, & GEOG 4999r)
- Internships (ANTH/SOC/GEOG 4940r)
- Departmental Thesis (ANTH/SOC/GEOG 4995r)
- Paid Research Opportunities

Research

A number of faculty provide external learning opportunities to students through collaborative work on faculty research projects. For example, in archaeology students may attend our archaeology field school each fall and assist in current faculty research. In biological anthropology, students have helped to assist with NAGPRA duties and the creation of 3D printed teaching materials. Students in the Geoarchaeology and Submerged Landscapes Laboratory (a recently founded lab discussed in more detail below) often help with artifact and remote sensing data processing from grant and contract work across the Southeast United States. Students in the Jeffrey L. Brown Institute of Archaeology assist Dr. Persons in experimental archaeology projects related to our program’s largest annual event: PaleoSkills, which routinely draws 400-500 participants. They also assist Dr. Persons with collections management work on our large inventory of material, as well as research projects associated with Dr. Persons’s

research agenda in the Caribbean.

In Sociology, students have researched in the areas of local food systems, sustainability, transportation, sexuality, gender studies, and also sociological theory—all areas of faculty research interest. Dr. Blanton has provided several students with research assistant opportunities on her ongoing research project related environment and society, producing the student presentation “*Worst Polluted City to Southern Silicon Valley: An Environmental Case Study of Chattanooga’s ‘Economy, Ecology, Equity.’*” Sociology students have worked with Dr. Ward on a number of research projects, including qualitative note taking and transcribing of focus group interviews, and conducting survey interviews with residents of a local public housing project on their access to broadband.

Honors

Students in the department can complete a senior project that results in departmental honors. The UTC Honors program requires students to complete a minimum three-semester independent research project. In the first semester, the student identifies an Honors Committee chair and creates a proposal for a research project and may do a preliminary literature review or feasibility study. The proposal must be approved by the Honors College. In the second semester, the student adds additional faculty from within and outside the department along with a representative from the Honors College. This second phase results in a progress report to the committee to which the faculty provide feedback regarding scope, resources, and quality of the work to date. In the third semester, the student executes the project and defends it before the committee. If the student earns a grade of B or better, they are allowed to graduate with Departmental Honors.

Internships

Internships are also an important means for students to develop active and applied learning skills as well as meet the University goal of metropolitan community involvement. SAG has provided internship opportunities related to these three disciplines in the areas of government, nonprofit organizations, community services, museums and art galleries, cultural resource management, state and national parks, zoos, and research facilities, etc.

Individual Studies

The majority of individual study projects are conducted with a faculty member or under their supervision. Some of these projects are heavily guided by faculty and are tangential to faculty interests, while others are primarily topics of interest to students themselves, who propose reading lists, annotated bibliographies, or activities to earn course credit. We have begun offering fewer of these, as we have found that these classes are not a wise use of faculty time and resources. Individual studies have been taught by a variety of sociology faculty, including *Black Queer Studies* directed by Dr. Ward in 2019, and *Covid-19, Climate Crisis, Precarity, and Parenting* directed by Dr. Blanton in 2023.

Study Abroad

Students in the Department also have an opportunity to study abroad and gain a more global perspective than just their classes in Tennessee. One faculty *emeritus* provided funding for a Study Abroad trip to China that was led by Dr. Guo and was offered as a Summer 2018 ANTH 3160 Chinese Culture and Society course. In the Spring of 2024, Dr. Morgan Smith applied for and was selected to lead the first archaeology study abroad course in Madrid, Spain. This course will be completed in Spring 2025 and will focus on international archaeological policy through the lens of UNESCO. In addition to these offerings, Sociology, Anthropology, and Geography students are highly encouraged to participate in university-led study abroad. During this program review, eight students took advantage of this opportunity to study in Spain, Germany, India, and other destinations.

Projects and Credit Hours Produced

Table 11 shows that Anthropology offered 98 courses external to the classroom between 2019 - 2024, resulting in 297 credit hours over the period, down from 111 courses for 348 credit hours in the last review period. A total of 63 courses were offered in the spring (189 credit hours), 0 courses in the summer, and 35 in the fall (105 credit hours).

Course	FALL 2019	SPRING 2020	FALL 2020	SPRING 2021	FALL 2021	SPRING 2022	FALL 2022	SPRING 2023	FALL 2023	SPRING 2024
ANTH 4940R		1	2	2	2	3	6	2	5	10
ANTH 4950R										1
ANTH 4995R	1	1	1	1			2	2		
ANTH 4997R										
ANTH 4998R	6	5	2	5	3			1	5	9
Total:	7	20	5	15	5	3	8	5	10	20

Table 11. ANTH course offerings external to the classroom, 2019-2024.

Table 12 shows that 57% of the courses external to the classroom offered were individual studies, 31% were internships, and 12% were honors projects. Individual studies ranged from 1 to 15 courses per year and were relatively consistent offerings; internships ranged from 2 to 21 courses per year and grew significantly over the reporting period; and honors projects were sporadic.

This HIEP direction is an important trend because of the increasing institutional emphasis on active and experiential learning and the rise in extrinsic students who need both employment experiences and connections made through their internships. While the dominant teaching method in SAG has been traditional lecture, more and more faculty are implementing these high-impact educational practices. However, this is not without impact on our faculty. Though these classes

are rewarding and no doubt help our students along their career paths, imparting many skills that are difficult to gain in the classroom, the excessive load on the faculty has been laborious. More faculty are needed to provide impactful classroom experiences to reduce this external burden.

Table 12 shows that 67% of the external course offerings are in anthropology, 23% are in sociology, and 9% are in geography. Two archaeologists, Drs. Smith and Persons, produce ~40% of all external courses. This reflects student activities in the archaeology field school and related lab studies. While we have made concerted efforts to reduce these numbers, the fact remains that an archaeological program does rely on student assistance to complete projects in a timely manner, and students are eager to assist in these projects, particularly as employers demand such experience for entry-level jobs in archaeology.

Discipline	Individual Studies		Honors Project		Internship		TOTAL	
	Courses	CH	Courses	CH	Courses	CH	Courses	CH
Anthropology	35	105	8	24	29	87	72	216
Sociology	4	12	13	39	8	24	25	75
Geography	10	30	0	0	0	0	10	30
TOTAL	49	147	21	63	37	111	107	321

Table 12. SAG course offerings external to the classroom, 2019-2024.

Project Topics

Table 13 lists the students and project topics by discipline for the courses external to the classroom.

Table 12 shows that the majority of the courses external to the classroom were in archaeology, with 40 archaeology projects completed during the report period. Of these, 35 involved processing, data entry, and analysis of archaeological material and the summer archaeological field school. The field school is under the supervision of Dr. Morgan Smith and relies heavily on the assistance of the Jeffrey L. Brown Institute of Archaeology in terms of necessary equipment (See Appendix C for additional information about the Institute). Processing artifacts from the field school includes various forms of laboratory analysis including sorting, labeling, listing, and cataloging items, and attempting to match them with existing data to make determinations about cultural processes. Students also are involved in carefully

cleaning, dating, and curating artifacts. Finally, students assist in tabulating and analyzing data for inclusion in the resulting archaeology site reports and other research presentations.

In addition, Dr. Brooke Persons supervises multiple students in operations within the Jeffrey L. Brown Institute of Archaeology. These include ongoing internships to organize collections at the institute, which have been amassed since the 1970s, as well as assist with Dr. Person's ongoing research projects in the Southeast United States and Caribbean. Additionally, Dr. Persons trains students in experimental archaeology, recruiting them to assist in the creation of items for the annual PaleoSkills Event in Fall: our program's largest public event drawing hundreds of students from across the university.

Student	Topic	CH
Sam Fuller	Laboratory Analysis, Artifact Curation, & Report Production	3
Sidney Miller	Laboratory Analysis, Artifact Curation, & Report Production	3
Savanna Caylor	Laboratory Analysis, Artifact Curation, & Report Production	3
Autumn Cochran	Laboratory Analysis, Artifact Curation, & Report Production	3
George Nguyen	Laboratory Analysis, Artifact Curation, & Report Production	3
Pat Ormond	JLB Report Inventory	3
Sebron Coleman	Houston Museum Internship	3
Kai Olds	Laboratory Analysis, Artifact Curation, & Report Production	3
Kai Olds	Laboratory Analysis, Artifact Curation, & Report Production	3
Mika Claybrook	Laboratory Analysis, Artifact Curation, & Report Production	3
Noah Croy	Laboratory Analysis, Artifact Curation, & Report Production	3
Samuel Fuller	Laboratory Analysis, Artifact Curation, & Report Production	3
Sidney Miller	Laboratory Analysis, Artifact Curation, & Report Production	3
Riley Naifeh	Laboratory Analysis, Artifact Curation, & Report Production	3
Savanna Caylor	Undergraduate Thesis	3
Faith Johnson	Laboratory Analysis, Artifact Curation, & Report Production	3
Morelle Lewis	Laboratory Analysis, Artifact Curation, & Report Production	3
Ava Lowery	Laboratory Analysis, Artifact Curation, & Report Production	3
Teya Merrill	Laboratory Analysis, Artifact Curation, & Report Production	3
Jesa Moore	Laboratory Analysis, Artifact Curation, & Report Production	3
Tyler Mullins	Laboratory Analysis, Artifact Curation, & Report Production	3
Sofia Nelson	Laboratory Analysis, Artifact Curation, & Report Production	3
James Sellers	Laboratory Analysis, Artifact Curation, & Report Production	3
Adina Shuman	Laboratory Analysis, Artifact Curation, & Report Production	3
Corey Walker	Laboratory Analysis, Artifact Curation, & Report Production	3
Sebron Coleman	Houston Museum Inventory	3
Anastacia Hudson	Laboratory Analysis, Artifact Curation, & Report Production	3
Pat Ormond	JLB Report Inventory	3
Kinsley Kilgore	Laboratory Analysis, Artifact Curation, & Report Production	3
Maddie Shaw	Laboratory Analysis, Artifact Curation, & Report Production	3
Patricia Ormond	Library and Site File Research, UTC Collections	3
Kaitlyn McCurdy	Curation and Collections Management Internship	3
Lori Robbins	Analysis of Historic Archaeological Collections	3
Patricia Ormond	Site File Analysis and GIS Research	3

Hannah Lasser	Site File Analysis and GIS Research	3
Hannah Bowman	Site File Analysis and GIS Research	3
Kaitlyn Borton	Experimental Archaeology Internship	3
Kaitlyn Borton	Danish National Archives Research	3
Hannah Bowman	Assessing Erosion at Archaeological Sites	3
Kinsley Kilgore	Analysis of Historic Archaeological Collections	3
Emma Blanton	Analysis of Historic Archaeological Collections	3
Kiley Olds	Curation and Collections Management Internship	3
Heber Gutierrez	Experimental Archaeology Internship	3
Mika Claybrook	Experimental Archaeology Internship	3
Anastacia Hudson	Experimental Archaeology Internship	3
Maddie Shaw	Experimental Archaeology Internship	3
Erin Wheatley	Experimental Archaeology Internship	3
Morgan Hodge	Citizens Cemetery Research	3
Sammi Moore	Assessing Archaeological Sites in Meigs County, TN	3
Ivy Gose-Elliott	Experimental Archaeology Internship	3
Teya Merrill	Experimental Archaeology Internship	3
McKenna Patterson	Experimental Archaeology Internship	3
Kylie Adams	Curation, Archives, and Collections Management Internship	3
Elinor Davis	Curation, Archives, and Collections Management Internship	3
Morelle Lewis	Curation, Archives, and Collections Management Internship	3
Payton Lindley	Curation, Archives, and Collections Management Internship	3
Wyn Seay	Curation, Archives, and Collections Management Internship	3
Brendan Yemm	Curation, Archives, and Collections Management Internship	3
TOTAL		174

Table 13. Archaeology project topics for courses external to the classroom, 2019-2024.

Student	Topic	CH
Brooke Mayfield	Curation in Biological Anthropology	3
Brooke Mayfield	NAGPRA Curation Internship	3
Elinor Davis	Religion and Burial Rites	3
Violet Booth	Forensic Anthropology	3
Mikey Norward	Forensic Anthropology	3
Jesa Moore	Forensic Anthropology	3
Jenna Crowell	Forensic Anthropology	3
Brooke Mayfield	Forensic Anthropology	3
TOTAL		18

Table 14. Biological ANTH project topics for courses external to the classroom, 2019-2024.

Table 14 shows that biological anthropology represented the second largest group of anthropology subfield projects external to the classroom, with courses totaling 18 credit hours.

Students also earn external course credit by assisting in our biological anthropology laboratory, setting up labs, and helping to prepare exercises.

Table 15 reports the courses external to the classroom in cultural anthropology (there were none in linguistic anthropology). There were 9 cultural courses

representing 27 credit hours. The table shows a wide variety of topics of individual study, and several of these projects focused on the local community or diversity culture. Notable are three projects at the Bessie Smith Culture Center involving organizing or interpreting aspects of their artifact collection with a focus on African-American women, African drumming, and related topics.

Student	Topic	CH
Gabrielle Evans	Cultural anthropology thesis	3
Gabrielle Evans	Community Engagement Internship	3
Olivia Reeves	Cultural Anthropology Project	3
Luca Terle	Cultural Anthropology Project	3
Audrey Wilson	Cultural Anthropology Project	3
Katherine Dettloff	Cultural Anthropology Project	3
Jonathan Terhune	Cultural Anthropology Project (Bessie Smith)	3
Rachel Watts	Cultural Anthropology Project (Bessie Smith)	3
Andrew Elkins	Cultural Anthropology Project (Bessie Smith)	3
TOTAL		27

Table 15. Cultural ANTH project topics for courses external to the classroom, 2019-2024.

Table 16 shows the external course projects for sociology, which include 11 courses representing 31 credit hours. Table 16 shows a variety of research and reading topics plus some experiential learning assignments. Reading-based studies centered on sociological critical theories such as Disability Studies, Black Queer Studies, Indigenous and Gender Studies, to housing and environmental studies. Experiential learning projects and internships centered on community non-profits such as Greenspaces, Urban League, to Federal agencies such as the Chattanooga Housing Authority.

These activities not only develop applied skills, but they also helped expose majors to real world work experiences, day-to-day operations of the community, social justice advocacy, nonprofit culture, and governmental functions. They also provide networking and contacts for students seeking employment. An exceptional job as an intern might also lead to later direct employment or key references, knowledge of opportunities, or actual referrals.

Student	Topic	CH
Mika Nelson	Disability Avoidant Language and Other Factors in the Erasure of Disabled Students in Sexual Education	3
Anyssa Holloway	Perception, Pain, and Prejudice: A History of Misunderstanding and The Intersection of Historical Bias and Contemporary Maternal Health Inequality	3
Brittany Santiago	Impact Mapping: A Geospatial Sociopolitical Observation of University of Tennessee Chattanooga's Campus Expansion	3

Sarah Foster	Grow Hope Urban Farm: A Case Study to Understand the Impacts of Community Based Farming Initiatives	3
Tamia Caldwell	The Differential Outcomes of Home appraisals between white Americans and Black Americans in Chattanooga, Tennessee	3
Jade Granderson	"Indigenous Sovereignty, Environmental Degradation, and the Coloniality of Gender"	3
Hope Smith	TikTok and White Queer Expansive Identities in the Times of COVID-19"	3
Gabrielle Evans	"The Pursuit of PLUR: Raves and Upholding Values"	3
Mika Nelson	"BIPOC Queer, Disabled, Inclusive Sex Education"	3
Nolan Cicci	Saevissima: Patriarchy, Divinity, and Villainy in Imperial Roman Epic"	3
Deandre Cole	Black Queer Theory	1
TOTAL		31

Table 16. SOC project topics for courses external to the classroom, 2019-2024.

UTC is also Carnegie classified as a Metropolitan University with a direct mission to the urban community. Students with this hands-on experience help to fulfill that obligation and enhance the Department and University reputation in the greater Chattanooga area.

In geography, individual studies projects were directed by Dr. Laing and Dr. McCarragher (Table 17).

Student	Topic	CH
Meleena Livesay	Role of Transportation Networks in Long Distance Dispersal of Invasive Plant Species in the U.S.	3
Individual Studies	Cultural geography projects	27

Table 17. Geography project topics for courses external to the classroom, 2019-2024.

Overall, SAG has been committed to providing our students with high-impact learning experiences outside the classroom.

3. STUDENT EXPERIENCE

3.1 The program provides students with opportunities to regularly evaluate the curriculum and faculty relative to the quality of their teaching effectiveness.

Students are strongly encouraged to complete online course learning evaluations and provide feedback on courses, curricula, and their learning experiences every semester. The department head has an open-door policy and readily meets with students concerned about our degree programs or courses. Course Learning Evaluations from Fall 2016 (combined with Criminal Justice and Legal Assistant Studies) closely mirror College and university-level results (Tables 18-27).

Throughout the academic year, the department head also closely reviews individual course evaluation data with faculty members, and constructive concerns that students have provided are discussed with each faculty member as well as strategies to address any legitimate concerns.

In accordance with university practice, we strongly encourage students to complete online course learning evaluations and provide qualitative feedback regarding their courses, curricula, and learning experiences. Each semester, students are given the opportunity to reflect on their experiences and evaluate classes and instructors using a series of statements developed by the university. Each statement consists of a 7-point Likert-style scale. Average scores for the last 10 regular semesters are made available below. To offer a basis for comparison, we provide the average scores at the department, college, and university levels. As demonstrated in Tables 18-27, scores for our program were quite positive and aligned with those at the college and university levels. It is noteworthy that for each of the statements included in the learning evaluation, department-level scores matched those at the college and university levels across desirable outcome measures (e.g., strongly agree, agree, and somewhat agree). In totality, these descriptive statistics provide clear evidence that the department is meeting the educational needs and expectations of its students. Our department, on average, now meets or exceeds the standards represented by the college and university as a whole for each item, with the overall trends being in a clear, consistently positive direction on all fronts with the most recent data from 2023 and 2024 showing SAG outperforming or matching averages from the college and university for every survey question, in some cases by substantial margins, on students agreeing with each statement shown below. Similarly, students disagreeing with each statement have likewise dropped consistently year over year during the review period, culminating in “disagree” positions being at or below the college and university metrics for every single question in 2024.

I am aware of the learning outcomes of this course, as stated in the syllabus.																		
	Agree ¹						Neither Agree nor Disagree						Disagree ²					
	Dept		College		University		Dept		College		University		Dept		College		University	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fall 2019	1,813	93.7	14,397	95.2	25,497	95.2	47	2.4	272	1.8	531	2.0	75	3.9	452	3.0	766	2.9
Spring 2020	1,194	95.7	8,527	96.3	16,835	96.3	22	1.8	111	1.3	250	1.4	32	2.6	220	2.5	389	2.2
Fall 2020	1,049	96.9	9,233	96.1	17,289	96.0	14	1.3	144	1.5	269	1.5	15	1.4	229	2.4	443	2.5
Spring 2021	1,018	95.5	8,723	96.4	17,118	96.4	13	1.2	110	1.2	219	1.2	35	3.3	220	2.4	412	2.3
Fall 2021	1,493	95.3	10,526	95.1	19,351	95.5	30	1.9	168	1.5	311	1.5	44	2.8	373	3.4	597	2.9
Spring 2022	1,145	97.8	8,695	96.2	17,360	96.3	13	1.1	137	1.5	267	1.5	7	0.6	208	2.3	395	2.2
Fall 2022	1,659	97.7	10,650	97.4	20,510	97.7	18	1.1	130	1.2	227	1.1	12	0.7	65	0.6	106	0.5
Spring 2023	1,263	98.0	8,865	97.7	17,776	97.8	15	1.2	96	1.1	190	1.0	0	0.0	0	0.0	0	0.0
Fall 2023	1,433	98.0	11,087	97.1	20,492	97.6	18	1.2	190	1.7	302	1.4	0	0.0	62	0.5	0	0.0
Spring 2024	1,148	99.0	9,324	97.0	18,517	98.0	8	1.0	117	1.0	239	1.0	0	0.0	0	0.0	0	0.0

¹ Agree results are a combination of the following responses: Strongly Agree, Agree, Somewhat Agree
² Disagree results are a combination of the following responses: Strongly Disagree, Disagree, Somewhat Disagree

Table 18. Course learning evaluation scores: awareness of learning outcomes.

The course content addresses the learning outcome of this course.																		
	Agree ¹						Neither Agree nor Disagree						Disagree ²					
	Dept		College		University		Dept		College		University		Dept		College		University	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fall 2019	1,792	92.6	14,286	94.5	25,271	94.3	56	2.9	324	2.1	631	2.4	87	4.5	511	3.4	892	3.3
Spring 2020	1,183	94.8	8,459	95.5	16,693	95.5	28	2.2	152	1.7	343	2.0	37	3.0	247	2.8	438	2.5
Fall 2020	1,036	95.7	1,932	20.1	17,085	94.9	19	1.8	186	1.9	363	2.0	24	2.2	288	3.0	553	3.1
Spring 2021	1,001	93.9	8,615	95.2	16,919	95.3	21	2.0	159	1.8	305	1.7	44	4.1	279	3.1	525	3.0
Fall 2021	1,479	94.4	10,409	94.1	19,138	94.5	36	2.3	238	2.2	419	2.1	52	3.3	420	3.8	702	3.5
Spring 2022	1,138	97.2	8,614	95.3	17,193	95.4	15	1.3	192	2.1	368	2.0	9	0.8	234	2.6	461	2.6
Fall 2022	1,640	96.6	10,485	95.9	20,164	96.0	22	1.3	186	1.7	338	1.6	20	1.2	261	2.4	498	2.4
Spring 2023	1,252	97.1	8,737	96.3	17,483	96.2	19	1.5	148	1.6	290	1.6	7	0.5	188	2.1	403	2.2
Fall 2023	1,401	95.8	10,863	95.1	20,097	95.7	27	1.8	271	2.4	423	2.0	34	2.3	287	2.5	483	2.3
Spring 2024	1,135	98.0	9,173	97.0	17,922	97.0	12	1.0	183	2.0	371	2.0	7	1.0	95	1.0	158	1.0

¹ Agree results are a combination of the following responses: Strongly Agree, Agree, Somewhat Agree
² Disagree results are a combination of the following responses: Strongly Disagree, Disagree, Somewhat Disagree

Table 19. Course learning evaluation scores: content addresses learning outcomes.

The course structure assists me in achieving the learning outcomes of this course.																		
	Agree ¹						Neither Agree nor Disagree						Disagree ²					
	Dept		College		University		Dept		College		University		Dept		College		University	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fall 2019	1,700	87.9	13,550	89.6	23,433	87.5	57	2.9	367	2.4	755	2.8	178	9.2	1,204	8.0	2,082	7.8
Spring 2020	1,123	90.0	8,052	90.9	15,987	91.5	22	1.8	175	2.0	390	2.2	103	8.3	631	7.1	1,097	6.3
Fall 2020	994	91.8	8,550	89.0	15,998	88.9	23	2.1	236	2.5	496	2.8	66	6.1	820	8.5	1,507	8.4
Spring 2021	941	88.3	8,063	89.1	15,936	89.8	26	2.4	228	2.5	419	2.4	99	9.3	262	2.9	1,394	7.9
Fall 2021	1,399	89.3	9,746	88.1	18,057	90.0	41	2.6	269	2.4	489	2.4	127	8.1	1,052	9.5	1,713	8.5
Spring 2022	1,097	93.7	8,126	89.9	16,301	90.5	20	1.7	217	2.4	430	2.4	54	4.6	697	7.7	1,291	7.2
Fall 2022	1,553	91.5	9,858	90.2	19,007	90.5	25	1.5	245	2.2	481	2.3	120	7.1	829	7.6	1,512	7.2
Spring 2023	1,207	93.6	8,257	91.0	16,505	90.8	25	1.9	212	2.3	450	2.5	57	4.4	604	6.7	1,221	6.7
Fall 2023	1,345	92.0	10,102	88.5	18,867	89.8	34	2.3	362	3.2	593	2.8	83	5.7	957	8.4	1,543	7.3
Spring 2024	1,108	96.0	8,651	91.0	16,972	91.0	20	2.0	255	3.0	506	3.0	33	3.0	620	7.0	1,135	7.0

¹ Agree results are a combination of the following responses: Strongly Agree, Agree, Somewhat Agree

² Disagree results are a combination of the following responses: Strongly Disagree, Disagree, Somewhat Disagree

Table 20. Course learning evaluation scores: course structure assists learning outcomes

	I am achieving the learning outcomes of this course.																	
	Agree ¹						Neither Agree nor Disagree						Disagree ²					
	Dept		College		University		Dept		College		University		Dept		College		University	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fall 2019	1,719	88.8	13,627	90.1	24,246	90.5	74	3.8	442	2.9	863	3.2	142	7.3	1,052	7.0	1,685	6.3
Spring 2020	1,133	90.8	8,084	91.3	16,096	92.1	37	3.0	244	2.8	501	2.9	78	6.3	530	6.0	877	5.0
Fall 2020	1,005	92.8	8,604	89.6	16,226	90.1	22	2.0	271	2.8	559	3.1	56	5.2	731	7.6	1,216	6.8
Spring 2021	948	88.9	8,115	89.6	16,164	91.1	36	3.4	287	3.2	530	3.0	82	7.7	651	7.2	1,055	5.9
Fall 2021	1,399	89.3	9,787	88.4	17,659	87.2	60	3.8	360	3.3	630	3.1	108	6.9	920	8.3	1,415	7.0
Spring 2022	1,108	94.6	8,180	90.5	16,478	91.4	23	2.0	283	3.1	537	3.0	40	3.4	577	6.4	1,006	5.6
Fall 2022	1,560	91.9	9,834	90.0	19,121	91.1	35	2.1	355	3.2	628	3.0	103	6.1	743	6.8	1,251	6.0
Spring 2023	1,216	94.3	8,252	91.0	16,682	91.8	28	2.2	269	3.0	494	2.7	45	3.5	552	6.1	1,000	5.5
Fall 2023	1,352	92.5	10,186	89.2	19,077	90.8	43	2.9	406	3.6	673	3.2	67	4.6	829	7.3	1,253	6.0
Spring 2024	1,116	96.0	8,713	91.0	17,183	92.0	18	2.0	298	3.0	543	3.0	27	3.0	515	5.0	887	4.0

¹ Agree results are a combination of the following responses: Strongly Agree, Agree, Somewhat Agree

² Disagree results are a combination of the following responses: Strongly Disagree, Disagree, Somewhat Disagree

Table 21. Course learning evaluation scores: achieving learning outcomes.

	I keep up with all course readings and assigned work.																	
	Agree ¹						Neither Agree nor Disagree						Disagree ²					
	Dept		College		University		Dept		College		University		Dept		College		University	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fall 2019	1,789	92.5	14,235	94.1	25,310	94.5	53	2.7	329	2.2	615	2.3	93	4.8	557	3.7	869	3.2
Spring 2020	1,208	96.8	8,480	95.7	16,753	95.9	19	1.5	153	1.7	326	1.9	12	1.0	225	2.5	309	1.8
Fall 2020	1,007	93.0	9,166	95.4	17,202	95.6	15	1.4	161	1.7	320	1.8	30	2.8	279	2.9	479	2.7
Spring 2021	1,006	94.4	8,579	94.8	16,936	95.4	22	2.1	172	1.9	321	1.8	38	3.6	302	3.3	415	2.3
Fall 2021	1,484	94.7	10,428	94.2	19,243	95.0	33	2.1	241	1.6	416	2.1	45	2.9	398	2.6	600	3.0
Spring 2022	1,125	96.1	8,558	94.7	17,191	95.4	24	2.0	204	2.3	358	2.0	18	1.5	234	2.6	473	2.6
Fall 2022	1,623	95.6	10,433	95.4	20,208	96.2	33	1.9	188	1.7	326	1.6	38	2.2	269	2.5	391	1.9
Spring 2023	1,230	95.4	8,671	95.6	17,481	96.2	28	2.2	156	1.7	295	1.6	30	2.3	214	2.4	340	1.9
Fall 2023	1,396	95.5	10,785	94.4	20,081	95.6	32	2.2	260	2.3	410	2.0	34	2.3	376	3.3	426	2.0
Spring 2024	1,118	97.0	9,086	95.0	17,877	97.0	16	1.0	176	2.0	332	2.0	19	2.0	227	3.0	353	2.0

¹ Agree results are a combination of the following responses: Strongly Agree, Agree, Somewhat Agree
² Disagree results are a combination of the following responses: Strongly Disagree, Disagree, Somewhat Disagree

Table 22. Course learning evaluation scores: keeping up with readings and work.

	The course encourages my use of critical thinking skills.																	
	Agree ¹						Neither Agree nor Disagree						Disagree ²					
	Dept		College		University		Dept		College		University		Dept		College		University	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fall 2019	1,709	88.3	13,845	91.6	24,555	91.6	79	4.1	536	3.5	960	3.6	147	7.6	740	4.9	1,279	4.8
Spring 2020	1,139	91.3	8,207	92.7	16,322	93.4	40	3.2	274	3.1	516	3.0	69	5.5	377	4.3	636	3.6
Fall 2020	1,006	92.9	8,870	92.3	16,676	92.6	27	2.5	307	3.2	549	3.0	50	4.6	429	4.5	776	4.3
Spring 2021	968	90.8	8,390	92.7	16,589	93.5	36	3.4	283	3.1	487	2.7	62	5.8	380	4.2	673	3.8
Fall 2021	1,446	92.3	10,152	67.1	18,715	92.4	40	2.6	327	3.0	585	2.9	81	5.2	588	5.3	959	4.7
Spring 2022	1,106	94.4	8,430	93.3	16,886	93.7	28	2.4	259	2.9	469	2.6	37	3.2	351	3.9	667	3.7
Fall 2022	1,597	94.1	10,124	92.6	19,577	93.2	47	2.8	347	3.2	592	2.8	54	3.2	461	4.2	831	4.0
Spring 2023	1,214	94.2	8,492	93.6	17,061	93.9	34	2.6	257	2.8	470	2.6	36	2.8	324	3.6	645	3.5
Fall 2023	1,376	94.1	10,499	91.9	19,513	92.9	38	2.6	431	3.8	697	3.3	48	3.3	491	4.3	793	3.8
Spring 2024	1,119	96.0	8,952	94.0		94.0	22	2.0	293	3.0	519	3.0	15	1.0	281	3.0	538	3.0

¹ Agree results are a combination of the following responses: Strongly Agree, Agree, Somewhat Agree
² Disagree results are a combination of the following responses: Strongly Disagree, Disagree, Somewhat Disagree

Table 23. Course learning evaluation scores: encourages critical thinking skills.

	The way this course is delivered encourages me to be actively engaged.																	
	Agree ¹						Neither Agree nor Disagree						Disagree ²					
	Dept		College		University		Dept		College		University		Dept		College		University	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fall 2019	1,621	83.8	13,033	86.2	23,174	86.5	82	4.2	556	3.7	1,035	3.9	232	12.0	1,532	10.1	2,585	9.6
Spring 2020	1,096	87.8	7,873	88.9	15,648	89.6	36	2.9	259	2.9	545	3.1	116	9.3	726	8.2	1,281	7.3
Fall 2020	937	86.5	8,158	84.9	15,374	85.4	39	3.6	380	4.0	729	4.0	97	9.0	1,068	11.1	1,898	10.5
Spring 2021	887	83.2	7,693	85.0	15,362	86.6	36	3.4	326	3.6	597	3.4	143	13.4	1,034	11.4	1,790	10.1
Fall 2021	1,341	85.6	9,437	85.3	17,513	86.4	56	3.6	359	3.2	678	3.3	170	10.8	1,271	11.5	2,068	10.2
Spring 2022	1,063	90.8	7,886	87.2	15,817	87.8	33	2.8	302	3.3	617	3.4	75	6.4	852	9.4	1,588	8.8
Fall 2022	1,497	88.2	9,466	86.6	18,273	87.0	59	3.5	418	3.8	791	3.8	142	8.4	1,048	9.6	1,936	9.2
Spring 2023	1,154	89.5	7,946	87.6	15,977	87.9	44	3.4	311	3.4	601	3.3	91	7.1	816	9.0	1,598	8.8
Fall 2023	1,300	88.9	9,656	84.5	18,096	86.2	52	3.6	474	4.2	822	3.9	110	7.5	1,291	11.3	2,085	9.9
Spring 2024	1,071	93.0	8,354	88.0	16,457	88.0	35	3.0	391	4.0	693	4.0	55	4.0	781	8.0	1,463	7.0

¹ Agree results are a combination of the following responses: Strongly Agree, Agree, Somewhat Agree

² Disagree results are a combination of the following responses: Strongly Disagree, Disagree, Somewhat Disagree

Table 24. Course learning evaluation scores: encouraging active engagement.

	The instructor is willing to assist me with achieving the course learning outcomes.																	
	Agree ¹						Neither Agree nor Disagree						Disagree ²					
	Dept		College		University		Dept		College		University		Dept		College		University	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fall 2019	1,705	88.1	13,666	91.3	24,243	90.5	98	5.1	576	3.9	1,061	4.0	106	5.5	719	4.8	1,237	4.6
Spring 2020	1,125	90.1	8,117	92.5	16,161	93.2	40	3.2	249	2.8	505	2.9	67	5.4	413	4.7	682	3.9
Fall 2020	984	91.3	8,520	89.6	16,113	90.3	40	3.7	380	4.0	722	4.0	54	5.0	614	6.5	1,008	5.6
Spring 2021	932	87.7	8,083	89.9	16,104	91.4	55	5.2	372	4.1	632	3.6	76	7.1	526	5.9	880	5.0
Fall 2021	1,382	88.7	9,796	89.3	18,201	90.6	77	4.9	439	4.0	755	3.8	99	6.4	740	6.7	1,122	5.6
Spring 2022	1,091	93.4	8,196	91.5	16,461	92.2	44	3.8	339	3.8	644	3.6	33	2.8	423	4.7	755	4.2
Fall 2022	1,522	90.1	9,701	89.3	18,762	89.9	70	4.1	400	3.7	751	3.6	97	5.7	763	7.0	1,357	6.5
Spring 2023	1,176	92.4	8,109	90.3	16,315	90.6	37	2.9	310	3.5	628	3.5	60	4.7	560	6.2	1,061	5.9
Fall 2023	1,316	90.6	10,001	88.1	18,734	89.7	60	4.1	495	4.4	832	4.0	77	5.3	860	7.6	1,311	6.3
Spring 2024	1,086	94.0	8,615	91.0	16,895	91.0	31	3.0	347	4.0	651	4.0	40	3.0	509	5.0	965	5.0

¹ Agree results are a combination of the following responses: Strongly Agree, Agree, Somewhat Agree

² Disagree results are a combination of the following responses: Strongly Disagree, Disagree, Somewhat Disagree

Table 25. Course learning evaluation scores: instructor assists in learning outcomes.

	The instructor provides constructive feedback on my coursework.																	
	Agree ¹						Neither Agree nor Disagree						Disagree ²					
	Dept		College		University		Dept		College		University		Dept		College		University	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fall 2019	1,585	81.9	12,757	85.3	22,805	85.1	140	7.2	852	5.7	1,516	5.7	182	9.4	1,346	9.0	2,207	8.2
Spring 2020	1,073	86.0	7,678	87.5	15,333	88.4	54	4.3	420	4.8	825	4.8	106	8.5	675	7.7	1,180	6.8
Fall 2020	932	86.5	7,942	83.5	15,109	84.7	54	5.0	551	5.8	1,028	5.8	91	8.4	1,018	10.7	1,703	9.5
Spring 2021	894	84.2	7,608	84.7	15,206	86.4	50	4.7	499	5.6	911	5.2	118	11.1	875	9.7	1,485	8.4
Fall 2021	1,290	83.0	9,134	83.2	17,110	85.2	100	6.4	592	5.4	1,050	5.2	165	10.6	1,246	11.4	1,922	9.6
Spring 2022	1,052	90.1	7,714	86.2	15,550	87.1	55	4.7	454	5.1	878	4.9	61	5.2	783	8.7	1,421	8.0
Fall 2022	1,460	86.6	9,139	84.2	17,835	85.5	84	5.0	572	5.3	1,029	4.9	142	8.4	1,139	10.5	1,984	9.5
Spring 2023	1,114	87.6	7,624	85.0	15,390	85.5	60	4.7	460	5.1	943	5.2	97	7.6	890	9.9	1,655	9.2
Fall 2023	1,271	87.6	9,374	82.6	17,663	84.7	72	5.0	714	6.3	1,252	6.0	108	7.4	1,261	11.1	1,950	9.3
Spring 2024	1,047	91.0	8,108	85.0	16,001	86.0	44	4.0	548	6.0	1,040	6.0	66	6.0	815	8.0	1,462	7.0

¹ Agree results are a combination of the following responses: Strongly Agree, Agree, Somewhat Agree

² Disagree results are a combination of the following responses: Strongly Disagree, Disagree, Somewhat Disagree

Table 26. Course learning evaluation scores: instructor provides constructive feedback.

	The instructor responds to my questions and emails within the time-frame indicated in the syllabus.																	
	Agree ¹						Neither Agree nor Disagree						Disagree ²					
	Dept		College		University		Dept		College		University		Dept		College		University	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fall 2019	1,607	83.0	12,976	86.9	23,258	86.8	175	9.0	1,258	8.4	1,997	7.5	124	6.4	752	5.0	1,220	4.6
Spring 2020	1,106	88.6	7,840	89.6	15,705	90.7	67	5.4	494	5.6	891	5.1	58	4.6	418	4.8	711	4.1
Fall 2020	951	88.4	8,253	86.9	15,630	87.8	67	6.2	646	6.8	1,149	6.5	58	5.4	599	6.3	1,032	5.8
Spring 2021	905	85.3	7,841	87.4	15,670	89.1	93	8.8	673	7.5	1,106	6.3	63	5.9	454	5.1	803	4.6
Fall 2021	1,332	85.9	9,437	86.2	17,578	87.7	124	8.0	811	7.4	1,338	6.7	95	6.1	700	6.4	1,123	5.6
Spring 2022	1,071	91.7	7,887	88.3	15,885	89.2	71	6.1	657	7.4	1,187	6.7	26	2.2	383	4.3	743	4.2
Fall 2022	1,507	89.3	9,499	87.7	18,537	89.1	126	7.5	844	7.8	1,387	6.7	54	3.2	483	4.5	889	4.3
Spring 2023	1,144	90.1	7,899	88.3	16,031	89.3	90	7.1	659	7.4	1,231	6.9	35	2.8	362	4.0	690	3.8
Fall 2023	1,273	88.3	9,665	85.4	18,175	87.3	123	8.5	1,123	9.9	1,756	8.4	42	2.9	527	4.6	886	4.3
Spring 2024	1,055	91.0	8,320	88.0	16,428	89.0	72	6.0	774	8.0	1,366	7.0	29	3.0	346	3.0	731	3.0

¹ Agree results are a combination of the following responses: Strongly Agree, Agree, Somewhat Agree

² Disagree results are a combination of the following responses: Strongly Disagree, Disagree, Somewhat Disagree

Table 27. Course learning evaluation scores: instructor responds to questions and emails.

3.2 The program ensures that students are exposed to professional and career opportunities appropriate to the field.

In addition to providing students with opportunities for outside-of-the-classroom learning experiences, SAG is committed to providing students with additional enrichment opportunities. In relation to individual or small group research produced through the final capstone course sequence or research conducted via individual studies/internships, students are encouraged to present their research in professional conference settings. Every year, the Office of Undergraduate Research and Creative Endeavor hosts a

spring [Research Dialogues](#) event that showcases research produced by UTC students and faculty.

Some specific examples of how faculty ensure students are exposed to professional and career opportunities in their respective fields are described below.

In Dr. Workinger's ANTH 1400: Introduction to Archaeology course, he spends time discussing the various routes a career archaeologist can take including academia, museums, or the fast-growing field of cultural resource management. During the semester, he deliberately chooses a handful of sites that were excavated by cultural resource managers to highlight their importance in saving valuable archaeological resources.

Major curriculum revisions over the last five years have re-envisioned core Anthropology classes to center active, experiential learning in upper-level lab classes (e.g., ANTH 4200, ANTH 4400, ANTH 500, ANTH 4600) and provide students with the skillsets and knowledge to contribute to professional and academic settings. Moreover, we developed key paid and unpaid internships where anthropology students conduct anthropological research in partnership with local organizations like the National Park Service and the United States Forest Service. Such opportunities encourage professional growth, provide professional contacts, and link classroom content to real-world settings.

The Interdisciplinary Forensic Science certificate program is designed to augment typical degree requirements and prepare students for a career in the forensic sciences. The progression of the certificate begins with ANTH1600: Bodies of Evidence: The Science of CSI, which introduces students to a wide array of topics related to forensic science. Students are then encouraged to take relevant classes related to their particular interest (e.g. anthropology, criminal justice, biology, chemistry, etc.) to fulfill the elective requirements for the program. Finally, students take ANTH3670: Ethics in Forensic Science where they round out their knowledge and prepare a dossier they can use to apply for jobs in their field of interest. The program also has ties to the Chattanooga Police Department and Hamilton County Medical Examiner Office to provide students with internships and experiences outside the classroom.

The Community Engagement Internship Program, ANTH 4950 and SOC 4940, provides Anthropology and Sociology students with internships in community organizations in the Chattanooga Area while earning course credit with the goal of helping students gain experience professional work experience, work in related fields that focus on engaging the larger community, cultivating and growing professional networks, and making connections between their coursework and applying those skills in a professional work setting.

Students in Dr. Hodge's GEOG 1010: Physical Geography and GEOG 2210: Maps and Mapping work through assignments that utilize ArcGIS Online. There are many career opportunities as a GIS analyst and these courses expose students to GIS to give them

a strong foundation to build on. Furthermore, the UTC IGTLab is a wonderful resource on campus that provides students with internships and job opportunities.

In Dr. Laing's GEOG 1040: Cultural Geography course, students are exposed to the variety of occupations that require knowledge of and skills in geography and the diversity of career opportunities available to geography graduates. This is accomplished by students visiting the website of the American Association of Geographers and reading the profiles of a variety of individuals that utilize geographic skills in their occupations.

In SOC 1150: Sociology of Social Problems, Dr. Waite exposes students to how organizations in the greater Chattanooga community address and contend with social problems. This course includes guest speakers and provides service-learning opportunities for students with nonprofit organizations.

Sociology students have many opportunities to complete internships for course credit. Further, in SOC 2400: Professionalism in Sociology and ANTH 2500: Professionalism in Anthropology, professors teach students requisite skills for the job market and how to find and succeed in fulfilling careers. Lastly, students are informed about opportunities with the university's Career Center including career fairs and informational workshops/seminars.

In addition to discussing how sociology is present across many professional trajectories, Dr. Vidmar invites guest speakers to this classroom. While some are sociologists, others are professionals in adjacent fields, such as the Family Justice Center.

Dr. Walsh introduces students to the Occupational Handbook in all of his courses. At the beginning of the semester, students are asked to identify their dream career and occupation. Throughout the semester, Dr. Walsh shows video clips of various occupations from the occupational handbook. He also encourages students to demonstrate the application of the learned material from the course by connecting the learned material to their future professional role.

Dr. Blanton works to bring in multiple guest speakers each semester, even if only via Zoom. In her online courses, she records conversations with colleagues in a variety of sectors who are "doing sociology" and can show how this type of systemic analysis and understanding can benefit a student on essentially any future pathway. Dr. Blanton's SOC 3999: Environmental Sociology and SOC 3410: Culture, Environment, Power courses have utilized elements of service-learning, integrating fieldwork or field visits, where students apply sociological concepts in real-world settings - where we have visited City Farms, an urban agriculture and community garden initiative, as well as the Lookout Mountain Nature Conservancy, where they visit with an alumni of our program who works within the environmental veins of advocacy and conservation. This type of site visit and discussion with a peer of theirs working in local agencies, nonprofits or government institutions is an opportunity to observe sociologists in action.

In many of Dr. Blanton's classes, she includes applied research projects where students conduct research on real-world, current social issues for organizations, nonprofits, various stakeholders, and community groups. Additionally, she assigns students to write policy briefs and white papers where students analyze and write about sociological topics for policy-making bodies or advocacy groups.

Dr. Ward has provided paid research assistantships to several sociology undergraduate students. Students have served as paid research assistants for three different research projects. Other students have volunteered to assist Dr. Ward in data collection for their research projects. These research opportunities offer hands-on learning of social science research methods and experience to add to their resumes and CVs and allow them to see sociology in action.

In addition, sociology offers SOC 2400: Professionalism in Sociology, as well as SOC 4940: Community Engagement Internship for students to gain work experience and make professional connections.

Anthropology began adding ANTH 2500 Professionalism in Anthropology, in 2022 to the required curriculum. This course, since adopted in Sociology, emphasizes job market readiness and brings experts in the field into class. As an extension of this class, faculty in SAG have made extensive efforts to involve students in professional development beyond the class, including conferences.

Dr. Lori Waite, Dr. Blanton, and Dr. Simoni attended the Southern Sociological Association Conference in Myrtle Beach, South Carolina, Spring 2023 with eight sociology students in tow.

Dr. Waite and Dr. Walsh: The Black Doctoral Network Conference in Los Angeles, CA from October 16-19, 2024, sponsored by the UTC Undergraduate Research and Creative Endeavors (URaCE) Office – we guided the research projects of two students, Kristopher Ware and Trinity Anthony, who both attended and participated in poster presentations at the 12th Annual Black Doctoral Networking (BDN) conference, October 17 - 19, 2024, at Loyola Marymount University, in Los Angeles, CA. Both received an award, Kristopher Ware “Outstanding Research” and Trinity Anthony “Honorable Mention”.

Dr. Derek Boyd took six anthropology students to the Mountain, Swamp, Beach Forensic Anthropology Conference in 2022.

Dr. Morgan Smith took three students to the Southeast Archaeological Conference in Jackson, MS, in 2019.

Dr. Morgan Smith took five students to the Southeast Archaeological Conference in Durham, NC in 2021.

Drs. Morgan Smith and Brooke Persons organized the Southeast Archaeological Conference in 2022 in Chattanooga, TN. This conference included 20 UTC

undergraduate students, four of whom presented.

Dr. Morgan Smith took six students to the Society of American Archaeology Conference in New Orleans, LA, in 2023.

3.3 The program provides students with the opportunity to apply what they have learned to situations outside the classroom.

SAG has historically had very active chapters of both *Lambda Alpha*, the National Collegiate Honors Society for Anthropology, and *Alpha Kappa Delta*, the International Honors Society of Sociology. Dr. Miles instituted the chapter of *Lambda Alpha* on our campus in 2010 and it continues to be a very active student-run group.

Lambda Alpha annually hosts events for Anthropology Day (February 15th) on our campus. Members set up an information table in the University Center during Anthropology Day and other recruitment events and sponsor evening film showings throughout the semester to build community in the program. Throughout this review period, this Gamma chapter has averaged 20 – 25 student members per year, of whom 15 to 20 students are annually very active members. Sponsored events have included volunteer clean-up work at the Moccasin Bend Archaeological site, help with the annual PaleoSkills event, flint knapping days and other archaeological sites, local field trips, camping trips, and weekly meetings.

One of the primary Lambda Alpha events of late was assistance with the organization of the Southeast Archaeological Conference in Chattanooga, TN. Organizing this large, regional conference required heavy assistance from the department, and no fewer than 35 students assisted in some capacity with the conference organization. As a result, the conference had over 900 attendees, the second-highest ever recorded for the conference, reflecting extremely favorably on our program, university, and city.

In 2019, Dr. Rosenberger began an Alpha Kappa Delta (AKD) Sociology Honors Society Chapter at UTC. After Dr. Rosenberger's departure, Dr. Simoni took on the role of chapter representative in 2022, with 12 registered members over the past five years. In 2022, Dr. Lori Waite created a sociology club. This club is focused on social and community engagement activities such as putting together a clothing drive for a local shelter and going on a public transit tour to understand the experiences of those living without a car in Chattanooga. Further, Drs. Ward and McDonell launched the Community Engagement Internship in 2023 to provide community-based internships for course credit to Anthropology and Sociology students.

3.4 The program seeks to include diverse perspectives and experiences through curricular and extracurricular activities.

SAG faculty comprises of individuals of diverse backgrounds, adequately reflecting our diverse student body at UTC, and in SAG specifically. With faculty hailing from a variety of geographical regions across the U.S, and the world, academic sub-fields, and graduate departmental backgrounds that are outside of UTC is a major strength of SAG. In addition to the broad representations of race and ethnicity, gender, age, and first-generation college status among our faculty, SAG is able to bring in broad perspectives to our teaching pedagogies, research agendas, and student mentorship not often seen in many departments. The breadth of lived experience and areas of expertise, provide SAG students with wide-ranging perspectives and activities inside and outside the classroom. This is demonstrated with the range of activities such as Dr. Walsh and Dr. Waite's student trip to The Black Doctoral Network's annual national conference, and Dr. Smith's and Dr. Guo's study abroad trips to Spain and China, respectively. SAG students have the opportunity to attend regional conferences (Southern Sociological Society and Southeastern Archeology Conference) with faculty, collaborate with faculty on groundbreaking research, and work with organizations in the community through their courses and internship opportunities to better develop their skills and make connections in the community that is beneficial both within and beyond their time at UTC.

3.5 Students have access to appropriate academic support services.

In 2019, UTC College of Arts and Sciences established "The Hub," a centralized advising center where all students are advised on their path to graduation. The hub operates on an appointment system and places more responsibility on the students to move through their degrees. Both sociology and anthropology have the same advisor in the hub, who also advises political science and public service, meaning one individual is responsible for over 700 students.

While advising students "in-house" is a considerable service obligation removed from faculty by The Hub, opinions on The Hub from both faculty and students have been mixed. Many students report that the advisement is not always clear and is sometimes inaccurate, resulting in students missing important courses and enrollment deadlines. This, in turn, affects faculty as we attempt to assist affected students. Further complicating advising is successive efforts at curriculum reshaping by both SOC and ANTH, which have created multiple catalog years of students within each program. Recently, efforts have been made to bring a bit more advising back into our programs by establishing our professionalism courses, part of which is spent on major-specific advising. This introduction has eased problems somewhat, but a dedicated department advisor in The Hub would be ideal."

The SAG faculty also developed several Majors and Minors Canvas Pages to communicate frequently with our majors and minors and provide them with more updated program development, educational, research, and career opportunities.

Other Support Services

The university offers a broad array of services designed to support students' academic success as well as their physical and mental well-being. These include the Center for Academic Support and Advisement, the Writing and Communication Center, the Center for Women and Gender Equity, the Disability Resource Center, the Office of Multicultural Affairs, the Center for College Student Success, Student Outreach and Support, Student and Family Engagement, and Veteran and Military Affairs, among others. Other programs of this type can be found at the Student Affairs website: <https://www.utc.edu/enrollment-management-student-affairs/index.php>.

4. FACULTY

4.1 All faculty meet the high standards set by the program and expected SACSCOC guidelines for credentials.

At present, SAG includes 14 full-time faculty members (Table 28), including:

- Two tenured anthropology faculty members
- Three tenure-track anthropology faculty members
- One senior lecturer of anthropology
- One tenured sociology faculty member
- Four tenure-track Sociology faculty members
- One senior lecturer of sociology
- One tenured geography faculty member
- One lecturer of geography faculty member.

Faculty Member	Rank	Field	Appointed
Natalie Blanton	Assistant Professor	Sociology	2022
Zibin Guo	Full Professor	Anthropology	1998
Joshua Hodge	Lecturer	Geography	2021
Craig Laing	Associate Professor	Geography	1993
Emma McDonell	Assistant Professor	Anthropology	2020
Brooke Persons	Assistant Professor	Anthropology	2023
Zachary Simoni	Assistant Professor	Sociology	2019
Morgan Smith	Associate Professor	Anthropology	2019
Christopher Vidmar	Assistant Professor	Sociology	2024
Lori Waite	Lecturer	Sociology	2022
Darrell Walsh	Assistant Professor	Sociology	2019
Chandra Ward	Associate Professor	Sociology	2017
Kylie Williamson	Assistant Professor	Anthropology	2024
Andy Workinger	Senior Lecturer	Anthropology	2002

Table 28. Full-time faculty in SOC, ANTH, GEOG, Fall 2024.

The following biographies of our full-time faculty members demonstrate how they meet the high standards set by our program and SACSCOC guidelines.

Natalie Blanton is an Assistant Professor of Sociology in the Social, Cultural and Justice Studies department at the University of Tennessee at Chattanooga, as of 2022. She earned her BS in Sociology from the University of Utah in 2014, and subsequently her Masters (2016) and PhD at the University of Utah in 2022. Her research explores the intersection of reproductive and environmental justice, focusing on the impacts of air pollution and climate change on reproductive decision-making and family formation. She

is interested in climate adaptation, on a diverse array of fronts, risk society and mitigation, communities of care, resistance, and resilience, reproductive health, a climate changed society and future world building. She has taught courses from Introduction to Sociology, to more advanced, interdisciplinary courses such as Gender & Society and Sociology of Sexualities (cross-listed with the Women, Gender, and Sexuality Studies department), and Culture, Environment, Power (cross-listed with Anthropology and Environmental Studies). She has taught online, hybrid, face to face, and community engaged courses. Blanton worked with her department colleagues Lori Waite and Zachary Simoni in taking a group of Sociology students to the annual Southern Sociological Society (SSS) Conference in 2023 and will present at the same conference the Spring of 2025 with co-authors from Tulane University. She has published an article in *Climate and Development* (2023) revolving around gender equity advocacy in climate adaptation and frontline community relocation initiatives of Fiji. And currently has multiple articles out of her dissertation research under peer-review assessing how air quality is impacting reproductive health and future generations, the manuscripts of which are to be published this year (2025). She published a book chapter in an open-source textbook called *Sexuality Social Justice* entitled “What to Expect When You’re Expecting Catastrophic Climate Change – Fertility, Family, and Eco-Reproductive Futures” in 2024. In her first three years at UTC and in Chattanooga, she was nominated as co-chair (along with department colleague Chandra Ward) of the Chancellor’s Commission for the Status of Women, serves on multiple non-profit boards, has delivered several public events on issues related to the environment-society interface, as well as sexual health, and strives to cultivate and bolster the campus-community bridge and innovative collaborations.

Zibin Guo is a UC Foundation Professor who received his Ph.D. in medical anthropology from the University of Connecticut. Prior to joining the UTC faculty, he served as lecturer in the Department of Social Medicine of Harvard Medical School and the director of Clinical Studies at the New England School of Acupuncture. He specializes in applied medical anthropology and has extensive research background and practice in cross-cultural medicines & healing arts, aging & health, complementary medicine, community health, culture & disability studies. Since the past decade, his research activities have focused on applying traditional healing cultures and methods to develop innovative intervention programs that effectively change health behavior and promote physical and psychological well-being among vulnerable populations. In 2005, Dr. Guo developed a wheelchair Tai Chi Chuan (TCC) program, making a traditional healing/martial art accessible to people with ambulatory limitations. This program debuted at the 2008 Paralympics. Since then, it has become a part of national health promotion programs in China and has been adopted in various rehab and self-care settings worldwide. In recognition of this achievement, he was presented with the Love Award by the Tennessee Higher Education Commission and the “Most Innovative Special Populations Research Award” by the academic committee of the International TCC Symposium at Vanderbilt University in 2009. His work appears in the Journal of Technology and Innovation and has been presented at various international and national health

organizations and communities, including UNESCO, Mayo Clinic, the 19th European Congress of Physical and Rehabilitation Medicine, and the 7th World Congress of the International Society of Physical and Rehabilitation Medicine. Dr. Guo also collaborated on several large HRSA Grants with the School of Nursing to develop effective intervention programs to improve the physical and mental fitness of vulnerable populations, including individuals with Severe Persistent mental illness and inner-city youth. From 2016 to 2023, Dr. Guo received seven grants from the U.S. Department of Veterans Affairs to promote the wheelchair/Inclusive Tai Chi Chuan program within the U.S. VA. Healthcare system. Since then, he and the project team conducted 85 instructional training of this program to over 1,000 VA healthcare providers in 46 states, including Puerto Rico.

Joshua Hodge is a Lecturer of Geography and joined the department in Fall 2021. He earned a B.A. in Geography from the University of North Texas and a B.S. in Geology from the University of Texas Arlington. Furthermore, he received an M.S. in Applied Geography from the University of North Texas and a Ph.D. in Geography from Texas State University. He teaches a variety of geography courses such as Physical Geography, World Geography, Maps and Mapping, Meteorology, and Climatology. His current and future research interests comprise such topics as hurricane impacts on coastal marshes, anthropogenic impacts on landforms, the natural environment and climate, climatology, global climate change, geomorphology, and zoogeomorphology. He has published as first author in *Geomorphology*, *Progress in Physical Geography*, and *Papers in Applied Geography*. He has also co-authored publications in *Progress in Physical Geography*. He is on the World Geography Bowl Committee for the Southeast Division of the American Association of Geographers as well as the American Association of Geographers. He also regularly presents his research at a variety of regional, national, and international geography and earth science conferences.

Craig Laing joined the department in 1993. He earned a B.A. and an M.A. in Geography from Marshall University and his Ph.D. in Geography from the University of Tennessee at Knoxville. He teaches a variety of human and regional geography courses including Cultural Geography, Geography of North America, Geography of Asia, Geography of Southeast US, Urban Geography, and Geography of Travel and Tourism. He has authored twenty-three Google Earth-based explorations that are used in all his upper-division classes. In 2024, Craig received the College of Arts and Sciences Outstanding Teaching in General Education award. His research interests center on the geography of Appalachia, the American South, cultural landscapes, the geography of travel and tourism, America's railroad heritage, and the geography of railfanning. He has researched such topics as the spatial dynamics of the Appalachian Regional Commission's (ARC) social programs, spatial development philosophies of the ARC, the growth of the Church of Jesus Christ of Latter-day Saints in the South, methamphetamine production in Appalachia, and the cultural landscapes of Japan and China. More recent research has focused on Smoky Mountain historic tourist landscapes, the development of Gatlinburg, Tennessee's tourist landscape, place imagery in American railroad advertising, railroad stations as

elements of the cultural landscape, and the relationship between geography and model railroading. His work on the spatial development philosophies of the ARC and the growth of the Church of Jesus Christ of Latter-day Saints in the South has been published in the *Southeastern Geographer* and his work on China's cultural landscapes has been published in *Education About Asia*. He regularly presents his research at regional and national conferences including the Southeast Division of the American Association of Geographers and the American Association of Geographers. He is actively involved in promoting America's railroad heritage to the public through exhibitions of his scale model railroads at museums and railroad-related events.

Emma McDonnell is an Assistant Professor of Anthropology. A cultural anthropologist, her expertise and interest lie in the intersections of food systems, global markets, sustainable development, and race/racism in Latin America and how anthropological research can contribute to solving urgent global problems like climate change and economic inequality. Dr. McDonnell is a Fulbright Scholar (Peru, 2016) who has taught anthropology at Indiana University, Butler University, and the University of Zürich (Switzerland). Her research has been published in a number of journals including *Gastronomica*, *Agriculture & Human Values*, and the *Latin American Research Review*. Her monograph, *The Quinoa Bust: The Making and Unmaking of an Andean Miracle Crop*, comes out with the University of California Press in February 2025. The book traces the unintended consequences of the quinoa boom and bust in the Peruvian Andes, drawing on 18 months of ethnographic fieldwork over the course of the boom and bust in Puno, Peru. In 2025, Dr. McDonnell received a fellowship from The New Institute in Hamburg, Germany to work on an inter-disciplinary team of experts developing policy recommendations for global agricultural biodiversity policy. Dr. McDonnell teaches courses on the anthropology of food, economic anthropology, environmental anthropology, ethnographic research methods, and anthropological theory, and with Dr. Morgan Smith, developed the Professionalism in Anthropology course. In 2023, Dr. McDonnell partnered with Dr. Chandra Ward to launch the Community Engagement Internship Program which she and Dr. Ward co-coordinate.

Brooke Persons joined the faculty at UTC in 2019 as a Research Assistant Professor and Director of the Jeffrey L. Brown Institute of Archaeology. She transitioned to an Assistant Professor line in 2013 and became Assistant Director of the UTC Native American Graves Protection and Repatriation Inventory in 2024. Prior to joining the faculty, she received a B.A. from UTC and earned both M.A. (2006) and Ph.D. (2013) degrees from the University of Alabama. She previously served as a Territorial Archaeologist for the United States Virgin Islands State Historic Preservation Office and as a Cultural Resources Investigator for the University of Alabama Museums' Office of Archaeological Research. While her primary research focuses on emergent sociopolitical complexity in prehistoric Cuba, plantation and colonial economies in the U.S. Virgin Islands, and the archaeology of enslavement in the Caribbean, she has extensive experience working on a range of sites in the American Southeast. Her work rests at the intersection of academic and applied research, as she strives to promote ethical heritage management and cultural resource management through innovative research at threatened sites, collections management, and collections-

based research. She runs a non-profit archaeological research institute at UTC and has authored dozens of archaeological research reports reflecting prior work in the US Virgin Islands, Cuba, Alabama, Tennessee, Georgia, and Mississippi. Her most recent publication highlights the need for changes in historic preservation legislation and argues for community engaged archaeology, which strives to enrich the communities where we work, live, and conduct research. Her research is regularly presented at interdisciplinary regional conferences focusing on Geographic Information Systems, as well as local, regional, and international archaeology conferences. She has received awards at UTC for innovative teaching in General Education and also for extraordinary service to the university for her work with repatriation, which strives to return sensitive collections and ancestral human remains to descendant tribal nations. She is committed to excellence in teaching, service and research and strives to provide avenues for growth for peers, mentees, students, and institute archaeological staff.

Zachary Simoni is an Assistant Professor of Sociology specializing in medical sociology at UTC. He joined the department in 2019, bringing with him three years of experience as a Senior Lecturer at the University of Texas at Dallas. He earned his Ph.D. in Sociology from the University of Alabama at Birmingham in 2015. His research focuses on social class health disparities, particularly in mental health, the medicalization of social issues, and the challenges of caregiving for individuals with Alzheimer's disease. Since joining UTC, he has published five peer-reviewed articles in prestigious sociological and public health journals and consistently presents his research findings at regional conferences. Currently, he is investigating the effectiveness of an intensive primary care program in Fort Worth, Texas, designed to reduce emergency room visits among vulnerable populations experiencing housing insecurity. In addition to his research, he is a dedicated educator, teaching Introduction to Sociology, Research Methods, Social Theory, Deviance and Conformity, Health and Illness, Sociology of Mental Disorder, and Professionalism in Sociology. He also plays a vital role in departmental administration, serving as the Curriculum Coordinator, General Education Coordinator, and co-representative of the Sociology Club. Furthermore, he represents UTC as the chapter representative for the Alpha Kappa Delta sociology honor society.

Morgan Smith received his Ph.D. in Anthropology from Texas A&M University, where he studied in the Center for the Study of the First Americans. Prior to this, he worked for the Southeast Archaeological Center of the National Park Service in the section 106 compliance division. He has over a decade of intensive experience in underwater and terrestrial archaeology, having directed multiple full-scale geoarchaeological excavations of underwater indigenous sites as well as Phase I and Phase II surveys of terrestrial and submerged lands throughout North America. His contributions to underwater archaeology include efforts to develop methods and models to more accurately and reliably locate underwater sites, with an emphasis on mobile forager societies. He has conducted archaeological and anthropological research throughout the American South and West, Mexico, and Costa Rica. Dr. Smith takes an applied pedagogical approach and has designated several classes as Beyond the Classroom experiential learning courses such as the department's archaeological field school.

He advises M.A. and Ph.D. students at multiple programs in the United States and Mexico and directs the Geoarchaeology and Submerged Landscapes Laboratory at the University of Tennessee, Chattanooga, which conducts archaeological research around the Southeast United States. Currently, he is working on novel methods to acoustically characterize sites and collaborating with an international team to review and revise guidelines on submerged landscape studies in the Gulf of Mexico, reshaping policy for the foreseeable future. Dr. Smith also serves on the board of the Archaeological Research Cooperative, a non-profit dedicated to building capacity for underwater archaeological work in the Southeast and supporting students interested in the study of submerged landscapes.

Christopher Vidmar is serving their first year as an Assistant Professor of Sociology specializing in gender, sexualities, and technology, with much of their work focusing on the construction and enactment of masculinities. They are a nontraditional student from a working-class background and earned their Ph.D. from Georgia State University in 2022, completing an ethnographic evaluation of a Batterer Intervention Program as their dissertation. They are a mixed methodologist and committed to applied scholarship, producing publications that combine surveys with ethnographic data to guide organizational programming and public policy. They have worked on several large-scale public sociology projects in partnership with federal and state agencies, including the Atlanta Homeless Youth Count and Needs Assessment and the Atlanta Beltline Public Health Project. Their current research trajectory seeks to understand shifting ideals of manhood as they relate to algorithmically filtered online discourse, and the influence of AI on gendered interactions such as romantic partnership and sexual violence. Their work has been published in the academic journals *Symbolic Interaction*, *Sociology Compass*, and *Teaching Sociology*, and they have contributed chapters to two renowned sociology textbooks. They are a committed instructor, seeing sociological education as a liberatory endeavor, and strive to model compassion and deep, contextual understandings of the social world that respect and maximize individual agency. Their teaching style is personal and experiential, with courses where students guide their own experience of learning, with multiple ways to demonstrate their mastery of course content. Dr. Vidmar has won multiple awards for teaching and pedagogical research, including the Sage Teaching Innovations Award, The Georgia Institute of Technology Student Recognition of Excellence in Teaching, and the American Sociological Association's Contributions to the Sociological Scholarship of Teaching and Learning Award. At UTC they are developing a series of courses on the sociology of technology, including a general education course and two upper division courses: Technologies of Sex & Gender and Technology, Socialization, & Selves.

Lori Waite joined the UTC faculty as a Lecturer in 2022. She earned her Ph.D. in Sociology at Northwestern University in 1998. Additionally, she holds two Master of Science degrees from Ohio State University, in Black Studies and Political Science respectively. Dr. Waite earned her Bachelor of Science degree in Communications from the University of Tennessee, Knoxville. Prior to joining the UTC faculty, Dr. Waite was a faculty member at Trinity College in Hartford, CT; Berry College in Rome, GA; Kennesaw State University in Kennesaw, GA; and from 2006-2019

Tennessee Wesleyan University in Athens, TN. While teaching is her passion, Dr. Waite's research interests are, broadly, social inequality, social movements, and intersectional identities. Her publication record includes book chapters, book reviews, academic articles, newspaper articles and editorials. She has presented at regional and national conferences. Most recently, Dr. Waite's research interests have expanded to include autobiographical sociology. Dr. Waite is a mentor to students and enjoys taking students to conferences. She was a judge at the 2024 Black Doctoral Network's national conference undergraduate poster presentation session. Dr. Waite has developed new courses for the Sociology curriculum and teaches a range of Sociology courses at UTC. She particularly enjoys teaching courses that incorporate experiential learning opportunities. Her UTC course offerings have included Introduction to Sociology, the Sociology of Social Problems (a service-learning class), Social Inequality, Social Movements, Race and Ethnicity, Urban Sociology, Sociology of the Family, and Sociology of the Black Community, a course she developed and teaches for UTC's Honors College. Dr. Waite was a 2023 Faculty Fellow in Teaching Innovations for the UTC Walker Teaching and Learning Center. Dr. Waite's service contributions include Department and University service. At the University level, she served on the University Strategic Planning Employee Experience sub-committee and the Experiential Learning Task Force. She frequently volunteers at the Chattanooga Food Bank. At the Department level, Dr. Waite served as the Sociology Club Advisor for three years, a Sociology Recruitment Coordinator, the Curriculum Committee and served on multiple search committees. Dr. Waite received the 2022-2023 teaching excellence award from the Department of Social, Cultural, and Justice Studies and she received the 2022-2023 Service Award from the College of Arts and Sciences. Additionally, Dr. Waite was appointed the 2024-2025 Coordinator for the Arts and Sciences Residential College, AdvanceU Learning Community.

Darrell Walsh joined the faculty at UTC in 2005 as a Sociology Lecturer, with a subsequent rank of Senior Lecturer. He earned his B.S. and M.Ed. in sociology and Counseling Education, respectively from the University of Tennessee at Chattanooga. Before joining the department, he served as the Assistant Director of Admissions and Financial Aid. In December 2018, he received his Ph.D. from the University of Tennessee at Knoxville with a specialty in Political Economy, currently serving as an assistant professor, tenure-track. His teaching and research focus is on wealth inequality, with an emphasis on Homeownership inequality. He regularly presents his ongoing research at national and regional conferences. He has work published in two peer-reviewed journals, *Journal of Transport Geography* and *Journal of Teaching in Social Work*. He teaches Introductory Sociology, Marriage and the Family, American Diversity, and Sociology of the Black Community. He has a student engagement philosophy which manifests in taking students to conferences annually. Regularly, he serves as chair or committee member on honor's thesis projects coupled with mentoring student's poster presentations. He developed a new course, Military Sociology, because of his experience. He received his commission as a 2nd Lieutenant in the United States Army, starting a military career, serving 31 years until retiring in 2015 as a Lieutenant Colonel (LTC). As a Finance and Civil Affairs officer in the military, he experienced three deployments to Iraq and Afghanistan. During his

military service, he has received several US decorations and badges, such as the National Defense Service Medal with Bronze Star, Global War on Terrorism Service Medal, Iraq Campaign Medal with Campaign Star, Afghanistan Medal with Campaign Star, and the Army Service Ribbon, overseas served in designated imminent danger pay area, service in Kuwait. Directed by Dr. Zibin Guo, a colleague within the department, he was a Co-PI on a major grant from the U.S. Department of Veterans Affairs to promote the TCC program among veterans with disabilities across the country.

Chandra Ward is a UC Foundation Associate Professor of Sociology at the University of Tennessee at Chattanooga and has been affiliate faculty at UTC's Center for Urban Informatics and Progress (CUIP). Their research background on marginalized populations in urban areas, urban development, and urban governance informs their current work on smart cities. Their work on smart cities research has led them into the field of smart mobility. Mobility, in general, is an area of interest for Dr. Ward, especially issues of access to mobility. As an urban sociologist, from multiple underrepresented communities, Dr. Ward is interested in anticipating and addressing issues oftentimes overlooked by smart city initiatives. Within the context of smart cities, their research question begins with 'how do we leverage technology to create smart and truly connected cities?' The perspective they bring is grounded in social science, centers on inclusivity and equity from research design to project deployment providing a more holistic framework in which to realize truly smart, livable cities for all. Dr. Ward has worked as a Co-PI on NSF SCC and DOT grants focused on urban transportation \$2.1M and \$1.8M, respectively. Dr. Ward has published eight peer-reviewed articles, two book chapters, and a textbook. They have also presented their work at international conferences, including the International Urban Affairs Association, of which they are an active member. Dr. Ward has developed two courses for the UTC Honor's College, including the two-semester experiential learning course in Innovations in Honors. In addition, Dr. Ward initiated the development of the community-engaged internship for course credit, along with her colleague in Anthropology, Dr. McDonell. Dr. Ward maintains an active research agenda and looks to develop more courses with the goal of developing an urban studies minor. Dr. Ward maintains professional membership in the International Urban Affairs Association, serving as Chair of the Janet Smith Activist Scholar Award Committee, and serves as a member of the UTC Africana Studies Advisory Committee. Dr. Ward is very active in the greater Chattanooga community, serving as Board Secretary of The Chatterbox, and works as a steering committee member of the City's Homelessness Task Force. Dr. Ward is also an Executive Committee member of the statewide organization, Humanities Tennessee. Dr. Ward exemplifies the interdisciplinary, community engaged scholar that defines the unique excellence of the University of Tennessee at Chattanooga.

Kylie Williamson is in her first year as an Assistant Professor. Prior to her current position, she served as a lecturer of anthropology at UTC from 2022-2024. She earned her B.A. in anthropology from Yale University in 2015, then earned her M.A. in anthropology in 2017 and Ph.D. in anthropology in 2022 from the University of Florida. She is a bioarchaeologist who focuses on the relationship between mortuary

practices and community identities of the past. She employs standard osteological methods and stable isotope analysis to explore the relationship between diet, mobility, health, and mortuary ritual. She is particularly interested in extended mortuary rituals, secondary burials, and cremation burials. Her two main areas of focus are Woodland Period Florida and Bronze Age Hungary; however, she has also conducted fieldwork in the Northeast United States and Greece. She also has some forensic casework experience at the C.A. Pound Human Identification Lab at the University of Florida and currently serves as a consultant for the Hamilton County Medical Examiner Office. She teaches a range of courses related to biological anthropology. She teaches Introductory Biological Anthropology (with labs) and Bodies of Evidence: The Science of CSI, an introductory forensic science course. She also teaches upper division courses including Human Osteology, the Anthropology of Death and Burial, and Ethics in Forensic Science. She has received two grants from the Walker Center for Teaching and Learning for High Impact Practices (HIP) in the classroom. She also developed the Interdisciplinary Forensic Science Certificate offered in the department. In addition to her teaching and research obligations, she currently serves as the Director of NAGPRA at UTC. She ensures the university is compliant with federal NAGPRA (Native American Graves Protection and Repatriation Act) legislation and leads repatriation efforts of the archaeology collections and across campus.

Andy Workinger has been teaching in the department ever since the completion of his doctorate in anthropology at Vanderbilt University in 2002. His research focus is the archaeology of Mesoamerica, particularly that within the state of Oaxaca, Mexico. Most recently, he has been involved in a project gauging the effects of three waves of conquest within the region of Nejapa and Tavela over the course of a few hundred years. An offshoot of this project has explored the importation of raw material and the manufacture of lithic tools in what was, logistically speaking, a peripheral area. This research has resulted in a number of conference presentations and publications; one in Mexico, “Escasez y la producción de navajas de obsidiana en Nejapa y Tavela, Sierra Sur” and another in the United States “Obsidian on the Periphery: Importation, Production, and Raw Material Husbandry from the Nejapa/Tavela Region of Oaxaca, Mexico.” At UTC, Dr. Workinger teaches Introductory Archaeology as well as Introduction to Cultural Anthropology. Upper-division courses include World Prehistory, the Archaeology of Latin America, Native Americans, and Southeastern Native Americans.

4.2 The faculty are adequate in number to meet the program's needs with appropriate teaching loads.

Before 2020, the practice of reducing faculty's teaching load began to spread widely across the campus. Starting in the Fall of 2020, the regular workload of tenure-line faculty in the SCJS was formally adjusted to nine hours per semester from 12 hours. Full-time lecturers continue to maintain a regular workload of 12 hours. The primary rationale for making this change is to provide tenure-line faculty with appropriate time to engage in research and service. The use of double sections (enrollments of 55-90

students) has been used to further these goals. Release time for administrative duties (e.g., online program coordinator, graduate program director, etc.) also results in reduced course loads. UTC has begun the movement toward an R2 Carnegie classification. Thus, while teaching remains the primary focus of UTC, increased emphasis is placed on research, publication, and external funding.

For SAG programs, this change has helped enormously in many ways with faculty efforts to develop and conduct their research, publications, scholarly, and service activities (Tables 29, 30). Table 29 illustrates the difference in the total grants generated between this review period and the last.

Review Block	External Award	Internal
2012-2017	\$111,411.00*	\$35,997.00
2019-2024	\$8,746,104.00*	\$169,359.00

*Table 29. External and internal funding obtained by SAG faculty, 2012-2017 and 2019-2024. *SAG faculty served as either PI or CO-PI role.*

The increase in funded research projects and activities allowed faculty members to have additional course releases. As indicated in Tables 1-3, this was also the period when we saw a gradual and significant increase in majors in SAG (duplicated below in Table 30).

Academic Year	2019-20	2020-21	2021-22	2022-23	2023-24
# Majors	107	109	110	138	166

Table 30. The trend of program enrollment, 2019-2024.

We learned that the increasing number of majors in anthropology, for example, was also attributed to the increased field and lab learning opportunities developed through these funded projects. However, without adding new lines, it also has affected the faculty's ability to cover courses. Faculty members including tenure-line faculty members often needed to carry overload teachings to meet the program needs. For example, during the 2023-2024 academic year, 43% of the full-time faculty taught at least one overload (e.g., 12 credit hours). Moreover, and as has been discussed elsewhere, the program is heavily reliant on adjunct faculty. Although the program attempts to limit adjunct faculty instruction to elective courses, they account for a disproportionate amount of student credit hour production. As noted in Table 31, part-time faculty accounted for between 27.3% and 40.3% of SCH at the department level during this reporting period.

Program Enrollment and Expenditures					
	2019-20 ¹	2020-21 ¹	2021-22 ¹	2022-23 ¹	2023-24 ¹
<i>Enrollment and Student Credit Hours</i>					
Total Major Enrollment ²	107	109	110	138	166
Fall SCH	5,583	5,324	5,728	4,993	5,087
Spring SCH	4,271	4,049	3,689	4,308	4,280
Total Academic Year SCH	9,854	9,373	9,417	9,301	9,367
<i>Faculty</i>					
FT Faculty FTE ^{3,4}	18.00	16.00	18.00	20.00	20.0
PT Faculty FTE ⁴	7.42	7.75	6.54	5.75	6.5
FT Faculty Fall SCH	8523	6106	6863	8070	7859
FT Faculty Spring SCH	6917	5671	6662	7077	6779
PT Faculty Fall SCH	3,795	4,644	4,823	3,351	3,018
PT Faculty Spring SCH	2,715	3,309	2,292	2,334	2,775
<i>Expenditures</i>					
Actual Expenditures ³	\$2,342,239	\$2,328,826	\$2,372,986	\$2,393,454	\$2,590,072
Expenditures per FT Faculty FTE ⁴	\$130,124	\$145,552	\$131,833	\$119,673	\$129,504
Expenditures per Student Major	\$21,890.09	\$21,365.37	\$21,572.60	\$17,343.87	\$15,602.84
Expenditures per SCH	\$238	\$248	\$252	\$257	\$277

¹ FY data is July 1 - June 30 (Financial data is calculated on the fiscal year calendar of July 1- June 30)

² Based on Fall degree and major

³ FTE is defined as number of credit hours being taught divided by 12.

⁴ Contains Salaries (including adjuncts), Benefits, and Operating Expenditures.

Table 31. SCH production by SAG faculty and financial relevance of program, 2019-2024.

To look at this issue from another perspective, we also compared the ratio trend of the increased number of full-time faculty members and the increased number of majors since the end year of the last self-study. In the fall of 2017, the total number of majors in the sociology and anthropology program was 108. The SAG program had 13 full-time faculty members (11 TT, 2 lecturers). In the fall of 2024, the total number of majors in sociology and anthropology was 166, a 54% increase from 2017. However, the number of full-time faculty members was 14 in the fall of 2024 (11 TT, 3 lecturers), a 7.7% increase from 2017. In the fall of 2023, we also compared the ratio of tenure-line faculty and majors among similar-sized departments within CAS. The data illustrated in Table 32, of course, was not used to present a complete picture. Still, they serve as a valuable reference to address whether “the faculty is adequate in number to meet the needs of the program with appropriate teaching loads.”

Last fall, supported by the dean and provost, we successfully concluded a search for a lecturer in Biological Anthropology. This position, which starts on August 1st, 2025, will provide critical support to maintain the positive trajectory of the biological anthropology program's growth and effectively implement the undergraduate-level certificate program in Forensic Science.

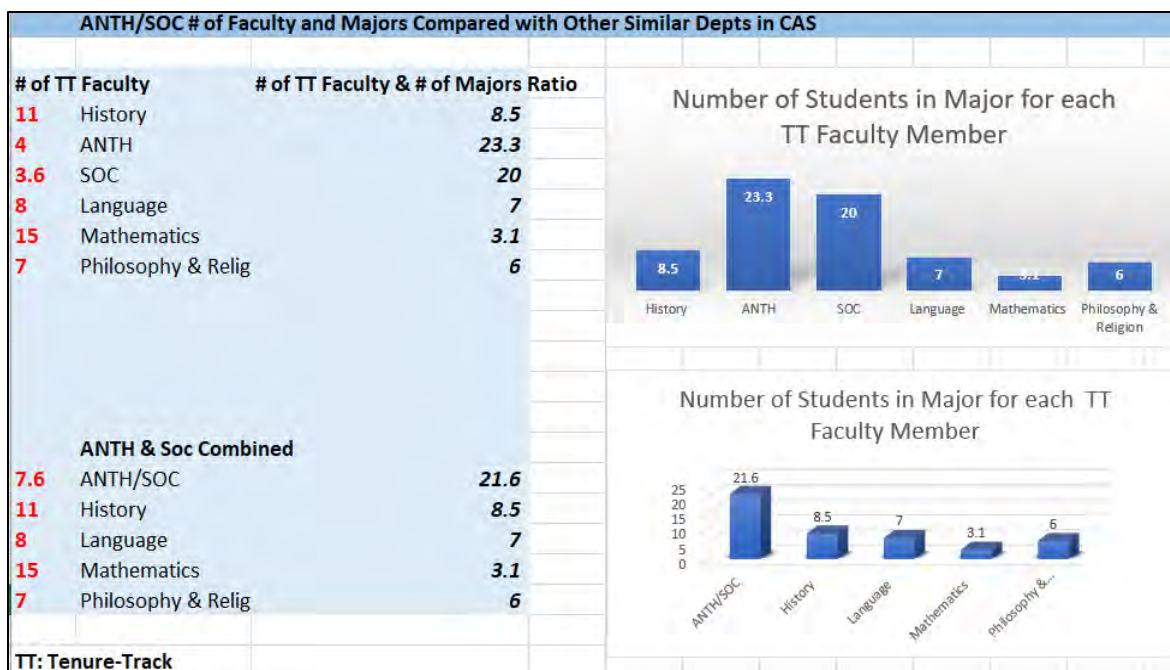


Table 32. ANTH and SOC faculty and majors compared with other similar departments in the College of Arts and Sciences.

4.3 The faculty strives to cultivate diversity with respect to gender, ethnicity, and academic background, as appropriate to the demographics of the discipline.

UTC Undergraduate Student Demographics (2024)

White: 72.9%	Men: 41%
Asian: 4%	Women: 58.3%
Hispanic: 6.9%	
Black: 9%	
Native American: 0.2%	
Multiple: 3.1%	
Pacific Islander: 0.1%	

While our student body at UTC reflects the increasing diversity of Tennessee and the U.S., the SAG department is proud to have faculty representation from similar racial and ethnic backgrounds, nationalities, and gender identities as our undergraduate students. We hope to continue to grow and expand in this area with the intention to best serve our diverse student body.

4.4 The program uses an appropriate process to incorporate the faculty evaluation system to improve teaching, scholarly and creative activities, and service.

The faculty members are excellent teachers, as is evidenced by the students' course learning evaluations each semester. Upon comparison of the students' satisfaction with the overall course, including the use of critical thinking skills, knowledge of the course content, use of active learning, and timely feedback from the professor, students consistently score SAG faculty at levels commensurate with CAS and the University as a whole. This comprehensive examination of all faculty in all courses demonstrates the high quality of faculty teaching in the program. The EDO process is outlined above and is similarly used to assist faculty in improving teaching, scholarly and creative activities, and service. This is achieved through continuous communication between the faculty and department heads as they outline their goals at the beginning of the calendar year and describe their outcomes at the conclusion of the calendar year.

4.5 The faculty engages in regular professional development that enhances their teaching, scholarship, and practice.

Faculty routinely attend and participate in conferences related to their disciplines. Faculty development opportunities are also supported by departmental funding. University budgets have provided inadequate support for faculty travel, and there is tremendous variation between departments regarding travel funding. At present, SCJS is available to provide up to \$1,200 in travel support per fiscal year, which has remained static since 2012. If this were indexed to inflation, the faculty would receive ~\$1,650 today. The fact that this is not the case means that the purchasing power of department funds has decreased by ~30%. Faculty can apply for and receive financial assistance to attend the conferences through UTC, CAS, and the department. Faculty routinely participate in research with students, which has been beneficial to all involved. During this evaluation cycle, 1 faculty member participated in leave. Additionally, there is a culture in the department that encourages untenured and new faculty to seek the guidance of senior and tenured faculty to assist with faculty development and to help with adjustment to the University. All new full-time faculty members attend an extensive, university-wide orientation in August. Adjunct faculty members are asked to attend a university-wide orientation. All new adjuncts are provided with an adjunct handbook that outlines expectations. They also are provided with copies of syllabi for the course(s) they are teaching, as well as course materials and assistance whenever needed.

The department's faculty is actively engaged in regular professional development that enhances their teaching, scholarship and practice. Examples of this are described below.

Dr. Hodge has taken a semester long course with the Walker Center for Teaching and Learning (WCTL) that helped strengthen his teaching practices. Furthermore, he has participated in five geoscience conference field trips, with one being a coastal

geomorphology field trip in Portugal in September 2022. Dr. Hodge has also participated in short courses at geoscience conferences, notably cartography and GIS workshops.

Dr. McDonell has attended several WCTL programs, especially related to gaining skills in online teaching best practices, adapting course assessments to the age of “generative AI,” and developing strategies around access and inclusion in the classroom.

UTC Anthropology houses archaeological collections generated through prior faculty research. Management of these collections requires extensive coordination with university, state, local, and federal stakeholders, along with coordination with tribal nations to ensure that sensitive collections are both managed and returned to tribal nations when appropriate. Faculty in charge of these collections, Dr. Williamson and Dr. Persons, have attended workshops with UTC Special Collections faculty to learn about collections management software (ArchivesSpace), coordinated with regional partners in communities of practice, and attended repatriation conferences to better understand how new federal regulations and guidelines impact our work at UTC. Such coordination ensures that UTC is in line with current professional ethical standards and encourages us to develop innovative solutions to address longstanding challenges and care for these collections in perpetuity.

UTC faculty regularly participate in workshops offered by the WCTL to stay abreast of current pedagogy and issues impacting higher education. Additionally, Dr.’s McDonell, Persons, and Smith have received funding to develop collaborative online general education courses, applied for grants to implement high-impact learning practices, and have received experiential learning designations for eligible courses, all to ensure that we are advancing our departmental learning objectives and best serving our campus community.

Dr. Simoni has attended 18 professional development opportunities with the WCTL aimed at improving his teaching pedagogy. For instance, in 2020, he completed the following webinars and workshops with the WCTL: the future of higher-ed and cultural competency, attended sessions aimed at improving active learning within an online modality, using breakout rooms, polling, Canvas studio, and Kaltura. Other professional development activities, Dr. Simoni has pursued included participation in a book club reading “Radical Hope,” by Kevin Gannon, joined a seminar/class covering the topic of class site visits and video ethnography learning activities, contributed to a book club conducted by Dr. Deardorff in Political Science aimed at teaching race to undergraduate students, and took a class called Teaching Effectively with Zoom- A Harvard Approach. Additionally, he has participated in 3 teaching sessions associated with the Southern Sociological Society and their annual meeting. and completed 2 Coursera classes geared towards using SQL (structured query language) to manage and analyze large datasets.

After completing the Teaching and Learning Institute through the WCTL, Dr. Blanton

has taken part in many of the center's activities including book club initiatives, working across campus and disciplines discussing everything from globalization, extractive resources and human rights violations, mindfulness in our work, and navigating conflict in the classroom. She has hosted and led the discussion for one of these WCTL Faculty Book Clubs. Additionally, Dr. Blanton attended and took part in the Walker Center's Instructional Excellence Conference. She has worked closely with a mentorship program organized by the environmental branch of the International Studies Association, building out mentorship programs with scholars in Mexico City. She has taken part in research workshops and roundtables with leaders in reproductive health through the Politics of Reproduction Research Group, at the University of Waterloo, Canada. And Dr. Blanton has been involved with research and communication mentorship through the Wittgenstein Centre for Demography and Global Human Capital in Vienna, Austria.

Dr. Williamson has participated in two Faculty Fellows groups on campus hosted by the WCTL. The first was on innovations in lab settings and the second was on the scholarship of teaching and learning. In the lab innovation session, Dr. Williamson implemented a new strategy for teaching human evolution and during the scholarship of teaching and learning session, she began collecting data for a manuscript on the efficacy of the new method.

Dr. Walsh has attended a one-week writing seminar and workshop sponsored by the College of Arts and Sciences. As a Faculty Fellow, he has participated in a professional development opportunity through the WCTL entitled *The Art of Lecturing*, which culminated in a video presentation.

Dr. Workinger notes that peer observations of department faculty have provided him teaching method ideas that he has incorporated into his own courses.

Dr. Waite has engaged in numerous professional development activities through the WCTL including Canvas instruction and the Faculty Fellows in Teaching Innovations workshop. This was a semester-long workshop that included discussions regarding pedagogy and beyond-the-classroom learning. Dr. Waite was one of the panel discussants and presenters at this workshop. She has also participated in departmental workshops, such as the SCJS Peer Mentoring Seminar in which she gave a short presentation on service-learning. Dr. Waite has completed Narrative4 Certification. Narrative4 is the pedagogy of story exchange that strives to create more empathetic student leaders and build compassion among students. Dr. Waite used this innovative pedagogy in several of her courses.

Dr. Ward has completed the WCTL iDEAS Course Design Program, an intensive online course focused on teaching innovation, and earned the title of iDEAS Master Teacher Certificate. Dr. Ward was a member of the WCTL Race and Technology working group, a multidisciplinary group of UTC faculty who read, discussed the ethics of AI, and planned a potential symposium on the topic. Dr. Ward completed the course "The Walkable City" at the Harvard Graduate School of Design. The completion and

certification in this course, taught by renowned urban planner Jeff Speck, allowed Dr. Ward to teach a two-semester Innovation Honors course on equity-based urban design.

Dr. Smith has participated in extensive professional development opportunities, including SONAR training in Nashville in 2024, as well as professional speaking engagements at Texas A&M University, Florida State University, Dartmouth University, and the University of West Florida. Dr. Smith has led workshops at the University of West Florida, Southampton University (UK) and CICIMAR (Mexico) on submerged landscape studies. Dr. Smith has received the prestigious Holmsberg award at UTC, allowing a course release for development and, more recently, UC Foundation professorship rank. He will take faculty development leave in the academic year of 2025-2026.

4.6 The faculty actively engages in planning, evaluation, and improvement processes that measure and advance student success.

Compared to the composition of the SAG faculty in 2017, there have been significant changes. During this evaluation period, we were able to replace three tenure track lines and add an AI-focused TT line, in addition to adding a lecturer line in Sociology. There were four tenure track lines that were replaced and added, as well as a lecturer line in Anthropology, and a lecturer line was added to Geography. As a result of massive departures, primarily due to retirement and a huge influx of junior faculty across disciplines beginning in 2019, there are only four tenured faculty members in the department to date. One assistant professor is going up for tenure at the time of this review. If granted, this will bring the total to five tenured faculty – two in Anthropology, two in Sociology, and one in Geography. All but one full-time SAG faculty member, a Senior Lecturer, has terminal degrees in their respective disciplines.

Beginning in Fall 2020, the regular workload of tenure-line faculty in the SAG Program was adjusted to nine hours per semester. Previously, SAG faculty had a course load of 12 hours. Looking at other departments in Arts and Sciences, we found that most had a nine-hour course load for the tenured and tenure-track faculty. The faculty voted to reduce the hours for tenured and tenure-track faculty to nine hours while maintaining 12 hours for lecturers. Due to student demand, faculty course releases, and faculty shortage, especially adjuncts, many tenured and tenure-track faculty carried one course overload teaching (with compensation).

Faculty Diversity

SAG full time faculty is diverse, both in terms of gender identities, race and ethnicity, nationality, age, and regional background. This diversity is also seen in social class background such as first generation faculty, as well as multilingual faculty, and faculty receiving their higher education training from programs all across the country.

Adjunct Faculty

SAG is fortunate to have a well-qualified and dedicated group of adjunct faculty members. All have the appropriate credentials and are approved through the institution's process to assure compliance with Southern Association Colleges and Schools Commission on Colleges (SACSCOC) expectations. Our adjuncts come from a variety of backgrounds: some have recently completed graduate school programs, some work for other universities, and some are involved in several community services.

Evaluation and Review Process

Tenured and tenure-track faculty evaluation is accomplished through the university's Evaluation and Development by Objectives (EDO) process. The institution requires that all faculty members undergo the EDO process annually as a condition of employment. The process begins in April, with each faculty member identifying a set of objectives to guide their teaching, research, and service activities during the coming year.

Objectives are submitted for review by the department head, who responds with comments and suggestions for revision. Faculty members revise their objectives as appropriate and then meet individually with the department head before the end of April to discuss and finalize the document. The EDO process concludes the following March, when each faculty member submits a self-assessment of their performance discussing their accomplishments in relation to the objectives, they set for themselves the previous April. The department head reviews the assessment and, after individual conferences with each faculty member, assigns one of four possible performance ratings. Performance rating categories are: Exceeds Expectations for Rank; Meets Expectations for Rank; Needs improvement for Rank; or Unsatisfactory for Rank. The department head may forward recommendations for the "Exceeds Expectations for Rank" rating to the Dean, who may send a recommendation to the provost, who then may forward it to the Chancellor for a final endorsement.

In addition to the EDO process, pre-tenured faculty members undergo an annual reappointment review requiring that they prepare a dossier for review by the departmental promotion and tenure committee. Dossiers are due to the committee on specified dates, depending on the service year of the faculty member being reviewed. After review, the committee forwards its recommendation to the department head and the Dean. The department head adds her recommendation to the Dean, who forwards his recommendation to the provost. Final action is reserved for the Chancellor. SAG uses these processes both to provide accountability for faculty members and to assess outcomes.

5. LEARNING RESOURCES

5.1 The program regularly evaluates its equipment and facilities, encouraging necessary improvements within the context of overall institutional resources.

During the previous program review, SAG was in Brock Hall, a building slated for future and much-needed renovation and repair. In 2023, SAG faculty 2023 moved to the Collins Street Annex. This temporary space is inadequate for future growth and most professional needs, as the office spaces are now completely full, making the physical placement of future faculty problematic. Further, the spaces are portable buildings that are very old and constantly have problems, be it leaky roofs, internet outages, and little office privacy. However, from the 2019 to 2024 period of this review, our faculty offices were located in Brock Hall.

Lab fees generated through the Biological Anthropology course have helped to augment our fossil cast collection and forensic anthropology teaching materials that are stored in this space. The Jeffrey L. Brown Institute of Archaeology was also located on the 1st floor of Brock Hall. This facility included offices, display cases highlighting the Institute's projects, a "wet" laboratory equipped with a fume hood, a large collection of comparative historic ceramics, and an extensive local Chattanooga collection. New spaces for labs in the Collins space are at capacity, though operational.

These spaces are temporary as our faculty prepare for a move into the State Office Building, in which an entire wing of a floor has been reserved for our program. In addition, with approval from the CAS, the Anthropology program now has two other formalized spaces: the Vann Cunningham Anthropology Teaching Space and the Geoarchaeological and Submerged Landscapes Laboratory. These programs highlight our recent donor and our emerging specialty in underwater archaeology. The archaeology program also acquired a Ford Expedition Max 4x4 in 2023 to assist with archaeological research. We have also acquired state-of-the-art SONAR and GPS systems for archaeological research, thanks to support by the Dean.

The Anthropology program has been the beneficiary of two formal scholarships. The first was endowed by the family of Jeffrey L. Brown following his death. This scholarship provides anthropology students with financial support based on academic excellence, typically allowing for a total of \$4,000 in awards made per year. Recently, our program benefited from the generosity of a former alumni, C. Vann Cunningham, who has established an endowment within our department, the usable interest of which will pay ~\$25,000 per year (See Appendix D for more information about the Cunningham donations).

In terms of equipment, faculty computers are refreshed via the institution's computer

refresh program on a set cycle. All faculty/staff offices are equipped with desktops (either Mac or Dell personal computers). New desktop computers, printers, headphones, recorders, and encrypted external hard drives were purchased for the VRI using funds provided by the CAS Dean's Office and the SCJS department budget. When there is a problem, the faculty member or administrative associate calls Facilities or the Computer Help Desk, who send over personnel to address any issues that have been identified. ambient and artificial light sources, a camera stand, and an equipment and artifact storage room located in the basement of Guerry Hall. At the current time, the main issue that we are encountering is continued water leakage in the space in Guerry Hall where archaeological materials are stored and archived.

The Anthropology program maintains three laboratories with associated teaching and research collections (biological anthropology laboratory, teaching laboratory, and an archaeology laboratory); one curation processing space; and two offsite curation and storage facilities used for long-term storage of archaeological collections. Within each teaching laboratory, faculty organize, inventory, and maintain key collections; conduct regular condition checks; and expand teaching collections through the acquisition of new specimens (e.g., hominin casts) to provide more learning opportunities at every level of instruction. Additionally, responsible faculty coordinate with UTC facilities and campus administrators to seek solutions to challenges presented by our temporary location in modular educational buildings, such as limited space, unstable HVAC, and security challenges. For example, in 2024, the Anthropology faculty secured offsite storage space to temporarily house sensitive archaeological collections warranting additional consideration and coordinated with crews when damage was observed in the modular offices. Additionally, the faculty works to maintain the departmental vehicle used in fieldwork, research, and departmental activities.

5.2 The program has access to learning and information resources that are appropriate to support teaching and learning.

Library Resources

A listing of current print and online serials for Sociology and Anthropology can be found here:

http://wiki.lib.utc.edu/images/3/3f/Current_Print_and_Online_Serials_List_for_Sociology_and_Anthropology_2017.pdf

The library assigns a liaison to each department who periodically solicits requests for books, videos, and other one-time purchases to support courses, students, and research. Through its Library Enhancement initiative, the library provides faculty with an opportunity to grow and enhance the Library's collection of resources in a focused way, be it a new class, a fresh take on an old topic, or a developing research interest. Each year, a portion of the Library's materials budget is allocated to purchase books, audio-visual materials, and other one-time resources.

The long-anticipated new library opened at the beginning of the Spring 2015 term. The new facility has 180,000 square feet, is LEED-certified, and designed to take advantage of new strategic partnerships on campus. Designed with a robust technological infrastructure and themes of transparency, collaboration, and flexibility, student access and success was at the center of building planning processes.

The Library has a robust and well-respected Library Instruction program. Sociology and Anthropology majors use resources in the library to develop posters for conference presentations, and the Media and Communication ANTH 3130 course holds sessions in the Studio Production room to instruct students on film making and editing. In this class, small teams of students produce a final film that is showcased at the end of the semester. The library also offers sessions to students about how to conduct research, how to cite and reference, and how to use search tools and software. The library will also provide one-on-one research consultations with students and faculty seeking in-depth assistance. The library has a film viewing room that has been used by *Lambda Alpha* and SAG faculty members for our various film showings. The Library also has study rooms, a computer lab, and practice presentation rooms that our students may use.

Students also have access to the Writing and Communication Center on campus (see: <https://www.utc.edu/library/services/writing-and-communication-center/about.php>). This resource provides assistance both in-person and electronically to students. The center focuses on helping students improve their writing abilities and will work with faculty to tailor their services based on the particular writing assignments required for a course.

The university library (see <https://www.utc.edu/library/>) houses a plethora of resources for students and faculty. Importantly, students have access to the university Writing and Communication Center and librarian instruction services to help improve their writing/research skills (see: <https://www.utc.edu/library/help/>). Students and faculty may access individual and small group study rooms that are stocked with state-of-the-art equipment tailored to the needs of the individual/groups. The UTC Library Studio is located on the 3rd floor of the library and has a host of resources for students/faculty who are interested in using innovative equipment and software to create a range of media (e.g., produce movies, prototype inventions, 3D print, etc.). There are 24 workstations on the 3rd floor, and staff present to assist in the use/navigation of the software/technology. Faculty can also work with the Affordable Course Material Initiative (ACMI) program through the library. This program assists faculty in choosing low or no-cost materials for their courses to assist with affordability for the students.

6. SUPPORT

6.1 The program's operating budget is consistent with the needs of the program.

Operating Budget

The university, in general, and the CAS, in particular, have supported the SAG program development needs. Overall, the operating budgets at UTC continue to challenge sustaining the level of research, teaching, and service the department completes. There has been minimal fluctuation in the budget since Criminal Justice merged with Sociology, Anthropology, and Geography, other than salaries due to new hires, promotions, and tenure. The program frequently relies on an online funds account generated from the fees associated with online courses offered by our faculty. These funds are used to support salaries for online classes taught by full-time and adjunct faculty. The SAG program also maintains a gift fund that has been used to furnish furniture, equipment, and marketing materials. Finally, the department has an account (Facilities & Administrative Costs) for other needed items in SAG, such as lab fees. Beyond the budget, faculty must seek additional funding for research, travel, and teaching. The WCTL provides funding for course redesign for online instruction. The Collaborative Research Initiative for Sponsored Programs provides funding for collaborative research. The Experiential Learning Faculty Fellows grant helps faculty with funding to create experiential learning classes. The High-Impact Practices Development Grants provide funds for the development of active learning in classes. The Ruth Holmberg Grant for Faculty Excellence supports time, through course releases and money, for research and special projects. The UTC Engaged Grants Competition: Arts-Innovation – Activation supports engaged research. Finally, various faculty grants sponsored by CAS provide funding for faculty for research and teaching.

Since the last program review, the faculty conference travel budget has remained at \$1200 per semester. Despite inflation, this number has not changed in at least 10 years. We have estimated that, given inflation, \$1200 in 2012 is equivalent to \$1600 in 2025. While there are additional funds that faculty can apply for to supplement conference and professional development travel, \$1200 is insufficient to adequately support the work of faculty doing R1 level work at an institution that is striving to become designated as an R2, which raises the profile of not only SAG but UTC. The \$1200 stipend is insufficient to travel and lodge in cities with the capacity to hold national and international conferences, which our faculty routinely have their work accepted at to present. In order to support the outstanding work of our faculty, the stipend needs to be adjusted to current prices.

Finally, a significant challenge we have faced during the past few years is the

lack of department admin despite a substantial increase in grant and contract acquisition, which are primarily managed by faculty. This is problematic and excessively burdensome, disincentivizing grant applications. Further, admins play a crucial role in ordering supplies and keeping day-to-day operations moving fluidly, so the lack of a dedicated admin has been deleterious to productivity. Funding needs to be provided for a department admin housed in our facility, which is a competitive wage. The dean of CAS has been working closely with the department to remedy this challenge, and we anticipate this challenge will be remedied soon, as the program (CJ & SAG) separation proposal reaches its final approval phase.

6.2 The program has a history of enrollment and/or graduate rates sufficient to sustain high quality and cost-effectiveness.

As noted at the beginning of this self-study, enrollment rates in SAG degree programs have been steadily increasing. We generally see about 1/3rd of our majors graduate per academic year. Our last reported SAG 2012 – 2015 retention rate hovered around 49%. SAG has placed a specific focus on retaining our majors through targeted and more aggressive advising focused on increasing communication between advisors and advisees. Dr. Ward is interested in creating a Facebook page for SAG majors and minors, more student-focused activities will be planned, and it is hoped that with these initiatives and activities, we can create a stronger community of SAG majors and minors. We are also striving to highlight that our graduates have successfully been admitted into competitive graduate programs and have pursued careers that their degree programs helped prepare them for.

6.3 The program is responsive to local, state, regional, and national needs.

Our program makes a constant and consistent effort to engage students and faculty in “real world” problem solving.

In 2024, Sociology hired faculty member Dr. Vidmar, who specializes in emerging technological trends and society, to collaborate with other faculty members to develop a curriculum addressing the fast-growing demand for AI and autonomous technology. They are prepping two new courses: Technology and Society and Gender and Technology.

In 2021, Dr. Walsh added SOC: 3200: Military Sociology to our curriculum. UTC serves a large number of veteran students.

In 2024, Dr. Simoni added SOC 2400: Professionalism in Sociology to prepare majors for life after graduation with a sociology degree. This course features guest speakers discussing experiences and best practices with graduate school, and jobs and careers available to those with a Bachelors in Sociology.

In 2023, Drs. Ward and McDonell added ANTH 4950R:Community Engagement Internship to provide Sociology and Anthropology students with an opportunity to earn course credit by interning with one of our partner community agencies. At least one student, a sociology major, went on to gain full-time, paid employment at the end of his internship.

Further, Drs. Blanton and Waite have both incorporated experiential learning opportunities in their courses. Dr. Blanton has her students work on an urban farm as part of SOC 3410: Culture, Environment, Power. Dr. Waite has had her students partner with the Salvation Army as part of SOC 1150: Sociology of Social Problems.

The geography curriculum aids our society at the local, state, regional, and national levels. Geography is the ultimate holistic discipline, and the curriculum gives students the knowledge and skills to understand and interpret geographic phenomena on a variety of spatial scales. For example, the geospatial skills that students gain in GEOG 2210: Maps and Mapping prepare them for a variety of internships, jobs, and research opportunities. Students in Maps and Mapping utilize ArcGIS Online, Remote Sensing Software, Google Earth, and USGS Topographic Maps to interpret spatial phenomena and build maps. Furthermore, some of our geography students also work in the University of Tennessee-Chattanooga Interdisciplinary Geospatial Technology Lab (IGTLab). The IGTLab connects faculty and students with community partnerships that provide students with unique real-world GIS learning opportunities through internships, applied research and sponsored projects; and its partners with GIS and cartography support. Some of the local and regional projects that our students have worked on include producing regional conservation maps and regional trail maps of the waterways of Eastern Tennessee.

Overall, our archaeology program has redoubled efforts to engage with local community partners, including federal and state agencies. We have engaged in cooperative efforts with the Cherokee National Forest, National Park Service, Eastern Band of the Cherokee Indian Tribal Historic Preservation Office, Tennessee Historical Commission, Tennessee Valley Authority, Tennessee State Parks, Southeastern Climbers Coalition, and Southeastern Cave Conservancy. Our students are involved in compliance research with these groups and more, learning to apply archaeological principles for land management in actualistic circumstances, ensuring that the cultural resources of our region remain at the forefront of the conversation in development.

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Appendix A

SAG Courses listed in 2024-2025 Undergraduate Catalog

Sociology

SOC 1150 - Sociology of Social Problems (General Education course)
SOC 1510 - Introduction to Sociology (General Education course)
SOC 1999R - Special Projects
SOC 2150 - The Sociology of the Family
SOC 2190 - Deviance and Conformity
SOC 2200 - Sociology of Globalization (General Education course)
SOC 2320 - Diversity in American Society (General Education course)
SOC 2400 - Professionalism in Sociology
SOC 2500 - Social Statistics
SOC 2510 - Sociology of Social Movements
SOC 2999R - Group Studies
SOC 3000 - Urban Sociology
SOC 3050 - Race and Ethnicity
SOC 3070 - Gender and Society
SOC 3080 - Sociology of Sexualities
SOC 3130 - Social Theory
SOC 3140 - Research Methods
SOC 3200 - Military Sociology
SOC 3210 - Criminology
SOC 3300 - Sociology of Mental Disorder
SOC 3310 - Social Psychology
SOC 3410 - Culture, Environment, Power
SOC 3450 - Social Inequality
SOC 3570 - Social and Cultural Studies of Aging
SOC 3650 - Health and Illness: Socio-Cultural Perspectives
SOC 3670 - Psychology of Culture, Ethnicity, and Race
SOC 3999R - Group Studies
SOC 4010 - Geography of Travel and Tourism
SOC 4100 - Sociology of Hip-Hop
SOC 4150 - Urban Geography
SOC 4310R - Topics in Advanced Social Psychology
SOC 4700R - Special Studies and Problems
SOC 4940R - Sociology Internship
SOC 4995R - Departmental Thesis
SOC 4997R - Research
SOC 4998R - Individual Studies
SOC 4999R - Group Studies

Anthropology

ANTH 1100 - Biological Anthropology (General Education course)
ANTH 1200 - Cultural Anthropology (General Education course)

ANTH 1400 – Archaeology (General Education course)
ANTH 1500 - Anthropology Today: The Arc of Humanity (General Education course)
ANTH 1600 - Bodies of Evidence: The Science of CSI
ANTH 1999R - Special Projects
ANTH 2000 - Native Americans
ANTH 2150 - Plagues and Peoples (General Education course)
ANTH 2200 - Becoming Human: The Evolutionary History of Our Species
ANTH 2250 - Wealth, Money, and Power: Anth of Capitalism and Beyond
ANTH 2400 - World Prehistory
ANTH 2500 - Professionalism in Anthropology
ANTH 2600 - Food, Society, Identity
ANTH 2800 - Underwater Archaeology
ANTH 2850 - Historical Archaeology of the Americas
ANTH 2900 - Tennessee Archaeology
ANTH 2999R - Group Studies
ANTH 3125 - Cultures of Latin America
ANTH 3160 - Chinese Society and Culture
ANTH 3210 - Anthropological Theory
ANTH 3220 - Health and Illness: Socio-Cultural Perspectives
ANTH 3230 - Anthropology of Death and Burial
ANTH 3250 - Human Osteology
ANTH 3330 - The Archaeology of Latin America
ANTH 3360 - Southeastern Native Americans
ANTH 3380 - Sociocultural Studies of Aging
ANTH 3410 - Culture, Environment, Power
ANTH 3600 - Ape Language and Cognition
ANTH 3670 - Ethics in Forensic Science
ANTH 3700 - Emotions in the Social and Cultural Contexts
ANTH 3999R - Group Studies
ANTH 4010 - Geography of Travel and Tourism
ANTH 4100 - Applied Anthropology
ANTH 4140 - Research Seminar
ANTH 4200 - Ethnographic Methods
ANTH 4300R - Archaeological Field Methods
ANTH 4400 - Archaeological Laboratory Methods
ANTH 4500 - Archives, Collection Management, and Curation
ANTH 4600 - Forensic Anthropology
ANTH 4940R - Anthropology Internship
ANTH 4950R - Community Engagement Internship
ANTH 4995R - Departmental Thesis
ANTH 4997R - Research
ANTH 4998R - Individual Studies
ANTH 4999R - Group Studies

Geography

GEOG 1010 - Physical Geography (General Education course)

GEOG 1030 - World Geography (General Education course)
GEOG 1040 - Cultural Geography (General Education course)
GEOG 1999R - Special Projects
GEOG 2210 - Maps and Mapping
GEOG 2500 - World Resources
GEOG 2999R - Group Studies
GEOG 3030 - Geography of North America
GEOG 3050 - Geography of Asia
GEOG 3060 - Geography of Southeast United States
GEOG 3410 - Culture, Environment, Power
GEOG 3999R - Group Studies
GEOG 4010 - Geography of Travel and Tourism
GEOG 4060 - Meteorology
GEOG 4150 - Urban Geography
GEOG 4160 - Climatology
GEOG 4650 - Remote Sensing and Imagery Analysis
GEOG 4997R - Research
GEOG 4998R - Individual Studies
GEOG 4999R - Group Studies

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The University of Tennessee at Chattanooga
Department Social, Cultural and Justice Studies
Sociology of Social Problems
Spring 2025

Course: SOC 1150 (CRN 22872)

Title: Social Problems

Location: Lupton 391

Class Schedule: MWF 12:20-1:10 pm

Credit hours: 3 hrs.

Instructor: Dr. Lori Waite

Office: Collins Street Annex, room 112

E-mail & Phone: lori-waite@utc.edu (423) 425-1744

Office Hours: MWF 11-12 pm or Zoom by appointment

Course Catalog Description: Sociological perspectives on selected contemporary social problems such as crime, poverty, hunger, racial and sexual discrimination, alcohol and drug abuse, the threat of war; examination of theories and research on social problems; analysis of possible solutions.

Course Pre/Co Requisites: None

Course Student Learning Outcomes:

1. Students will understand the basic concepts, language, and theories and methods of Sociology.
2. Students will understand the complex interrelationship among various social problems in American society.
3. Students will be able to describe the social, political, and historical context that shapes social problems in American society.
4. Students will be able to distinguish between social problems and personal issues using sociological research methods.
5. Students will be able to model the dynamic process of Service-learning as a site of action, analysis, and possible solutions to social problems.

General Education Student Learning Outcomes:

Upon completion of the required credit hours in this category, students will be able to:

1. Use and communicate evidence and theory to examine individual, social and or cultural phenomena.
2. Explain the strengths and limitations of behavioral or social science methods in predicting human behavior.
3. Describe and explain social or behavioral phenomena by applying a discipline's concepts and/or theories.
4. Engage in reasoning using qualitative or quantitative social science or behavioral science tools.
5. Analyze empirical observations in relation to discipline-appropriate theoretical constructs.

REQUIRED TEXTS

- 1) Leon-Guerro, Anna. Social Problems: Community, Policy, and Social Action
New York: SAGE. 2023.
- 2) Desmond, Matthew. Poverty By America.
New York: Crown. 2023.

Recommended Reading:

- 3) Steele, Stephen F., and Jamie Price. Applied Sociology: Terms, Topics, Tools and Tasks. Toronto: Wadsworth. 2004.

OTHER REQUIRED LEARNING RESOURCES:

Students are also required to have access to a video camera. The camera can be a stand-alone device or a cell phone. The UTC Studio Library can provide assistance.

Minimum Technology Skills Needed For This Class:

- You are expected to have basic knowledge and capability with your computer hardware and a variety of software applications before entering this class.
- Students are expected to check the course on UTC Learn and their UTC student email account daily.
- Class participants must know how to use and check their e-mail daily.
- Students are expected to have the following computer skills:
 - Word processing, including formatting word processor documents.
 - Email includes sending, receiving and email attachments.
 - Internet searches
 - UTC library database searches
 - You must be able to save word processing files in a .doc/.docx (Microsoft Word), .rtf (Rich Text Format), or .txt (Text) format for sharing files.
- **Technology Support**
 - For UTC Learn support, contact the Solutions Center at **423-425-4000** or <http://www.utc.edu/information-technology/departments/solutions-center/index.php>

Please consult the Campus Common Syllabus for additional information regarding UTC's institutional policies. Campus Syllabus page (<https://www.utc.edu/campus-syllabus>)

COURSE POLICIES

Communications:

All official email correspondence will be sent to lori-waite@utc.edu. All students are responsible for ensuring that their correct e-mail address is listed on the Canvas site by the end of Week 1. It is your responsibility to make sure a valid email UTC address is provided. Failure

on your part to do so can result in you missing important information that could affect your grade. I do not respond to emails on weekends and after 7 pm on weekdays. I try to respond to students within a 24-hour window. I am willing to arrange zoom meetings between the hours of 8am to 5pm on Tuesday and Thursday at students' request. However, I will need at least 24 hours notification of a potential Zoom meeting.

Classroom Norms:

1. Arrive on time – the door will be closed at the start of class.
2. Turn off cell phones (or silent mode if necessary). Absolutely no text messaging during class. I will mark you absent if it happens.
3. Unless there is an emergency or prior permission is granted, please do not leave class once it begins.
4. Do not bring food to class (something to drink is acceptable)

Class Atmosphere:

All members of the class are expected to participate orally. Since oral participation in class is required, I expect that all participants in class help to make the atmosphere conducive to discussion. This means that I will expect all speakers and potential speakers to be treated with respect, and that all who wish to speak are free to voice their arguments in the spirit of debate. I do not allow personal attacks to be part of my classroom discussion. *All participants are encouraged to speak freely if they are engaging course material in their comments. Opinions intended to insult ethnic, racial, gender, or sexual orientation groups, or individual classroom participants, are expressly discouraged.*

Late/Missing Work:

I only allow make-up exams or other assignments if there is documentation of a technical error or an emergency. In the event of an emergency, please contact email the *Office of Student Outreach and Support* at sos@utc.edu (see the UTC Campus syllabus for more information regarding SOS services).

Attendance:

Promptness, attendance, and participation are essential if you are to be successful in this course. All the assigned reading is important, and you are expected to read assigned material before class so that you can participate through asking questions and sharing ideas. If you attend class and follow the attendance policy below, you will be rewarded with **5 extra credit bonus points!**

This is how the extra credit points work: Students can miss up to **3 classes** without losing attendance points. **If you miss more than 3 classes, you will lose your opportunity to earn extra credit points.** Thus, you will need to use your best judgement in managing the missed classes. While the total attendance points are not factored into your overall grade, attendance bonus points can impact your final course grade by allowing you to earn extra points that I will add on top of your Canvas average at the end of the semester.

ASSIGNMENTS AND GRADING POLICY

Reading Assignments: Regular class meetings will focus on discussing the readings and your site experiences. Hence, it is essential that you complete all assigned readings before coming to class for informed discussion and debate. Our class discussions will help you to make connections between the readings and your service-learning experiences.

Examinations: Three exams are required. The format for each exam will be multiple choice and true/false. Make-up exams will be allowed only in cases of an emergency that has been verified through the Student Outreach and Support Office (sos@utc.edu) and at my discretion.

Service-Learning: As part of the service-learning component of this course, students will work with an approved University service-learning community partner and complete 10 service-learning hours. The service-learning partners for this class are:

1. The Salvation Army, McCallie Avenue,
2. The Salvation Army, East Lake (ELSA)
3. The ChattFoundation, a nonprofit organization whose mission is to meet the most basic needs of the homeless and hungry populations in Chattanooga.
4. Abide Respite Ministry, First Centenary United Methodist Church

All students must complete a total of **10 service-learning hours** at one or more service-learning sites. Please note that before you volunteer at the East Lake Salvation Army (ELSA) site, you must complete both the UTC Child Protection Training and the Salvation Army Safe from Harm Training.

You must complete at least 10 full hours to receive 40 percent of your final grade for this class. There is no partial credit if you complete less than 10 hours of service-learning work. In other words, if you do not complete the 10 hours of service-learning work, you will lose 40% of your final course grade. Moreover, after completing service-learning work, you must submit a time sheet to me so that I can track and record your service-learning hours. If you do not submit a signed time sheet, your service-learning hours will not be counted. It is your responsibility to make sure your time sheets are turned in.

Weekly Reflection Journals and Study Questions: All students must keep a weekly reflection journal in Canvas of your service-learning experiences, even if you did not visit one of the service-learning sites that week. It is important to reflect weekly on the overall service-learning experience and the anticipated experiences that this class provides. I will provide prompts that will guide your service-learning reflections. Students are also required to answer a weekly study question that is based on the assigned readings. **The weekly reflections and study questions are due each Saturday at 11:59 p.m.** Please see the course calendar below for the due dates. I will upload the reflection prompts and study questions to Canvas assignments each week. I do not accept late journal entries or study question responses.

Final Reflections: Reflection #12 consists of 10 prompts. Each student will complete these final reflections of your entire service-learning experiences in this class. All reflections must be completed on April 21.

Group Paper and Group Presentations: Working in groups, students will collaboratively write one major group paper for this course that is due at the end of the semester. The group's paper will include one interviews and empirical research from the database, Social Explorer and/or Policy Map. The presentation is also a group assignment that will require cooperation and collaboration with your group members outside of class. I will provide you with detailed guidelines and a rubric for the final paper and group presentations.

Graded Assignments:

Exam One	10 percent
Midterm Exam	10 percent
Exam Three	10 percent
Reflection Journals/Study Questions	10 percent
Service-Learning Work	40 percent
<u>Final Paper, Group Presentation</u>	<u>20 percent</u>
Total:	100 percent

COURSE CALENDAR

I reserve the right to make changes to this syllabus to better serve the needs of the class. I will make every attempt to announce changes in advance.

Week	Class Dates	Topics / Readings
1.	Jan. 6, Jan. 8 Jan. 10	Course Introductions, syllabus, Canvas site/ Group Assignments Speakers Salvation Army (ELSA) Speaker: Reflection Journal #1 and study question due 1-11 at 11:59 pm
2.	Jan. 13 Jan. 15 Jan. 17	Speaker: "Addressing Social Problems Through Service-Learning." Sociology and Service-Learning Lecture Textbook Ch-1 textbook: "Sociology and the Study of Social Problems." Reflection journal #2 and study question due 1-18 at 11:59 pm
3.	Jan. 20, 22 Jan. 24	Holiday Textbook Ch-2 textbook: "Social Class" Group work in class Reflection journal #3 and study question due 1-25 at 11:59 pm

4.	Jan. 27 Jan. 29 Jan. 31	Textbook, Ch-2 textbook: "Social Class" <i>Poverty by America</i> , Prologue, and chapter 1 In class podcast: Matthew Desmond interview, "How the Affluent Benefit from the Poor" on Fresh Air. Reflection journal #4 and study question due 2-1 at 11:59 pm. Class meets in the library, room TBA
5.	Feb. 3, 5 Feb. 7	<i>Poverty by America</i> , chapter 1 Exam #1 Reflection journal #5 and study question due 2-8 at 11:59 pm.
6.	Feb. 10, 12, 14	The Basis of Social Inequality: Textbook: chapter 3 Race and Ethnicity Reflection journal #6 and study question due 2-15 at 11:59 pm
7.	Feb. 17, 19 Feb. 21	The Basis of Social Inequality: Textbook chapter 4 Gender Service-learning class time Reflection journal 7 and study question due 2-22 at 11:59 pm
8.	Feb. 24, 26, Feb. 28	Social Institutions: Textbook, chapter 7 Families Reflection journal #8 due and study question due 3-1 at 11:59 pm Class meets in library, room TBA
9.	March 3, 5,7 March 7	Health and Medicine Reading in Canvas excerpt from the book, <i>Legacy</i> Service-learning class time Reflection journal #9 and study question due 3-8 at 11:59 pm
10	March 10-14	SPRING BREAK
11	March 17 March 19 March 21	Health and Medicine: Read textbook, chapter 10, pp. 229-237 Film: " <i>Unnatural Causes: In Sickness and in Wealth</i> " Exam #2
12.	March 24, 26 March 28	Social Institutions: Work and the Economy, textbook, chapter 9 Group work in class Reflection journal #10 due 3-29 and study question 11-3 at 11:59 pm
13.	March 31 April 2 April 4	Work and the Economy, textbook, chapter 9 Textbook, chapter 9 <i>Poverty by America</i> , chapter 4 Reflection journal #11 due 4-5 and study question 11-10 at 11:59 pm
14.	April 7 April 9 April 11	Poverty By America ch-9 Group work in class Service-learning class day
15.	April 14 April 16 April 18	Presentations Groups 1&2 Groups 3&4 Holiday

16.	April 21	Last day of class for Spring 2025 semester/ Final Exam review Reflection Journal # 12 (final course reflections) due at 11:59 pm
	Final Exam date/time	Wednesday, April 23, 10:30 a.m. – 12:30 p.m.

Introduction to Sociology

SOC 1510 · Spring 2025 · CRN 22873

Tuesday & Thursday 2:00-3:15 · ECS 218

Instructor: Chris M. Vidmar, PhD

Email: chris-vidmar@utc.edu

Office: Collins Annex, Room 115

Office Hours: T & Th 11:30-1:30, or by appointment



Course Description

To view the world sociologically means many things: to recognize the impact of social structures on our lives, rely on empirical evidence rather than conjecture, be critical of everyday assumptions, and realize how systems of power form our social reality. You will walk away from this course equipped with the basic ability to see the world sociologically. Whether you take more sociology courses or this is your only brush with the discipline, my goal is for this perspective to serve you throughout your life, in both personal and professional endeavors.

This course has three units, with an exam after each, and a cumulative final. Unit one will cover core concepts, major theoretical frameworks, common concepts, and basic scientific methods of sociology. In unit 2 we examine social divisions such as gender, race, and class, and confront the structural inequalities they produce. In the final section we seek to explain these divisions by examining various institutions in society. You will be challenged in many ways by this course – abstract concepts, new perspectives, and troubling questions await you. It will be difficult at times, but we all bring our own unique perspective, creativity and personal expertise to this space of social inquiry.

Learning Objectives

Students who successfully complete this course will have gained the following capabilities:

- Understand and apply foundational concepts and terminology of sociology.
- Explain some major theoretical perspectives of sociology and how they differ.
- Understand the empirical standards of sociology and how they are achieved through scientific rigor.
- Recognize and critique the socially constructed nature of values, norms, and systems.
- Employ a critical sociological lens as an alternative to traditional, political, or media perspectives.
- Identify, comprehend, and resist hegemony.

Required Readings

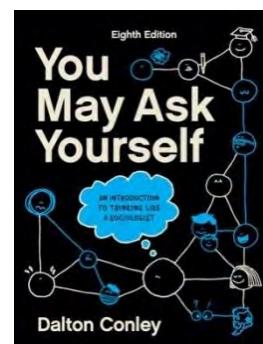
Conley, Dalton. (2024). *You May Ask Yourself*. 8th Edition. New York: Norton.

ISBN-13: 978-1-324-06241-7

ATTN: Double check the ISBN! Do *not* buy the “core edition.” It is missing chapters you will need.

There will be a copy of the book on reserve in the library that you can check out for 3-hour periods.

Supplemental readings will be available on Canvas.



Course Format & Expectations

This course is taught in person, and will utilize a mixture of lectures, in-class solo/paired/group work, and discussions. My classroom is very interactive, so I expect you to engage with me and each other. I always encourage questions – if you’re not 100% on a concept, you’re not alone. I do my best to offer thorough explanations and examples, but nothing ensures comprehension like group discussion. Our culture socializes us to think we need to know everything perfectly or we are failures. This is not only unrealistic, but stunts learning, prevents personal growth, damages self-concept, and erodes mental health. Please be part of the solution to this toxic culture by speaking up if you have a question. During class you can use electronic devices for class purposes, and you are welcome to check your phone a reasonable amount. However, excessive texting, internet browsing, social media, and watching videos during class will not be tolerated, as it is distracting to other students. If I notice potentially disruptive behaviors, I will ask you to cease.

You must understand the basics of each course topic before class meetings. This way, our class time be spent covering advanced ideas and doing interesting activities, rather than rehashing simple ideas that you can easily digest on your own. The textbook is exceptionally well written and it is your responsibility to complete the assigned readings before class. In addition to the readings, there are recorded “basics lectures” available on canvas, where I cover some of these core ideas. The basics lectures are not required for you to watch – they are simply an additional tool if you find you are not fully understanding something from the text, or to use as review before exams. The basics lectures are also, in no way, a substitute for reading. There are concepts and explanations in the text that will not be covered anywhere else. If you do not intend to read the textbook, you should reconsider staying in this course.

Attendance

Sociological thinking is likely new to you, and even the brightest students struggle to comprehend sociology. Over the many times I have taught this course, attendance is the best predictor of success. But attending and being prepared is not just about you - sociological understanding comes best with interactions around the topics being studied. By enrolling in this course, you are accepting the social responsibility of attending and engaging as best you can - otherwise you are harming the experience of your fellow students. I will take attendance on most days, and excessive unexcused absences will lower the highest final grade you can receive.

- Absences for official UTC activities (such as athletic competitions for student athletes) will be excused in accordance with university policy.
- Do not consider an absence excused unless I explicitly say they are in writing, such as an email.
- I recommend not squandering your unexcused absences. You don’t know what may happen towards the end of the semester.
- Do not come to class sick! I am very forgiving about illness, and do not usually require a note from a doctor. Simply email me as soon as you know you will be absent and I will mark it as excused.
- You are allowed 4 unexcused absences over the course of the semester before your grade is limited. Above this, your maximum grade will be limited as follows:

Unexcused Absences	5-6	7-8	9	10+
Max Final Grade	B	C	D	F

Statement on Diversity, Inclusivity, and Respect

It is my intent that students from diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of all diversity including gender, sexuality, ability, age, socioeconomic status, ethnicity, race, faith (or absence of), and culture. However, in this class we will not shy away from the uncomfortable. Critically examining and assessing our most basic assumptions and values is not just one of the tasks of sociology but is an activity vital to living an authentic life. I urge you to have the courage to be uncomfortable in this class, and I invite you to share your feelings about the material throughout the semester at appropriate times and contexts. In exchange for your courage, I will work to ensure an environment that supports you taking these intellectual and emotional risks.

Some content in this course may conflict with your moral positions or ideologies, or even be offensive to some students. As a member of this class, it is your responsibility to help maintain a respectful, productive, ethical learning environment. This means recognizing that some of your perspectives are purely subjective, and may not be shared by others. I appreciate and value passion regarding social issues, but an orderly classroom is imperative to our endeavor. Students who worry they may be too sensitive for this material, and/or cannot approach these subjects from an empirical sociological perspective, may want to discuss their apprehensions with me before they commit to remaining enrolled in this class.

Permission to Share Information

No recording of lectures or course discussions is allowed unless my express permission is granted. It is imperative that students feel safe discussing the sensitive topics in this class, and knowing they are not being recorded is important for achieving this. In addition, anything shared by a member of this class should not be repeated outside of the class without the express consent of that student. Selling, sharing, publishing, presenting, or distributing of course lecture notes, videos, audio recordings, or any other instructor-produced materials for any commercial purpose is strictly prohibited.

Communication Standards

We will primarily communicate through Canvas, with Outlook as a backup/secondary option. Federal student privacy laws require all communication between us must be on university platforms. If you email me from an outside email address (e.g. Gmail account) I will respond in a new message through Canvas to see if it was really you. It is your responsibility to check Canvas regularly (at *least* daily) for announcements and emails. Please allow one business day for a reply to emails. I do my best to stay organized, but if you have not received a response in one day, please send a follow-up message, as it may have slipped by me. Please be professional and thoughtful with your messages. Ensure that you have included all pertinent information I might need to help you (include supporting documentation, say when you are available to meet, etc.), and if it is a time sensitive issue, please check for my response.

Basis For Grade

I present all assessments as point values, where one point is equal to 1% of your course grade. I find this language easier than constantly discussing things in terms of the percentage of your final grade. Plus, if I add any extra credit, it makes it easier, such as saying "this is worth one point."

Important Notice: All assessments, especially papers & essays, are to be undertaken from an empirically driven, sociological perspective, as demonstrated by the course material. Work that is based on ideology, biased sources, or claims a “devil’s advocate” stance will be given a grade of 0.

Final Grade Scale

90+	80-90	70-80	60-70	59 or lower
A	B	C	D	F

Assessment Values

Exams	4 @ 25 each, one drop	75
Reading Quizzes	17 @ 1 each, 2 drops	15
Sociological Imagination Paper		10
Total Possible Points		100

Assessment Descriptions

Exams

There will be four exams for this class, worth 25 points each, with the lowest score dropped.

Exams 1-3 will cover the material from the three phases of the class. While not expressly cumulative, content in the course builds on previous sections, so you will see terms from earlier in the course used in a way that expects you to understand them. Exams 1-3 will be mostly multiple-choice questions, but not simple “vocabulary” questions. Expect questions that evaluate your ability to apply course content and distinguish between related but distinct ideas. Each exam will have one short essay component, where you will choose from several prompts to demonstrate your deeper understanding of the material.

The final exam is different than the first three exams. First, it is expressly cumulative in that every question on the final will connect concepts from across different phases of the course. This design is meant to explicitly discourage you from cramming for exams and then immediately forgetting what you learned. Second, it will have multiple question formats, with several short essay questions. Many will still be multiple choice, but they will be more complex and challenge you to apply broader knowledge.

Exams will be taken on Canvas, and must be taken in person. Any student who takes an exam outside of the supervised, physical classroom environment will be given a 0 on the exam and charged with academic dishonesty (see below). You are responsible for bringing a laptop or tablet to class on exam days – you are not allowed to take exams on a phone. If you do not own a device to bring on exam days, the [UTC Library](#) has Chrome Books that can be checked out for 24 hours. Students are allowed one sheet of handwritten notes, front and back, to reference during the exam. You are not allowed to reference electronic notes, eBooks, textbooks, Artificial Intelligence, or other materials during exams. Phones must be placed on desks face down, and no headphones or earbuds are allowed. Do not communicate about the content of exams with other students until I have indicated that all makeups have been completed. Punctuality is crucial on exam days; exams will open 5 minutes after class begins. Exams are timed, and anyone arriving late will still need to finish by the end of the period. At my sole discretion, anyone who arrives significantly late may be turned away and might be allowed to take the exam later as a makeup.

Reading Quizzes

For each assigned reading in the class there will be a short reading quiz (see the course calendar). All reading quizzes for a phase will open at the beginning of that phase and close the night before the

exam. Reading quizzes are very low stakes, and are meant to be a tool for you to self-assess how well you are absorbing content from the textbook. Reading quizzes are taken on Canvas and you will have two attempts at each quiz (keeping the higher grade). Reading quizzes will be 3-5 multiple-choice questions, and are generally simpler than my exam questions. You may reference your book and notes while taking the reading quizzes, but they must be taken alone. Quizzes have a time limit - this is an intentional part of the assessment - you will not have enough time to look up every answer (especially if you didn't read). There are 17 reading quizzes over the course of the semester worth 1 point each, and the lowest two scores are dropped.

As mentioned above, thorough reading of the text is crucial to your success in the course. Used properly, reading quizzes can help you know if you are grasping the text. I recommend you do your first attempt after completing the reading, but **before the associated day of class**. Then, if you missed any questions take the second attempt after we cover it in class. If you are performing poorly on your first attempts, it is likely an indicator that you are not absorbing the material when you read, and you should contact me for assistance. I can help you diagnose your habits and guide you in developing better reading strategies.

Sociological Imagination Paper

Learning sociology can be a very liberating experience – you will come to understand and reflect on how social structures have shaped your life and the lives of those close to you. In the second half of the semester, you will work on a short paper that demonstrates this sociological insight. The paper doesn't need to be terribly complex and shouldn't be formal - just a thoughtful, personal application of course concepts to your lived experience (not hypothetical or abstracted). If you are actively engaged with the class, this should come naturally. Assessment of these papers will be holistic, but your goal is to show that you understand the material and you apply it in a way that demonstrates authentic engagement.

We have a day on the schedule that is devoted to this paper. On this day you will have the opportunity to workshop ideas for this paper in small groups as well as with the whole class. The submission window for the paper will open after the workshop day, and it is due the night of exam 3 (4/17). I strongly encourage completing it early – it would be wise to start formulating it when topics in the class resonate with you. There is a guide posted on Canvas under *Files > Course Documents* with full details and expectations, but here are the basics:

- Please write in first person
- Papers should be 700-1000 words in length, double spaced with a standard format & font (if you go over for good reason, without boring me to tears, I won't penalize you)
- Submitted via Canvas in .doc, .docx, or .pdf format (Mac formats not supported)
- Spelling and grammar will negatively impact your grade if they hinder comprehension
- No citations are required, and all referenced material should be from the textbook or lectures
- No quotes are allowed - all writing must be your own and original to this assignment

Late Work and Make-up Policy

Requests for makeups will be considered on a case-by-case basis, with standards based on each assessment as detailed below. My general stance and recommendations on makeups/late work:

- If you have a legitimate reason for missing an assessment, let me know as early as possible. This helps me ensure ethical & fair assessments across students.
- If you ask for a makeup, please monitor your email/Canvas for my response and reply promptly. If I say yes and you don't respond in a reasonable time frame, that may change the decision.

- Makeups may be altered from the original assessment and will require monitoring during their completion.
- Procrastination equals risk. If you wait till the last possible time to do an assessment, then something happens, you will not be granted an extension.

In the event you are dealing with an ongoing situation (family crisis, extended illness or injury, etc.) that interferes with your ability to complete the work in the class please let me know and I will support you within the bounds of university policy. If helping you be successful requires administrative involvement, I will do my best to guide you to that support.

Exams: Makeups will be granted in the case of excused absences, in accordance with university policy. In the case of illness, please do not come to class sick because there is an exam! Simply email me as soon as you realize you shouldn't come to class and we will handle it from there. You will need to make time to meet with me for a proctored exam as soon as you are healthy.

Reading Quizzes: Since they are so short, the lowest 2 are dropped, and there is so much flexibility in when they can be taken, makeups of reading quizzes will not be given. Since they are meant to be done as you consume the content of the course, putting them off till the last minute then having tech issues, or simply forgetting to do them, are definitively not good reasons to ask for extensions.

Sociological Imagination Paper: Since the submission window for this is weeks long, late submissions will only be allowed under the most extreme circumstances.

Academic Integrity

Conducting ourselves ethically is foundational to everything our institution stands for. Academic dishonesty will result in an F on the assignment in question and possible additional disciplinary action. There are many forms of academic dishonesty, and it is your responsibility to be aware of these prohibited behaviors and prevent from engaging in them. If you ever have questions or concerns about what may be considered a violation, please ask me for clarification. I welcome such questions and asking them will not reflect poorly on you. Academic misconduct includes but is not limited to:

- Cheating on exams/quizzes or providing information/context that allows others to cheat
- Plagiarism (presenting another's work, syntax, writing, or ideas as yours without indication)
- Using artificial intelligence to answer questions or produce anything for an assessment
- Unauthorized collaboration
- Lying or forging documentation (such as to excuse an absence or to acquire an extension)
- Turning in the same work for multiple classes, past or current, including those submitted at other institutions (yes, even high school).

About Artificial Intelligence:

AI is an amazing tool, with tremendous potential to improve educational processes and outcomes. As such, in this class you are welcome to utilize it in any way that helps you learn better. I regularly have "conversations" with an AI about topics that I am not a specialist in. The key when doing so is to verify the legitimacy of what it tells you, as it can give you limited perspectives on topics, or simply be wrong. One issue when discussing sociology with a chatbot is that many terms in social sciences are used in several different ways, so what the bot tells you might be wrong for this class.

Where I draw the line for you as a student is when AI stops being a tool for helping you to learn, and becomes a tool to replace meaningful learning, or when it is used to produce content that you directly turn in. The reason for these lines is that they get grades on assessments that you are not earning, as

those grades do not reflect your authentic comprehension of the material. Many common apps have AI now integrated into them, and it is your responsibility to understand how these tools may cross this line, and turn off these features if they do. If you have any questions about this, please ask me.

Mandatory Reporting

Sadly, sexual violence and misconduct are commonplace in our society and on college campuses, and students sometimes confide in me about their involvement in these acts. I am a committed advocate, ally, listener, and supporter of survivors. However, I need students to know that I am designated as a [mandatory reporter](#), which means I must report disclosures of sexual assault, sexual harassment, dating violence, domestic violence, and/or stalking to the university, typically through a Title IX coordinator. This means that, except when disclosed within an appropriate assignment, if you share any information with me, I am required to report it regardless of whether you want me to. This can be frustrating for those who want to let students decide whether and how to report victimization, but ensures that students are provided university-level support and professional advice on how to proceed. If you ever wish to discuss such incidents with me, I welcome those discussions, just know I will need to alert a Title IX coordinator, and you can ask me the details of that before disclosing the information.

Accommodations

Students who wish to request accommodations for a disability may do so by registering with the [Disability Resource Center](#) (DRC). Students may only be accommodated upon issuance of an accommodation letter from the DRC, and are responsible for ensuring their letter is made available to me from the DRC. You should register and get your letter sent as early as possible, as accommodations are not retroactive to previous assessments. Upon receipt of your letter, I will contact you about how your accommodations will function in our class. Often this can be accomplished via email, but for more complex accommodations to go into effect, a conversation between us may be required.

Student Course Evaluations

Your constructive assessment of this course plays an indispensable role in shaping education at UTC. Upon completing the course, please take time to fill out the online course evaluation. In addition, I will ask for your feedback throughout the semester, and encourage you to take the initiative with feedback or suggestions via email or in office hours.

UTC Campus Syllabus

What is contained in this syllabus is supplemented by the [UTC Campus Syllabus](#). In it, you will find many details about UTC's academic and social support services, student wellness and recreation, important policies, and links to many sources to help you get the most out of college. It is updated regularly, so please review it every semester.

Syllabus Disclaimer

The course syllabus provides a general plan for the course; deviations may be necessary. If changes to the syllabus are needed, I will make announcements about them on Canvas. Then, I will change the version of the syllabus located on the Canvas *Home* screen for the course, so students should default to that version.

Course Calendar

- Readings & other content is to be completed before the class meeting where it is listed
- **C** after a listed reading indicates that it is available on Canvas under *Files*

	Week	Date	Topic	Readings	Assessments
Unit 1	1	1/7	Course Details	Syllabus	
		1/9	Intro & Group Formation		
	2	1/14	Sociological Imagination	Conley Ch. 1	RQ 1
		1/16	Theory	<i>Social Construction C; Intersectionality C</i>	RQ 2
	3	1/21	Theory/Methods	Conley Ch. 2	RQ 3
		1/23	Methods 2		
	4	1/28	Culture	Conley Ch. 3	RQ 4
		1/30	Media		
	5	2/4	Socialization	Conley Ch. 4	RQ 5
		2/6	Groups & Networks	Conley Ch. 5	RQ 6
Unit 2	6	2/11	Deviance	Conley Ch. 6	RQ 7
		2/13	Exam 1 – Be on time, bring a laptop/tablet, and review exam regulations before class.		
	7	2/18	Stratification	Conley Ch. 7	RQ 8
		2/20	Sex & Gender	Conley Ch. 8	RQ 9
	8	2/25	Sex & Gender 2		
		2/27	Race	Conley Ch. 9	RQ 10
	9	3/4	Race 2		
		3/6	Poverty	Conley Ch. 10	RQ 11
	10	3/11	Spring Break		
		3/13			
Unit 3	11	3/18	Health & Society	Conley Ch. 11	RQ 12
		3/20	Exam 2 – Be on time, bring a laptop, and review exam regulations before class.		
	12	3/25	Sociological Imagination Paper workshop day		
		3/27	Family	Conley Ch. 12	RQ 13
	13	4/1	Education	Conley Ch. 13	RQ 14
		4/3	Capitalism	Conley Ch. 14	RQ 15
	14	4/8	Capitalism 2	<i>Modern World-System C</i>	
		4/10	Authority & State	Conley Ch. 15	RQ 16
	15	4/15	Religion	Conley Ch. 16	RQ 17
		4/17	Exam 3: be on time, bring a laptop, and review exam regulations before class.		
	16	4/24	Final Exam; Special time: 1:00 pm		

University of Tennessee at Chattanooga
Department of Social, Cultural, and Justice Studies
Fall 2024

Think Globally, Act Locally

Lead with integrity, follow with integrity

Course: SOC 2150/CRN 44582/Section 01
 Title: The Sociology of the Family: Marriage and Family
 Class Schedule: 11:00 a.m. – 11:50 a.m., MWF, Engr/Math/CPSC Room 239
 Credit: 3 hrs.
 Instructor: Darrell R. Walsh, Ph.D.
 Office: 328 Collins Street, Annex Building, Room 113
 E-mail & Phone: Darrell-walsh@utc.edu (423) 425-5461
 Office Hours: MWF: 8:00 a.m. -8:30 a.m.; 10:00 a.m.-10:30 a.m.; Noon-12:30 p.m. or
 by appointment, virtual meeting opportunities will be available.

This is a face-to-face course; therefore, class attendance is required. The following is the policy coupled with the procedures and guidance governing the course.

COURSE OUTCOMES:

1. Students will use the theoretical models to compare and contrast the ways that the American family has changed historically.
2. Students will be able to examine, explain, and evaluate the importance of large-scale social structures to the change process within the family unit and individual-level choices concerning the family.
3. Students will be able to identify, compare and contrast the difference(s) between empirical sociological evidence and personal opinion.
4. Students will be able to explain and evaluate the major sociological empirical findings as related to the family.
5. Students will be able to apply sociological concepts and evidence to suggest solutions to modern social problems as related to the family.

This course is certified as a General Education course fulfilling the Behavioral and Social Science Category. Please consult with your advisor and check the specific requirements for your major to determine if this course is a good fit for your plan of study.

Upon completion of the required credit hours in this category, students will be able to:

- Use and communicate evidence and theory to examine individual, social and or cultural phenomena.
- Explain the strengths and limitations of behavioral or social science methods in predicting human behavior.
- Describe and explain social or behavioral phenomena by applying a discipline's concepts and/or theories.
- Engage in reasoning using qualitative or quantitative social science or behavioral science tools and information.
- Analyze empirical observations in relation to discipline-appropriate theoretical constructs

REQUIRED TEXTBOOKS:

Marriages, Families, & Relationships: Making Choices in a diverse Society (14th edition) by Mary Ann Lamanna and Agnes Riedmann, Boston, MA: Allyn and Bacon, 2021.

COURSE DESCRIPTION:

The study of modern marriage and family institutions from sociological and social psychological perspectives; the social factors of mate selection, kinship relationships and sexual behavior; evaluations of research findings and emerging trends.

COURSE PRE-REQUISITES: None.**ENTRY LEVEL SKILLS:**

It is assumed that students entering this course can speak fluent English, read at the college level, engage in college level writing, use basic computer skills, and think critically about concepts presented to them in an academic context.

COMPUTER/TECHNOLOGY REQUIREMENTS:

Hardware/Software Requirements

- Participants need access to a personal computer (Mac or Windows) and the Internet for major amounts of time for this course. Test your computer set up and browser for compatibility with UTC Learn at: <http://www.utc.edu/learn/browser-check.php>
- You will need to know your UTC ID user name and password to access the UTC Learn online password-protected system. If you do NOT know your UTC ID user name and password, please contact the Solutions Center at 423-425-4000.
- Students must keep their anti-virus definitions up to date.
- For all exams, your computer must have the Proctorio extension: <https://proctorio.com/students>. You must use the google chrome browser.

Minimum Technology Skills Needed

- You are expected to have working knowledge and capability with your computer hardware and a variety of software applications before entering this class.
- Students are expected to check the course on UTC Learn and their UTC student email account daily.
- Class participants must know how to use and check their e-mail on a daily basis.
- Students are expected to have the following computer skills:
 - Word processing including formatting word processor documents
 - Email including sending, receiving and email attachments
 - Internet searches
 - UTC library database searches
- You must be able to save word processing files in a .doc/.docx (Microsoft Word), .rtf (Rich Text Format), or .txt (Text) format for sharing files.

Technology Support

- For UTC Learn support, contact the Solutions Center at 423-425-4000 or <http://www.utc.edu/information-technology/departments/solutions-center/index.php>

COURSE CONTENT

WEEK	CHAPTER	CHAPTER TITLE
1	1	Making Family Choices in a Changing Society
2	2 & 3	Exploring Relationships & Families; Gendered Identities
3	4 & 5	Our Sexual Selves; Love and Choosing a Life Partner 2 September, Labor Day, No Class
4	6	Living Alone, Cohabiting, & Other Options
WEEK	CHAPTER	CHAPTER TITLE
5	6 & 7	Living Alone, Cohabiting: Marriage: From Social Institution to Private Relationships
6	8	Deciding about Parenthood (Mid-term Exam Friday, 27 SEPT Chapters 1-8)
WEEK	CHAPTER	CHAPTER TITLE
7	9 & 10	Raising Children in a Diverse Society; Work & Family
8	10 & 11	Work & Family; Communication in Relationships, Marriage and Families
9	11 & 12	Communication in Relationships, Marriage and Families; Power and Violence in Families
10		Continued
WEEK	CHAPTER	CHAPTER TITLE
11	12 & 13	Power & Violence in Family: Family Stress, Crisis & Resilience
12	13 & 14	Family Stress, Crisis & Resilience; Divorce & Relationship Dissolution
13	14 & 15	Divorce & Relationship Dissolution: Remarriages & Step Families

WEEK	CHAPTER	CHAPTER TITLE
14	15 & 16	Remarriage & Step-Families; Aging & Multigenerational Families
15	16	Aging & Multigenerational Families
16		Mon, 2 December, Last Day of Class Tues, 3 December, Reading Day (Tentative day for makeup) (Monday, 9 December, Final Exam, 10:30 a.m.-12:30 p.m. Chapters 9-17)

LEARNING OBJECTIVES:

CHAPTER 1: MAKING FAMILY CHOICES IN A CHANGING SOCIETY

The student will:

- Identify implicit and explicit values that guide research conducted by sociologists and other social scientists, as demonstrated in a class exercise.
- Be able to describe three or more theoretical approaches in the study of families on test questions or in class exercises
- Be able to identify that there is no “typical” family; understand the difficulties associated with defining the family; and be familiar with the text’s definition of the family, demonstrated on exam questions
- Be able to identify the four themes that are developed throughout the textbook: 1) Personal decisions must be made throughout the life course; 2) People are influenced by the society around them; 3) We live in a changing society, characterized by increased ethnic, economic, and family diversity; and 4) Personal decision making feeds back into society and changes it demonstrated through exam questions and class exercises

CHAPTER 2: EXPLORING RELATIONSHIPS AND FAMILIES

The student will:

- Be able to identify the historical events that shaped options, choices, and the everyday lives of families through questions on exams
- Be able to identify the social characteristics of families among African Americans, Latinos (Hispanics) Asian and Pacific Islanders, American Indians (Native Americans), and Whites through class exercises
- Be able to identify how religion, region, and rural-urban residence relate to family structure in American society through exam questions

CHAPTERS 3: OUR GENDER IDENTITIES AND FAMILIES

The student will:

- Be able to distinguish the difference between the gender expectations in our society and the cultural expectations that men and women confront, through readings and test
- Be able to describe the history of male dominance and patriarchy through test questions

CHAPTER 4: OUR SEXUAL SELVES

The student will:

- Be able to describe the nature and nurture factors' influence on human behavior on test questions or in written exercise, the arguments regarding sex/gender
- Be able to identify the different theories of gender socialization demonstrate through readings and test.

CHAPTER 5: LOVE AND CHOOSING A LIFE PARTNER

The student will:

- Be able to articulate the socialization process and the agents of socialization, contributing to our notions of love as demonstrated in a class written assignment.
- Be able to describe the various characteristics of love, in a written assignment
- Be able to identify Sternberg's triangular theory of love through exam questions
- Be able to identify Lee's six love styles: eros, storage, pragma, agape, ludus, and Mania thorough class written assignments
- Be able to identify the different attachment styles through exam questions
- Be able to identify Reiss' wheel theory of love through exams questions
- Be able to recognize the major differences between arranged and "love" marriages through exam
- Be able to articulate the courtship process in a free-choice society through in class assignments

CHAPTER 6: NONMARITAL LIFESTYLES: LIVING ALONE, COHABITING, AND OTHER OPTIONS

The student will:

- Be able to identify the different categories of single people (the never-married, the divorced, and the widowed) through exam questions
- Be able to identify how attitudes toward marriage and single hood are changing through exam questions

- Be able to identify the different domestic arrangements of singles (living alone, living parents, group or communal living, gay and lesbian partners) through exam questions

CHAPTER 7: MARRIAGE FROM SOCIAL INSTITUTION TO PRIVATE RELATIONSHIP

The student will:

- Be able to distinguish the relationship between marriage and kinship through exam assessment
- Be able to identify the Cuber and Harroff typology of five marriage relationships through exam assessment
- Be able to define the marriage premise and be familiar with the expectations of permanence and primariness through written assessment
- Be able to identify current knowledge about extramarital marriage through in class discussions
- Be able to identify the issues surrounding same-sex couples and legal marriage through exam assessment
- Be able to identify the key correlates of marital satisfaction and the choices that couples make throughout life through in class discussion and exam assessment
- Be able to identify the reasons for a marriage relationship agreement and what questions couples should pose in negotiating such agreement through a written assignment

CHAPTER 8: DECIDNG ABOUT PARENTHOOD

The student will:

- Be able to identify recent fertility trends in the United States through exam questions
- Be able to identify the social pressures associated with having children and the dynamics surrounding the decision to parent or not to parent through in class discussions
- Be able to identify the three emerging options involving parenthood: remaining child-free, postponing parenthood, and the one-child family through written and exam assessment
- Be able to articulate the history of and the issues surrounding the prevention of pregnancy through in class written assessment
- Be able to articulate the issues involved in pregnancy outside of marriage through group in class discussions
- Be able to articulate the politics, social attitudes about, safety, and emotional and psychological impact of abortion through in class discussions

- Be familiar with the adoption process, including the adoption of racial/ethnic minority children, older children, and with international adoption. Be able to describe the processes involved in children's sexual development and the dynamics of sexual orientation through exams and class exercises
- Be able to articulate the key theoretical perspectives on human sexuality through class discussions
- Be able to identify the sexually-related changes that take place throughout marriage through exam assessment
- Be able to articulate prevalent arguments associated with the relationship between religion and politics regarding sex education through exam assessments

CHAPTER 9: RAISING CHILDREN IN A DIVERSE SOCIETY

The student will:

- Be able to identify the old and new images of parents through written and exam assessments
- Be able to cite what fathers and mothers do through in class assignments
- Be able to articulate the concept of shared parenthood through in class written assignments
- Be able to identify the different types of parenting (authoritarian, laissez-faire, and authoritative) through exam questions
- Be able to identify and explain the stages of parenting through exam questions
- Be able to distinguish the differences in parenting styles based on social class membership through exam questions.

CHAPTER 10: WORK AND FAMILY

The student will:

- Be able to identify the characteristics of the labor force in postindustrial society through exam assessment
- Be able to identify the traditional model of provider husbands and homemaking wives through in class assignments
- Be able to identify how two-earner marriages have produced new provider-care giving options through in class discussions and assignments
- Be able to identify how contemporary women juggle employment and continue to assume most of the responsibility for unpaid family work through exam questions
- Be able to identify the impact of dual-income and dual-career families on people's health through exam assessment
- Be able to identify the implications of maintaining intimacy while negotiating provider roles and the "second shift" through in class discussions.

CHAPTER 11: COMMUNICATION IN RELATIONSHIPS, MARRIAGES, AND FAMILIES

The student will:

- Be able to identify the dynamics of family cohesion and the importance of letting your partner know you are listening through in class discussions and exam assessment
- Be able to identify the processes of supportive couple communication and conflict management through exam assessment
- Be able to identify the Four Horsemen of the Apocalypse (and belligerence) through exam assessment
- Be able to identify the importance of “active listening” through in class discussion and exam assessment
- Be able to identify the concept of “bonding fights” and the nine guidelines associated with this process through exam assessment

CHAPTER 12: POWER AND VIOLENCE IN FAMILIES

The student will:

- Be able to define power and be familiar with conjugal power and the different bases of power through class discussions and exam assessment
- Be able to define egalitarian power, the resource hypothesis, and the criticisms of the resource hypothesis assessed through exams
- Be able to identify the major sources of data on family violence through class discussion of case studied and exam assessment
- Be able to recognize wife and female partner abuse and husband and male partner abuse through case studies and exam assessment
- Be able to identify cases of child and elder abuse and neglect through exam questions

CHAPTER 13: FAMILY STRESS, CRISIS, AND RESILENCE

The student will:

- Be able to identify the relationship between family stress and family crisis, through exam assessment
- Be able to distinguish the theoretical perspectives on family stress and crises through written exam assessment
- Be able to identify the different types of stressors through in class discussions and exams

CHAPTER 14: DIVORCE AND RELATIONSHIP DISSOLUTION

The student will:

- Be able to articulate how divorce rates are reported and be aware of the current divorce rate in the United States through selected reading and exam questions
- Be able to identify the reasons why couples are divorcing through class discussions and exam assessment
- Be able to identify the different “stations” of divorce through exam assessment
- Be able to identify the economic consequences of divorce through exam assessment
- Be able to identify the various stresses for children of divorce and various custody issues through exam assessment
- Be able to distinguish between “his” and “her” divorce through exam assessment
- Be familiar with the circumstances surrounding adult children of divorced parents and intergenerational relationships through exam assessments
- Be able to respond to the question of whether divorce should be harder to get through in class discussions
- Be familiar with what can be done to address the negative consequences of divorce for children and what the text calls the “good divorce” through exam assessment

CHAPTER 15: REMARRIAGES AND STEPFAMILIES

The student will:

- Be able to identify the basic facts surrounding remarriage through exam assessment
- Be able to identify the distinction between happiness/satisfaction in and stability of remarriages through exam assessment
- Be able to identify the reasons why step parenting is difficult through exam assessment
- Be able to identify the remarriage experience for stepmothers and for stepfathers through in class discussions and exam assessment
- Be familiar with the process of writing a couple remarriage agreement through a written project.

CHAPTER 16: AGING AND MULTIGENERATIONAL FAMILIES

The student will:

- Be able to identify the “facts” about America’s aging population through exam assessment
- Be able to identify the implications of longer life expectancy through exam assessment
- Be able to identify the racial/ethnic composition of the older American population through exam assessment
- Be able to recognize the implications of aging in today’s economy through in class group discussions.
- Be able to distinguish the characteristics of marriage relationships in later life, including the post parental period and retirement through in class discussions and video presentations

- Be able to identify the implications of widowhood and widower hood through in class group discussions
- Be able to identify the relationships between older parents and adult children through exam assessment
- Be able to articulate the experience of grandparenthood through in class exercises
- Be able to articulate adult children as eldercare providers and gender differences in providing eldercare through exam assessment
- Be able to identify eldercare as a family process through exam assessment

EVALUATION:

Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

HONOR CODE PLEDGE (from the UTC Student Handbook)

I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity. Giving or receiving unauthorized aid on any test or assignment and plagiarism will not be tolerated. All incidents will be automatically referred to the UTC Honor Court and will result in course failure.

ATTENDANCE / PARTICIPATION / PREPARATION:

Promptness, attendance and participation are essential if you are to be successful in this course. All of the assigned reading is important and you are expected to read assigned material(s) before class and come prepared to participate. Questions and sharing of ideas are always encouraged.

Each student begins the course with 175 points for attendance. Students can miss up to 5 classes without losing attendance points. Any missed classes beyond the 5 classes will result in a 5-point loss per missed day to your attendance grade. You will need to use your best judgement in managing the 5 missed classes. While the total attendance points are not factored into your overall grade, they do play a valuable role in your grade by allowing you to earn bonus points to your total points earned as indicated below. To earn **10** bonus points, you can only miss **1** class above and beyond your allotted five. This means if your attendance grade is 170 or above, you will receive 10 bonus points towards your total class points.

To earn **5** bonus points, you can only miss **2** class above and beyond your allotted five. This means if your attendance grade is 165, you will receive **5** bonus points towards your total class points.

EXAMS

Two exams will be given during the semester. These exams will relate to specific chapters and related class discussions; each exam will be multiple-choice questions (40). If a student misses an exam **without prior approval, no makeup exam will be given and a grade of zero will be recorded.** In the case of **a legitimate excuse and prior approval, a makeup exam will be given at the end of the semester and will be an objective comprehensive exam (covering the whole course).** You will be responsible for contacting me for approval regarding a rescheduled/missed exam 48 hours prior to the date of the exam.

Communications regarding this matter must occur with me in person or over the phone.

Leaving a message with the Department's secretary or via my email or answering machine **is not sufficient**. All exams will be electronically executed during the scheduled class meetings; physical presence is required.

The Published Final Exam for this course will be on Monday, 9 December 2024, 10:30 a.m.-12:30 p.m.

Sociology 2150: Learning Journal (See instruction details in canvas)

In general, your overall learning will be assessed through structured exams drawn from the textbook material. This assignment is an opportunity for you to express learning that has occurred that may not be captured on an exam. This approach allows you to articulate significant takeaways that occurred while reading the textbook or while listening to a lecture/video presentation. This approach allows you the chance to articulate "Aha moments" a moment of sudden realization, inspiration, insight, recognition, or comprehension.

CLASSROOM COURTESY

All members of the class are expected to behave in a professional manner exhibiting at all times courtesy and respect. Class will start and end on time. When class is in session, there will be no side conversations. **Turn off all electronic devices such as cell phones and pagers. No unauthorized use of laptops i.e. surfacing email, websites, playing games, checking social media etc. No text messaging allowed at any time during class.** During class, there will be discussion topics addressed requiring participation from each person in the class. All discussions will be facilitated by me in order to maintain a productive dialogue. During any virtual meetings, video cameras should be active with an identifiable image/name of you.

EMAIL COMMUNICATION

Your UTC email address is the official means of communication. Please check on a regular basis. Contact the University's computer network for assistance. I only respond to emails

Monday through Friday 8 a.m. to 5 p.m.; please plan accordingly. I will respond to your email within 48 hours.

FINAL GRADE COMPUTATION

Student grades will be determined based on the following points accumulated:

200 points Exams (2 x 100 points)

200 points Research assignment

(see sections regarding the marriage contract-project: 10 points per section)

400 points possible

Grading Scale: The system does not compute percentages, does not round down, does not round up; final grades will be based upon total points earned, accumulated according to the following points with the corresponding grade.

360-400	A
320-359	B
280-319	C
240-279	D
239 or less	F

<u>Marriage-Family Contract Individual /Group Project</u>		<u>Due Dates</u>
<i>I. Preliminary Statement</i>	<u>Sections I thru VI</u>	Wed 11 SEPT
<i>II. Names</i>		
<i>III. Waiver of Legal Obligations and Rights</i>		
<i>IV. Definition of Terms</i>		
<i>V. Marital Goals and Expectations</i>		
<i>VI. Personal Goals and Expectations</i>		
VII. Religion	Section VII	Wed 18 SEPT
VIII. Decision-Making	Section VIII	Wed 25 SEPT
IX. Financial Matters	Section IX	Wed 2 OCT
X. Household Arrangements	Section X	Wed 9 OCT
XI. Sexual Expectations	Sections XI & XII	Wed 16 OCT
XII. Children		Wed 16 OCT
XIII. Privacy Expectations	Sections XIII & XIV	Wed 23 OCT
XIV. Communication		Wed 23 OCT
XV. Relationships with Others	Section XV & XVI	Wed 30 OCT
XVI. Recreation		Wed 30 OCT
XVII. Duration of Contract	Section XVII & XVIII	Wed 6 NOV
XVIII. Termination of the Contract		Wed 6 NOV
XIX. Declarations	Sections XIX & XX	Wed 13 NOV
XX. After Action Review		Wed 13 NOV

The above project will be an individual project as well as a group assignment. Each section must be addressed in the development of a family contract. The sections are due according to the stated dates. Each group will present in class its results. No late project assignments will be accepted or graded. The project assignment is worth a maximum of 200 points, with 10 points designated to each section of the paper. Responses with rich,

descriptive in-depth account of the discussion between you and your mate will be expected. Responses should reflect details citing specific examples of the conversation between you and your mate. Short, two, three sentences that are non-descriptive, vague and simply a re-wording of the section questions will receive **zero points.**

Deviance and Conformity (SOC 2190) Syllabus

Instructor: Zachary R. Simoni, PhD

Email and Phone Number: zsimoni@utc.edu; 423-425-4598

Office Hours and Location: 1 to 2:30pm MW via zoom or in person; by appointment when necessary.

My office is in the [Collins Street Annex 110](#).

Course Meeting Days, Times, and Location: TTH 10:50a-12:15p; ECS 219

Course Catalog Description:

This course focuses on the ways in which deviance is constructed and defined. Major sociological perspectives and theories will be applied in order to understand how they aid in the formation and development of social deviance. The role of social control will also be examined in terms of how it impacts the way in which deviance is understood in society.

Course Pre/Co Requisites: SOC 1510

Course Student Learning Objectives/Outcomes:

1. To apply a sociological perspective to deviant behavior.
2. Develop a new way of thinking about how definitions of deviant behavior affect your life, the lives of others and social institutions in American society.
3. To use individual experiences and critical thinking skills to develop creative approaches to social problems
4. To use sociology and social theory to develop critical thinking skills

Required Course Materials:

Students do not need to purchase a book for this course. Required readings are electronic copies of open-source resources that are available for download on the weekly module on our Canvas page. In addition to Canvas, all readings are available both on Canvas and through the UTC library.

Technology Requirements for Course: Participants need access to a computer (Mac or Windows), access to the Internet for major amounts of time for this course. You will need to know your UTC ID user name and password to access the UTC Canvas online password-protected system. If you do NOT know your UTC ID user name and password, please contact the Solutions Center at 423-425-4000.

Technology Skills Required for Course: Ability to type and use personal computer for assignments.

Technology Support: If you have problems with your UTC email account or with UTC Canvas, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

Course Assessments and Requirements

Critical Thinking Assignments

There are **13 weekly Critical Thinking Assignments (CTA)** worth 5 points each, due throughout the term covering content from the book or assigned readings. *CTAs are due at 11:59 pm before class the week they are assigned.* On Canvas, a discussion board forum will open for each corresponding week, one week before it is due, titled “Critical Thinking Assignment #.” There is an ungraded practice CTA due the first week of class so students can get an idea of what is expected. The first graded CTA will cover material from Week 3 and is due the night before class begins on Week 3. **I drop the 3 lowest CTA grades for a total of 50 points throughout the term.** Once students have posted CTAs, their response will be live on Canvas and available for the entirety of the course. I allow students to use the book while completing CTAs.

The purpose of CTAs is to make sure students have read the material and are prepared for class by responding to critical thinking questions and creating discussion questions. Critical thinking questions will often be discussed during class time, so students should be willing to defend their answers, and provide a

cogent explanation for their answers. Students will be able to see other students' posts after their initial post has been submitted, and thus, CTAs help students' study and go over key concepts before the exams. Additionally, student submitted discussion questions will be used during class time as well at the instructor's discretion. See directions below as well as the rubric on Canvas.

Directions: Each week (aside from week one), a discussion forum for the weekly chapter(s) will open on Canvas for the following week. Students must respond to *2 of the critical thinking questions prompted by me located in the discussion forum*. Furthermore, students must create a discussion question related to the material which addresses an important issue from the readings for that week. Although we are using a discussion forum on Canvas, students do not need to respond to other student's posts. I do not allow make-ups for full credit unless there is documentation of a technical error or personal issue (i.e. death in the family). Documentation of a technical error entails an email from IT or a screenshot indicating the issue and the date of issue. Please contact me if this may present an issue. Keep in mind, I drop the 2 lowest CTA scores when computing the final grade.

Students should use the short template below as a guide to format their posts. In addition, utilize these criteria for guidance creating discussion questions. Failure to do so may result in lost points.

- DO stay focused on the course material.
- DO tie in material from past lectures and past readings.
- DO provide thought-provoking and intellectually stimulating questions. They should challenge students to think critically, analyze information, and explore complex ideas, fostering a deeper understanding of the subject matter.
- DO NOT ask leading questions. Ensure that the question does not lead respondents towards a particular answer or opinion. It should encourage diverse perspectives and critical thinking rather than steering the discussion in a specific direction.
- DO NOT ask questions that only solicit opinions—draw from course material.
- DO NOT ask questions that require simple regurgitation of information. The question should go beyond basic recall of information. It should require students to analyze, synthesize, or apply the concepts discussed in the readings, promoting deeper comprehension and critical thinking.

CT Responses: [insert your response(s) here]

Question to Classmates: [insert your question here]

Clarification Question to Professor (optional): [insert your question here]

Exams:

There will be **TWO (2) exams** during the semester covering material from in-class lectures and the textbook. The purpose of the exam is to test your conceptual and factual knowledge about the section material covered. Thus, most of the material will come from lecture (~65%), however there will be some material that is only from the textbook. Exams consist of 50 multiple choice questions each worth 1 point.

Deviance in Online Spaces Paper: See instructions on Canvas under, "Deviance in Online Spaces Final Paper."

Attendance:

Attendance will be collected during each class period. Those who arrive 15 minutes late will not receive credit for that day. Attendance will entail roughly 25 points for the course. I understand things comes up

that may interfere with the class schedule. Thus, I allow students two excused absences before the end of the term. Students do not need to contact me about an excused absence.

Course Grading Policy:

Instructor Grading and Feedback Response Time: I typically respond within at least 24 hours to email inquiries during the week. CTA's will be available after the due date. CTAs will appear on the gradebook one week after they have been assigned.

In this course these elements will assess your work:

CTA's	10 graded x 5pts each	= 50pts	90%-100%= A
Final Paper	1 graded in 3 stages	= 100pts	80%-90% = B
Exams	2 exams x 50 pts each	= 100pts	70%-80%= C
Participation		= ~26 pts	

If you have any questions on the gradebook, please calculate your grade by hand, before emailing me.

Course & Intuitional Policies

Communications:

All official email correspondence will be sent ONLY to the zsimoni@utc.edu address. All students are responsible for ensuring that the correct e-mail address is listed in Canvas by the beginning of Week 1. It is your responsibility to make sure a valid email UTC address is provided. Failure on your part to do so can result in you missing important information that could affect your grade. I do not respond to email on weekends after 7pm on weekdays. I try to respond to students within a 24-hour window.

Reasonable Accommodations:

It is the policy and practice of The University of Tennessee at Chattanooga to make reasonable accommodations for students with properly documented disabilities. If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, UC 108.

Artificial Intelligence (AI) Use Policy: Artificial intelligence (AI) is a valuable tool which has the potential to substantially improve your educational experience at UTC and in this class. Academic integrity is a fundamental principle at UTC and in higher education generally. Thus, this policy aims to provide guidance as to when it is permissible for students to use AI and how students should use it to maximize their potential. Although numerous AI detector software exist, this policy mostly depends on goodwill, a sense of fairness, and trust between students, your peers, and the professor. It may be revised considering other policies and novel technological developments in AI tools. For my class, a responsible use of AI-based tools in completing coursework or assessments must be done in accordance with the following tenets:

1. Students must give credit to AI tools whenever used, even if only to generate ideas rather than usable text or illustrations.
2. When using AI tools on assignments, add an appendix showing the following:
 - a. the entire exchange, highlighting the most relevant sections
 - b. a description of precisely which AI tools were used (e.g. ChatGPT, Google Bard, private subscription version or Bing)
 - c. a brief explanation of how and why the AI tools were used (e.g. to generate ideas, turns of phrase, elements of text, long stretches of text, lines of argument, pieces of evidence, maps of conceptual territory, illustrations of key concepts, etc.)
3. Students must not use AI tools during in-class activities, discussion, or assignments, unless explicitly permitted and instructed to do so by the professor.
4. Students are encouraged to use AI tools to study for exams by using the tools to answer questions, provide explanation of sociological concepts, or examples of complicated and nuanced sociological ideas. Use AI tools wisely and intelligently, aiming to deepen understanding of subject matter and to support learning.

5. The instructor will impose a significant penalty for low-energy or unreflective reuse of material generated by AI tools and assigning zero points for merely reproducing the output from AI tools.

Late/Missing Work Policy: A one-letter grade deduction will be made for each day any assignment (final paper or CTA) is late. I allow make-ups exams if there is documentation of a technical error or an emergency. Documentation of a technical error entails an email from IT or a screenshot indicating the issue itself and the date of the issue. Please do not initially contact me regarding a medical emergency or family emergency. Instead, please utilize the Academic Notification Process (www.utc.edu/academicnotification). Students should use either contact SOS or use this process for excused absences as well.

Course Attendance Policy:

Attendance will be collected during each class period. Those who arrive 15 minutes late will not receive credit for that day. Attendance will entail roughly 25 points for the course. I understand things come up that may interfere with the class schedule. Thus, I allow students two excused absences before the end of the term. Students do not need to contact me about an excused absence.

Student Conduct Policy:

Faculty expect all members of its academic community to function according to the highest ethical and professional standards. Academic dishonesty and misconduct includes, but is not limited to, acts of abetting, cheating, plagiarism, fabrication, and misrepresentation. Candidates are expected to honor the Academic Code of Conduct as detailed by the student handbook. Please consult this resource for additional information: <https://www.utc.edu/dean-students/student-handbook.php>. Let me make it clear: if you cheat or plagiarize you will fail the course. Please don't do it.

The instructor of this class reserves the right to submit papers to the UTC Canvas text-matching software for review and analysis of originality and intellectual integrity. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTC Student Handbook.

Honor Code Pledge:

I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

UTC Bookstore: The UTC Bookstore will price match Amazon and BN.com prices of the exact textbook - same edition, ISBN, new to new format, used to used format, and used rental to used rental format, with the same rental term. For more information, go to the Bookstore Price Match Program webpage, visit the bookstore, email sm430@bncollege.com or call 423-425-2184.

Classroom Conduct:

To help facilitate a classroom environment conducive to learning, students will be expected to adhere to the following rules of conduct.

- Students are expected to arrive to class on time and prepared. Tardiness (as well as leaving during the middle of class) is both a distraction to other students and myself, thus interfering with an optimal learning space.
- Please do not bring food to class to eat that is of a highly odorous nature that can permeate the room. For example, hot wings are a type of food that when brought into a room completely fills it with its smell.
- Upon entering class, please put away your cell phone and put it on silent unless prompted by the instructor. Do not text during class. Please do not use your laptop or any other mobile device for anything other than class purposes while in class.
- If I find you checking social media or anything unrelated to the class while class is in session, I may request that you not bring your laptop to class for the remainder of the semester. Please be courteous. If you regularly talk to people in class or use mobile devices for unauthorized purposes during class, I will ask you to leave.
- I will not email final grades to individuals.

- Please be respectful of your other classmates during the discussion. There will be controversial, thought-provoking topics covered in this course. To be fair to everyone, please do not speak out of turn unless otherwise told, and refrain from making personal insults to another student whose views may differ from yours. You should only critique another student's idea or argument. On a side note, Snickers is the best candy bar. If you are the first student to mention this to me in class, I will give you a fun-size Snickers candy bar. This is an intellectual environment, discriminatory, hateful language will not be tolerated. The use of e-cigarettes or personal vaporizers is prohibited in class.
- The professor reserves the right to remove any student from class due to poor classroom conduct based upon any of the above issues.
- The professor reserves the right to remove any student from class due to poor classroom conduct based upon any of the above issues.

Course Learning Evaluation:

Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Center for Well-Being:

The center promotes healthier, well-balanced lifestyles. It can provide you with the tools, knowledge, and community to help you develop coping skills, recognize warning signs, practice self-care, and learn skills for helping others. Wellbeing focus areas include mental health awareness, substance use education and prevention, physical health, sexual health, and nutrition.

Student Emergency Fund:

[The Denise and Tim Downey Student Emergency Fund](#) provides students with limited emergency funding. If you are experiencing financial hardship due to an accident, emergency, illness, or other unforeseen event, and are enrolled full- or part-time, you are eligible for emergency assistance. Funds may be used for (1) essential academic supplies; (2) replacement of items lost due to fire, theft, or flood; (3) short-term housing needs; (4) one-time or non-recurring medical expenses; and (5) emergency expenses related to dependents. For assistance, [email](#) or call the Office of Student Outreach and Support at (423) 425-2299.

Office of Student Outreach and Support:

The Office of Student Outreach & Support (SOS) advocates and supports students experiencing challenges in their personal and/or academic lives. SOS staff help students navigate University administrative processes; connect with University and community resources; and develop coping, resiliency, and self-advocacy skills. Referrals can be made by students, faculty, and staff. Additionally, students can refer themselves as needed. To make a referral, submit a Community Member of Concern Referral Form at www.utc.edu/soc. Individuals may also contact SOS by e-mailing sos@utc.edu or calling (423) 425-4301.

Additionally, SOS manages Scrappy's Cupboard, UTC's food pantry. Scrappy's Cupboard is free, anonymous, and no questions asked. Students needing support ranging from one meal to a week of supplies should visit Scrappy's Cupboard. For more information, visit www.utc.edu/scrappycupboard.

University Health Services (UHS):

[UHS](#) provides health care to UTC students, faculty, and staff. Services include treatment for acute and chronic illnesses, physical exams, screenings, immunizations, lab services, TB skin testing, and allergy shots.

UTC Counseling Center (UTCCC):

[UTCCC](#) promotes campus health and wellness through brief, solution-focused therapeutic interventions aimed at enhancing mental health, interpersonal relationships, and student success. It offers counseling for issues including, but not limited to, depression, anxiety, adjustment issues, relationship problems, crisis intervention, and trauma. The Counseling Center offers both in-person and telehealth appointments.

Please contact 423-425-4438, [email](#), or visit the Counseling Center in the 338 University Center to schedule an appointment with a counselor. Crisis services are available 24/7. Please contact 423-425-

CARE (2273) if you are experiencing a mental health crisis. For emergencies after hours, contact 423-425-CARE (2273) or call 911.

The Office of Veterans Services:

The office of Veteran Student Services is committed to serving all the needs of our veterans and assisting them during their transition from military life to that of a student. If you are a student veteran or veteran dependent and need any assistance with your transition, please refer to the [UTC Green Zone](#) webpage or the [Center for Military and Veteran's Affairs](#). These sites can direct you the necessary resources for academics, educational benefits, adjustment issues, veteran allies, veteran organizations, and all other campus resources serving our veterans. You may also contact the coordinator of Veteran Student Programs and Services directly at 423-425-2277.

Writing and Communication Center (WCC):

For a [guaranteed consultation](#), you may make an appointment by visiting the front desk, calling 423-425-1774, or making an [appointment online](#).

Tutoring and Advising:

[Center for Academic Support and Advising](#) (CASA) advises freshmen and students who have not declared a major. CASA also supports all students through several tutoring and peer-mentoring programs. Contact [CASA](#) at 423-425-4583 or simply come to UTC Library, Room 335 for assistance.

Pregnancy Accommodations:

If you are or become pregnant and [need special accommodations because of your pregnancy](#), contact the Office of Student Outreach and Support for assistance by calling (423) 425-2299 or e-mailing sos@utc.edu.

Reservation:

I reserve the right to make changes to this syllabus to better serve the class's needs. Any changes will be announced in advance.

Deviance and Conformity Course Calendar Spring 2024

Date	Topic	Weekly Readings	Assignments Due
Week 1: 1/8-14	Introduction to Class		
Week 2: 1/15-21	Defining Deviance: Three Broad Perspectives	<ul style="list-style-type: none"> Berk__ Labeling Theory Hendershott__ Natural Law and the Sociology of Deviance Social Power: Conflict Theory of Crime 	<ul style="list-style-type: none"> CTA 1 due Monday (1/15) before midnight
Week 3: 1/22-28	Theories of Deviance	<ul style="list-style-type: none"> Durkheim__ Anomic Suicide Merton__ Social Strain and Anomie Agnew__ General Strain Theory 	<ul style="list-style-type: none"> CTA 2
Week 4: 1/29-2/4	Theories of Deviance	<ul style="list-style-type: none"> Hirschi__ Control Theory Sutherland__ Differential Association Chesney—Best__ Feminist Theory of Delinquency Best__ The Constructionist Turn 	<ul style="list-style-type: none"> CTA 3
Week 5: 2/5-11	Methods and Deviance	<ul style="list-style-type: none"> Lauman et al.__ Survey of Sexual Behavior of Americans Adler and Adler__ Researching Dealers and Smugglers 	<ul style="list-style-type: none"> CTA 4
Week 6: 2/12-18	Constructing Deviance	<ul style="list-style-type: none"> Reinarman__ The Social Construction of Drug Scares Tuggle and Holmes__ Blowing Smoke: Status Politics and the Smoking Ban Conrad and Angell__ Homosexuality and Remedicalization Whitehead and Kurz__ Constructions of Anorexia Nervosa and Obesity in Women's Magazines 	<ul style="list-style-type: none"> CTA 5
Week 7: 2/19-25	Constructing Deviance	<ul style="list-style-type: none"> Pager__ The Mark of a Criminal Record Chambliss__ The Saints and the Roughnecks Liederbach__ Doctors and the Context of Medical Crime and Deviance Taub__ Homophobia and Women's Sport 	<ul style="list-style-type: none"> CTA 6 Stage 1 of Final Paper
Week 8: 2/26-3/3	Deviant Identity	<ul style="list-style-type: none"> Bemiller__ Contesting Stigma in Sport: The Case of Men Who Cheer Davis__ Moral Stigma Management Among the Transabled Roschelle and Kaufman__ Fitting In and Fighting Back: Homeless Kids' Stigma Management Strategies 	<ul style="list-style-type: none"> CTA 7
Week 9: 3/4-10	Deviant Identity	<ul style="list-style-type: none"> Pfeffer__ Normative Resistance Inventive Pragmatism in Transgender Families Kimmell and Mahler__ Adolescent Masculinity, Homophobia, and Violence 	<ul style="list-style-type: none"> CTA 8 Midterm Exam on Thursday
Week 10: 3/11-17 <i>Spring Break</i>	Relax	<ul style="list-style-type: none"> Relax 	<ul style="list-style-type: none">
Week 11: 3/18-24	The Social Organization of Deviance	<ul style="list-style-type: none"> Holt__ Subcultural Evolution: the Influence of On- and Off-Line Hacker Subcultures Miller__ Gender and Victimization Risk Among Young Women in Gangs Bradshaw__ State-Corporate Crime in the Offshore Oil Industry: The BP Oil Spill 	<ul style="list-style-type: none"> CTA 9 Stage 2 of Final paper
Week 12: 3/25-31	Structure of the Deviant Act	<ul style="list-style-type: none"> Herman et al.__ Artificial Love: the Secret Worlds of iDollators Newmahr__ Subculture and Community: Pain and Authenticity in SM Play Armstrong et al.__ Sexual Assault on Campus 	<ul style="list-style-type: none"> CTA 10
Week 13: 4/1-7 <i>No Class Thursday</i>	Structure of the Deviant Act	<ul style="list-style-type: none"> Scully__ Selling Excitement: Gender Roles at the Male Strip Show Jackson__ The Adjustment of the Family to Alcoholism Engdahl__ Opportunity Structures for White-Collar Crime 	<ul style="list-style-type: none"> CTA 11

Week 14: 4/8-14	Deviant Careers	<ul style="list-style-type: none"> • Wright and Decker__ Deciding to Commit a Burglary • Whitesel and Shuman__ Social Smoking: A Liminal Position • Adler and Adler Shifts and Oscillations in Upper-Level Drug Traffickers 	• CTA 12
Week 15: 4/15-21	Deviant Careers <i>Meet in Lab on Thursday</i>	<ul style="list-style-type: none"> • Howard__ Obstacles to Exiting Emotional Disorder Identities • Clancy__ How do People Come to Believe They Were Abducted by Aliens 	• CTA 13
Finals Week: 4/22-28		Final Exam Time: Tuesday, April 30: 10:30 am-12:30 pm	<ul style="list-style-type: none"> • Final Paper Due Sunday April 28th before Midnight

Urban Sociology

Fall 2023

Department of Social, Cultural, and Justice Studies

SOC 3000 CRN 44317/Section 01

Face-to-face, 3 credit hours

Instructor: Chandra Ward

Email and Phone Number: Chandra-ward@utc.edu, (423) 425-4270

Office Hours and Location: By appointment in Collins Street Annex Rm 101, or via Zoom.

Course Meeting Days, Times, and Location: Online

Course Catalogue Description: Analysis of how urban areas are structured and are spatially organized, through a sociological lens. Examination of the cultures, social stratification systems, and modes of governance in contemporary American cities. Emphasis on urban problems.

Course Pre/Co Requisites: SOC 1510

- 1. Course Student Learning Outcomes:** 1.) To become more acquainted with current the debates surrounding urban communities and the effect of place on individual life outcomes. 2.) Understand the ways in which the city is shaped by powerful interests and perpetuates inequalities, including gender, class, and race. 3.) Understand how cities are created and evolve and how these processes affect the people living there 4.) To foster the ability to critically assess our own communities and neighborhoods through systematic observation and analytical thinking. We will attempt to reach these goals through discussions of relevant literature, lectures, films, activities, and your independent reading, research, and writing. 5) Understand how government policy and private practices have shaped cities. 6) Familiarize and understand urban theories.7.) **Gain practical skills in urban sociological practices such as urban ethnographic research, qualitative interviews, and census tract data analysis.**

Required Course Materials: Canvas Readings

Technology Skills Required for Course: Ability to type and successfully navigate course materials through Canvas.

Technology Support: If you have problems with your UTC email account or with Canvas, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

The LAST day to withdraw without getting a WF is October 30th.

Instructor Grading and Feedback Response Time: I typically respond within 24 hours to email inquiries. Exams are generally graded within a week. Papers generally take a bit longer to grade and return with detailed feedback. Please allow at least a week to have these completed.

Course and Institutional Policies - See Canvas for official UTC policies on COVID and other concerns.

Late/Missing Work Policy: Do not ask to make up any group discussion or in-class work unless you have a doctor's note or an extreme extenuating circumstance such as a family emergency or your own hospitalization. Printer problems, oversleeping, car problems, arguments with a roommate or significant other, etc. are not extreme extenuating circumstances. If you do have an illness or extreme extenuating circumstance, you must bring it to my attention the day of the assignment or if that isn't possible, the following day. If you know you are going to miss an assignment ahead of time, you can arrange to turn it in early. You must meet with me to clear this.

Student Conduct Policy: UTC's Academic Integrity Policy is stated in the [Student Handbook](#).

Honor Code Pledge: I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

Course Attendance Policy: Attendance will be taken throughout the semester unannounced beforehand and is, in addition to classroom activities, 10% of your participation grade.

Course Content Panel

The course content is displayed within the course page in Canvas. It is strongly recommended that you become familiar with the sections before you start the course. The course content panel has 6 main sections:

- 1. Announcements:** The announcements page is the point of entry for the site. Here, I will let you know send out reminders, other information and announcements as needed throughout this course.
- 2. How the Course Works:** This is where you need to make a stop before you begin the course. The information placed here provide a general guideline preparing you to proceed with this course.
- 3. Faculty Information:** Provides you with a general introduction about myself, my contact information, including a link to my email.
- 4. Syllabus:** The syllabus including the course schedule placed in this folder is available to download. It is important to read the syllabus thoroughly before starting the course in order to understand what is expected of you.
- 5. Weekly Modules:** This site includes weekly study topics and all the required readings you will need. It includes the same information presented in the course syllabus.
- 6. Course Materials:** In here you will find the rubrics that will be used to grade your online discussions, course activities, and final project.

Course Grading (due dates are in the course calendar on page 6 of syllabus)

Course Grading Policy: 90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; <60% = F. Final grades will be rounded precisely. If you have an 89.4% final average, this is a B. If you have a 69.5%, this is a C.

Ethnographic activity	20 points
Public art activity	20 points
Subsidies activity	20 points
Interview project 80pts)	100 points (Interview guide 20pts + Final paper 80pts)
Discussions	140 points (14x10)
Total points	320

Divide total points earned by 330 to figure out your grade.

Instructor Grading and Feedback Response Time: Grading and feedback by the instructor will be completed within 10 days of the posted deadline.

Course Content: Course content is organized in weekly folders in Canvas. For each week, you will have assigned readings and videos. In each weekly folder, there are also links to weekly assignments and discussion. The textbook is assigned as required reading because it provides important background information for you to be able to understand and apply the content. **Course content is organized in weekly folders.**

Course Assignments: Discussion Boards – For each discussion forum, the instructor will post a prompt with a set of questions. You will post an initial response to the prompt by Wednesday (day 3) and then you will respond to at least two of your peers by Saturday (day 6), and answer any questions from me or your peers by Sunday (day 7). Specific instructions on how to post in the discussion board are in Canvas. Discussion Boards are graded according to the rubric posted in Canvas. Discussions close on **Sunday night at 11:59 pm** (day 7) of each week and student posts after this day will not be allowed. Activities – There will be 3 related course activities dispersed throughout the semester. Each activity is worth 20 points. Each activity is due by the end of the last day of the week the activity is assigned – **Sundays by 11:59 PM OR the due date assigned by the instructor.**

Course Assessments and Requirements:

Activities:

- 1) **Urban Ethnographic Research:** This semester you will complete activities that relate to ethnographic research activity.
 - a. **Cosmopolitan Canopy Assignment:** Attend a farmer's market in Chattanooga. Spend about 2 hours observing, from the macro to the micro, the details of the market. What do you notice at first? What is your first impression? Go deeper to the micro level and see who is interacting with whom, and how? What activities are people engaged in that may be taken for granted by the participants, but to an outsider might need further explanation? (20pts)
 - b. Interview an elder about how your hometown (or city/area most familiar to you) about how it has changed over time. Examine how the interviewee's lived experiences, shapes, frames their story of how the city has changed. (100 points total)
 - i. Create an interview guide (20)
 - ii. Look up census data on how the city/town has changed. Pay attention to demographic trends (race, ethnicity, age)
 - iii. Combine data (interview) and census tract, and write a paper about the what you found from the interview to tell a story about how the city has changed. (80pts)
- 2) **Public Art Activity** – you will receive a map and do a “scavenger hunt” for public art across the city. Once you find all of the art installations, you will write about your favorite installation and what you think it contributes to the city. (20pts)
- 3) **Subsidies Activity** – you will complete an assignment looking at subsidies and uneven development. (20pts)

Discussion (10pts) Every week students are to respond to a prompt based on the course materials from the module for that week. In this discussion board, post a thoughtful response to the to the discussion prompt posted by Dr. Ward. Then respond to two of your peer's post with more than "I agree" or "I disagree" in order to receive full credit.

Course and Institutional Policies

Late/Make-Up Work Policy: Late work is not accepted on discussion boards or exams.

Weather Events Policy: If the campus is closed due to inclement weather, this online course will proceed as normal.

Student Conduct Policy: UTC's Academic Integrity Policy is stated in the [Student Handbook](#).

Honor Code Pledge: I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

Course Participation/Contribution: This is not a self-paced course. You are expected to complete scheduled activities every week. You should log-in to the course regularly – several times per week - to post to the discussion board, engage with the instructor and other students, read/view your weekly course content, complete activities as scheduled, engage in discussion within the designated time.

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Course Calendar/Schedule: [Click here to enter text.](#)

*Please note: The course syllabus provides a general plan for the course; deviations and revisions may be necessary once the course starts. Unless otherwise noted, all readings appear in our textbook, *Cities and Urban Life*, and **readings in Canvas**.

Date	Topic	Assigned Readings	Assignment Due
Week 1	Understanding the city: Exploring the City Introduction to the course	Dynamo of Dixie Ch.1	Introduction post
Week 2	Industrialization and the Development of North American Cities	Dynamo of Dixie Ch2 Documentary "Roger and Me"	Discussion1
Week 3	Will the Real Chattanooga Please Stand Up: Today's Cities and Suburbs	Music video by Kay B Dynamo of Dixie Ch3 and 4	Discussion 2
Week 4	Creation of the suburbs	Race Power of an Illusion: The House we live in Dynamo of Dixie Ch5	Discussion 3 Interview guide due
Week 5	Urban theories	Dynamo of Dixie Ch6	Discussion 4

Week 6	Critical urban theory	Owned: A tale of two Americas	Subsidies activity 1
Week 7	Urban ethnography and the context of cities	Cosmopolitan canopy	Ethnographic activity 2
Week 8	Housing issues	Evicted chapters	Discussion 5
Week 9	Gender and the city	Feminist City	Discussion 6
Week 10	LGBT issues and the city	Dynamo of Dixie Ch7 and 8	Public art activity 3
Week 11	Race and ethnicity in the city	Dynamo of Dixie Ch9 and 10	Discussion 7
Week 12	Crime and poverty in the city	Code of the Street	Discussion 8
Week 13	Transportation and mobility	Canvas reading	Discussion 9
Week 14	Wrap up		Final project due December 8th.

SOCIOLOGY OF SEXUALITIES

SOC 3080 / WGSS 4550r / Fall 2024 / 3 Credits

Course Meetings: Tuesday & Thursday (T/Th) 1:40 - 2:55 PM, Grote Hall Room 319

Professor: Dr. Natalie Blanton

she/her + they/them pronouns

Email: natalie-blanton@utc.edu + Canvas Email (preferred method of communication)

*Please allow 24 hours for a response, 48 hours on weekends and holidays.

Office Location: Collins Street Annex #105

Office Hours: By Appointment, schedule [here](#).

COURSE DESCRIPTION

Sexuality is fundamental to the cultural, economic, political, and social organization of the United States. This course examines the theoretical and methodological approaches that have been used in sociological studies of sexuality—including those that guide sexuality-related analyses of meanings and identities, practices and behaviors, power and politics, sexual interaction, and morality and social control.

The course is divided in three parts. Part I provides some important conceptual foundations for us to understand the various approaches that have been used to study sexuality, as well as the contributions of sociology to the field of sexuality studies. In this section we will discuss the work and influence of Freud, Kinsey, and Foucault, as well as understandings that emerged from social constructionist approaches in sociology and anthropology.

In Part II we will discuss the links and tensions between individuals' own interpretations and those that are made available to them within the sociocultural contexts in which they live. Among other topics, we will examine how people use and question existing categories of sexual identity, the boundaries of sexual identity categories, the connections and disconnections between notions of sexual identity and gender expectations, how sociocultural expectations emerge in the interpretations that people make while having sex, and the ways in which collective identities and sexuality-related social

movements are formed. We will also pay close attention to forms of social inequality.

Finally, in Part III, we will explore how and why sexuality is a heavily regulated social activity and one that is deeply connected with morality in contemporary society. We will pay close attention to topics such as the emergence of moral panics, the age of consent and the regulation of teen sexuality, and sexual violence.

GOALS:

- To understand how society influences people's sexuality and sexual identities, as well as how people contribute to changing social interpretations of sexuality.
- To discuss how the sociological study of sexuality helps us comprehend society more broadly, as well as to consider the importance of sexuality studies within the broader field of sociology.
- To analyze why sexuality is a socially- and culturally charged topic, and one that is commonly perceived as requiring considerable social regulation.

COURSE REQUIREMENTS:

Students will be expected to:

- Do all required readings prior to each class session.
- Complete a closed-book, in-class midterm exam that will take place during Week 8. The exam will consist of essay questions covering the material discussed during class sessions up to that point. I will provide further instructions closer in.
- Attend class and section on a regular basis and actively participate in class discussion.
- Use the following format for all written assignments (except for the hand-written midterm): one-inch margins, double spaced, font: Times New Roman, size 12. Include page numbers on all pages, and don't forget to include your name on at least the first page.

POLICIES AND PROCEDURES:

Make-up midterms will be offered only to students who have a medical excuse or comparably serious justification. Please communicate with me regarding late assignments or your needs, emergencies, etc. I try to be flexible, but remember, there needs to be a certain level of fairness to your peers in our classroom ecosystem. Please note that there is no excuse for failing to keep electronic backups of your data (for example, Google or Microsoft Drives, flash drives,

external hard drives, or other computers) in case your primary computer fails or your hard drive crashes.

Attendance and participation: You are expected to attend class and section sessions on a regular basis. Attendance will be taken. Students are responsible for all material presented in the readings, films, lectures, and sections. You must come to class having already read the assigned readings for that day. Please bring your copies of the readings to lectures so that you can refer to them during class. I strongly encourage you to ask questions and offer comments. I see class discussion as an important component of adult learning.

I will make some class materials available on Canvas, but students are expected to attend class to learn the course material. Students are also expected to be not just physically present in the classroom but also mentally present.

Technology in the Classroom: Other than during times that you may be asked to take them out to work on a project, cell phones and laptops will not be allowed in the classroom. This is to help you better focus on the sometimes challenging and thought-provoking topics with which we will engage in this course. I will not publicly humiliate you if I catch you scrolling through social media, but if it becomes a regular occurrence, you will lose your participation points for the day.

Diversity of opinions: In this course we will discuss topics that can be controversial, obviously. Please keep in mind that you may be exposed to opinions and positions that differ considerably from your own. Disagreement with the instructor or other students is fine, as long as you are respectful in how you present your own points of view. However, I will ask that you connect your "opinions" to the peer-reviewed and rigorous social science we are engaging with throughout this class. I believe in your sexualities scholarship.

Sexuality-related material: The goals of this class require that we speak frankly about sexuality. In lectures, films, and class discussion, you may be exposed to sexually explicit language and you will learn information about a variety of sexual interpretations, ideas, practices, and lifestyles that may differ considerably from your own. For the purposes of the class, it is important to maintain a neutral, non-judgmental tone in relation to sexuality.

Communication: This course will use the Canvas course management system. You are responsible for logging in, checking regularly for posted announcements, and obtaining readings and assignments from the course modules on this site. You will receive course announcements that will be sent to the students' registered campus email address. You are responsible for checking your registered email accounts regularly.

Syllabus is subject to change: This syllabus is a living, breathing document and our schedule is subject to change. I will post announcements of changes on Canvas and include them in emailed Canvas messages to students, it is your responsibility to stay abreast of these shifts.

Courtesy toward others: Make sure your cell phone is turned off or set to vibrate. During class, please refrain from side-conversations with other students that is not part of the class discussion. Please keep to a minimum interruptions and distractions caused by late arrivals or early departures. Stay present and embodied as possible.

Class materials and lectures: Students are prohibited from selling (or being paid for taking) notes during this course to or by any person or commercial firm without my express written permission. No audio or video recordings of class are permitted without my permission.

Note Regarding Class Conduct: Discussion threads and e-mails are all equivalent to classroom etiquette, and student behavior within this environment shall conform to the Student Code. Specifically: Posting photos or comments that would be off-topic in a classroom are still off-topic in an online posting. When discussing topics students should be respectful of race, ethnicity, ability, gender, sexuality, creed, religion, etc. Discriminatory language will not be tolerated and is subject to be handled according to the Student Code. Online course communications are part of the classroom, therefore University property and subject to the [Honor Code](#) and the [Student Code of Conduct](#). Please refer to the [UTC Campus Syllabus](#) for more information and resources.

Artificial Intelligence (Ai) / ChatGPT Policy - Use Prohibited: All submitted coursework must be your own original work. Inclusion of proper citations, using the accepted citation style for this course, is required per the UTC Honor Code

The use of ChatGPT or any other Ai platform or tool to generate either ideas or written content (not including spelling/grammar check such as Grammarly – but I will know if you utilized the Premium Ai feature to rewrite your work), or to produce any other material is prohibited in this course.

This policy is for a number of reasons:

- This class is designed to improve your writing and communication skills; if you're not writing, you're not improving.
- Using Ai opens up academic honesty issues, both because it raises the question of whether the work is "your" work, and also because tools like ChatGPT rely on taking uncredited material from scholars and writers.
- Using Ai does not produce reliably accurate results.
- ChatGPT has serious negative environmental impacts, particularly in relation to water usage (see [here](#), [here](#), [here](#), and [here](#) for more info).

- OpenAi has exploited workers from the global south, especially workers in prisons and refugee camps, and workers in Kenya, the Philippines, Colombia, and elsewhere (see [here](#), [here](#), [here](#), [here](#), and [here](#) for more info).

To put it more bluntly: there are thousands of people in the world who would love to be in your position-getting to be a student at a US university with relatively small class sizes and faculty who care. Education like this is not available to everyone. Furthermore, someone is paying for you to be here (whether that's yourself, parents/relatives, scholarships/grants, loans, etc). If you choose to spend this (both incredible and incredibly expensive) opportunity to learn by trying to avoid doing the work and learning through the use of Ai tools, you are only cheating yourself-and contributing to environmental harms and labor exploitation in the process.

For these reasons, the use of ChatGPT or any other AI tools is not a part of this classroom community, no exceptions.

**Adapted from Olivia Stowel's Ai policy.*

Permission to Share Information: No recording of lectures or course discussions is allowed unless my express permission is granted. It is imperative that students feel safe discussing the topics in the class, and knowing they are not being recorded is important for achieving this. In addition, anything shared by a member of this class should not be repeated outside of the class without the express consent of that student. Selling, sharing, publishing, presenting, or distributing of course lecture notes, videos, audio recordings, or any other instructor-produced materials for any commercial purpose is strictly prohibited.

Mandatory Reporting: Sadly, sexual violence and misconduct are commonplace in our society and on college campuses (as we will discuss and troubleshoot in this class), and students sometimes confide in me about their involvement in these acts. I am a committed advocate, ally, listener, and supporter of survivors. However, I need students to know that I am designated as a [mandatory reporter](#), which means I must report disclosures of sexual assault, sexual harassment, dating violence, domestic violence, and/or stalking to the university, typically through a Title IX coordinator. This means that, except when disclosed within an appropriate assignment, if you share any information with me, I am required to report it regardless of whether you want me to. This can be frustrating for those who want to let students decide whether and how to report victimization but ensures that students are provided university-level support and professional advice on how to proceed. If you ever wish to discuss such incidents with me, I welcome those discussions, just know I will need to alert a Title IX coordinator, and you can ask me the details of that before disclosing the information.

Readings: All readings will be available in Canvas as PDF's. There is not textbook required for purchase. For the assigned readings you should always keep in mind to criticize or praise the readings, question key ideas, propose alternative approaches or clarifications, point out weaknesses, relate them to your own experience, examine or question their theoretical or methodological approach or underlying values and assumptions, pose questions they raise for you, and/or compare them to other readings. The key point is to give evidence of having critically engaged with the readings.

COURSE REQUIREMENTS AND EVALUATION

In this class you will earn a grade by completing the following assignments...

- Teachback Presentation - 50 points
- Attendance/Participation (10 x 10) - 100 points
- Midterm Exam - 50 points
- Policy Brief - 50 points
- Final Research Paper - 100 points
 - Paper Proposal - 25 points
 - In-Class Presentation - 25 points

Total: 400 points

TEACHBACK PRESENTATION (50 points): Depending on class size, a group of ~5 students will lead 1 class discussion, preparing a presentation on assigned readings for that specific class meeting. The presentation should be 20-25 minutes, posing at least 2 discussion questions to your peers, fostering dialogue about the themes, enduring questions, and broader conversation of the materials. Think of this less as a summary of the readings and more of a seminar/discussion style teaching experience. Challenge yourselves! If utilized during the presentation, the group will send the professor their Power Point or slide deck to be uploaded to Canvas after class. You will sign up for presentations the first couple weeks of class, so familiarize yourself with the syllabus/weekly topics to make your preferred selection.

ATTENDANCE/PARTICIPATION (10 x 10 = 100 points) will be taken randomly and creatively throughout the semester – pop-quizzes, roll call, in-class activities, debates, or group work. It is imperative for you to be in class, present, and engaged else your grade will suffer.

POLICY BRIEF (50 points) You will be required to write a policy brief (revolving broadly around sex, gender, health, education, etc.), due by midnight on Wednesday, October 18. The purpose of a policy brief is to, “convince the target audience of the urgency of the current problem and the need to adopt

the preferred alternative or course of action outlined and therefore, serve as an impetus for action" (Young & Quinn, n.d.) Utilizing at least 3 academic sources, you will build out 2-3 double-spaced pages (not including references) in which you will succinctly and neutrally describe an issue regarding globalization. Your brief should include the following:

- What is the problem or issue at hand?
- Why should we care about this problem?
- What is the root cause of the problem?
- Is there a current policy in place addressing the issue? Why or why not?
- What is your recommendation for action?
 - Examples of Policy Briefs will be provided.

MIDTERM EXAM (50 points) This will most likely be in the form of an in-class written/short answer exam, taking place during Week 8 of the semester (October 8 or 10).

FINAL RESEARCH PAPER (100 points) This is a ~7-page (double spaced, 12-point Times New Roman font with 1-inch margins, not including title page or references) research paper. Your paper should focus on an aspect(s) of sexuality relevant to your own research interests, goals, academic silo, or enduring questions from the class readings, incorporating both concepts from the course and additional bibliographic resources. Further guidelines will be provided closer to the due date and gleaned through a provided library lab day to workshop your paper with your peers and librarian support. The purpose of this paper is to demonstrate critical engagement with the key course themes and analytical frameworks.

- 2 Library Lab Days with Dunstan McNutt in Library Room #321
 - 1st will be exploratory of topic/available research (Thursday, 10/17)
 - 2nd will be fine tuning your topic/project/argument (Wednesday, 11/7)
- By Week 10 you will turn in a proposal and annotated bibliography (25 points) for your research paper. This is a one-page, double spaced proposal identifying your topic, theoretical framework, and at least annotated 3 academic sources.
- Weeks 15 and 16 are devoted to the class presenting their research paper (25 points). The presentations will be about 7-10 minutes with a couple of minutes for questions.
- Final Paper is to be submitted on Canvas by 11:49pm on Sunday, December 3.

Late Work Policy: For each day a written assignment is late, you will lose 5 points. It is your responsibility to know what is due and when it is due. Documented medical or family emergencies are to be communicated to me ASAP and we will go from there.

A Note on Citations: You must cite when...

- You directly quote from an outside source. The cited text should always be placed in quotation marks [" "] or block quoted followed by (Author year, p. #). Use a block quote when your citation is over two lines in length. Block quotes should always be single-spaced and indented beyond the normal margins.
- You are paraphrasing or citing an idea. When you paraphrase quotation marks are not necessary, but the paraphrased section should always be followed by (Author YEAR). If you have questions about proper citation formatting, visit [here](#) or here is [ASA's Quick Tips](#).

CLASS SCHEDULE

Week 1

Class 1 – Tuesday, August 20: Introductions

Read [or listen at link on Canvas]:

Audre Lorde "Uses of the Erotic: The Erotic as Power"

*No Class Meeting on Thursday, August 22

Part I – Conceptual Foundations for the Sociological Study of Sexuality

Week 2

Tuesday, August 27: Freud and Psychoanalysis

Freud, Sigmund. 1963. *The Standard Edition of the Complete Psychological Works of Sigmund Freud*, Vol. XVI: Introductory Lectures on Psycho-Analysis. London: Hogarth, read 303-38 ("The Sexual Life of Human Beings" and "The Development of the Libido").

Thursday, August 29: Freud (cont). Kinsey and Surveys of Sexual Behavior

Kinsey, Alfred C., Wardell B. Pomeroy, and Clyde E. Martin. 1948. *Sexual Behavior in the Human Male*. Philadelphia: W.B. Saunders, read 3-9; skim 335-63; read 636-41.

Kinsey, Alfred C., et al. 1953. *Sexual Behavior in the Human Female*. Philadelphia: W.B. Saunders, read 4-11.

Laumann, Edward O. et al. 1994. "The Social Organization of Sexuality: Sexual Practices in the United States." Chicago: University of Chicago Press. Ch. 2: "The Study Design," read 35-42.

Film clip: "Kinsey" (Bill Condon, 2004)

Week 3

Tuesday, September 3

Potential Guest Speaker / Readings TBD

Thursday, September 5:

Social Constructionism, Sexual Scripts, and Sexual Fields

Plummer, Ken. 1982. "Symbolic Interactionism and Sexual Conduct: An Emergent Perspective." In *Human Sexual Relations*, ed. Mike Brake, 223-41. New York: Pantheon.

Green, Adam Isaiah, 2008. "The Social Organization of Desire: The Sexual Fields Approach." *Sociological Theory* 26: 25-50 (read pages 25 to top of 34).

Herdt, Gilbert. 1987. *The Sambia: Ritual and Gender in New Guinea*. New York: Holt, read 101-10, 145-55.

Week 4

Tuesday, September 10: The Social Construction of Sexual Cultures

Kimmel, Michael. 2006. "Ritualized Homosexuality in a Nacirema Subculture." *Sexualities* 9 (1): 95-105.

Wade, Lisa. 2017. *American Hookup: The New Culture of Sex on Campus*. New York: W.W. Norton and Company. Chapter 1: "Hooking Up, a How-To." Read pages 27-49.

Optional Film: "Guardians of the Flutes." (Paul Redish, 1994)

Thursday, September 12: Foucault and Notions of Power and Pleasure

Foucault, Michel. 1980. *History of Sexuality, Volume I: An Introduction*. New York: Vintage. Read pages 3-13, 17-35, 103-105.

Part II – Sexuality in People's Everyday Lives

Week 5

Tuesday, September 17: "Normality" and the Sex/Gender System

Rubin, Gayle S. 1993. "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality." In *The Lesbian and Gay Studies Reader*, ed. Henry Abelove, Michèle

Aina Barale and David M. Halperin, 3-44. New York: Routledge. Read pages 3-16.

Dean, James Joseph. 2014. *Straights: Heterosexuality in Post-Closeted Culture* (New York: New York University Press). Ch. 2: "From 'Normal' to Heterosexual: The Historical Making of Heterosexualities." Read pages 47-57.

Thursday, September 19: Boundaries of Heterosexuality, Bisexuality & Homosexuality

Dean, James Joseph. 2011. "The Cultural Construction of Heterosexual Identities." *Sociology Compass* 5, no.8: 679-687.

Carrillo, Héctor and Amanda Hoffman. 2018. "'Straight with a Pinch of Bi': The Construction of Heterosexuality as an Elastic Category among Adult U.S. Men." *Sexualities* 21, No. 1-2: 90-108. Read pages 90-106.

Burke, Kelsy. 2014. "What Makes a Man: Gender and Sexual Boundaries on Evangelical Christian Sexuality Websites." *Sexualities* 17, No.1-2: 3-22. Read pages 3-18.

Week 6

Tuesday, September 24: Intersections between Sexuality and Gender

Pascoe, C. J. 2007. *Dude, You're a Fag: Masculinity and Sexuality in High School*. Berkeley: University of California Press. Ch. 3: "Dude, You're a Fag: Adolescent Male Homophobia." Read pages 52-83.

Valentine, David. 2007. *Imagining Transgender: An Ethnography of a Category*. Durham, NC: Duke University Press, 29-53.

Sexual Fluidity and the Stability of Sexual Identities

Diamond, Lisa. 2008. *Sexual Fluidity: Understanding Women's Love and Desire*. Cambridge: Harvard University Press. Ch 3: "Sexual Fluidity in Action." Read pages 54- 90.

Thursday, September 26:

Watch: *The Hunting Ground* (2015) on your own time (thru UTC Library) (CW: Rape and Assault)

Week 7

Tuesday, October 1: [Presentation by the WAGE Center](#)

Armstrong, Elizabeth A., Laura Hamilton, and Brian Sweeney. 2006. "Sexual Assault on Campus: A Multilevel, Integrative Approach to Party Rape." *Social Problems* 53, no. 4: 483–499.

Look through [NWLC Report](#)

Thursday, October 3: Sexuality and #metoo

This American Life (podcast) Listen: [Episode 640 "Five Women"](#)

Tolentino, J. "How Men Like Harvey Weinstein Implicate Their Victims in Their Acts"

Traister, R. "This Moment Isn't (Just) About Sex."

"700,000 Female Farmworkers Say They Stand with Hollywood Actors Against Sexual Assault"

Week 8

[*Midterm exam will take place this week.](#)

Tuesday, October 8: Collective Sexual Identities and Social Movements

Armstrong, Elizabeth A. 2002. *Forging Gay Identities: Organizing Sexuality in San Francisco, 1950-1994*. Chicago: University of Chicago Press, read 1-5, 15-23.

Ghaziani, Amin. 2011. "Post-Gay Collective Identity Construction." *Social Problems* 58, no. 1: 99-125.

Scherrer, Kristin S. 2008. "Coming to an Asexual Identity: Negotiating Identity, Negotiating Desire." *Sexualities* 11(5): 621–641.

Thursday, October 10: Sexualities in Motion: Sexual Migration and Globalization

Altman, Dennis. 2004. "Sexuality and Globalization." *Sexuality Research & Social Policy* 1, no.1: 63-68.

Carrillo, Héctor. 2017. *Pathways of Desire: The Sexual Migration of Mexican Gay Men*. Chicago: University of Chicago Press. Chapter 3. Read pages 66-98.

Week 9

*No Class October Tuesday, October 15: Fall Break / Indigenous Peoples' Day

*Thursday, October 17 – Library Lab Day #1 – Meet in Library Room #321 for Research Workshop with Dunstan McNutt

Thursday, October 17: The Sexual Moment: The Contrasting Discourses of Sexual Passion and Sexual Safety

Carrillo, Héctor. 2017. *Pathways of Desire: The Sexual Migration of Mexican Gay Men*. Chicago: University of Chicago Press. Chapter 9. Read pages 216-232.

Adelman, Mara B. 1992. Sustaining Passion: Eroticism and Safe-Sex Talk. *Archives of Sexual Behavior* 21, no. 5: 481-94.

*Policy Brief Due by Midnight, October 20th on Canvas

Week 10

Tuesday, October 22: Sexuality and Racialization

Sánchez Taylor, Jaqueline. 2001. "Dollars Are a Girl's Best Friend? Female Tourists' Sexual Behaviour in the Caribbean." *Sociology* 35, no. 3: 749–764.

Green, Adam Isaiah, 2008. "The Social Organization of Desire: The Sexual Fields Approach." *Sociological Theory* 26: 25-50. Read pages 34-48.

Carrillo, Héctor. 2017. *Pathways of Desire: The Sexual Migration of Mexican Gay Men*. Chicago: University of Chicago Press. Chapter 10. Read pages 233-256.

Short film in-class: *Rent a Dread* (Timothy Speaks Fishleigh and Jessica Canham).

Thursday, October 24: Sexuality and Identity

Readings, TBD

In-class Film screening: *Forbidden: Undocumented and Queer in Rural America* (84 minutes)

Part III – Sex, Morality, and the Social Regulation of Sexuality

Week 11

Tuesday, October 29: Sexuality and Religion

*Guest Lecture, Dr. Jaclyn Michaels – Religion, Sexuality & Empowerment

Hunt and Jang, "Good Sex' and Religion: A Feminist Overview"

Bailey, "Love Multiplied: Sister Wives, Polygamy and Queering Heterosexuality"

Fahs, B. "Daddy's Little Girls: On the Perils of Chastity Clubs, Purity Balls, and Ritualized Abstinence"

Thursday, October 31: Sexuality and Moral Panics

Lancaster, Roger. 2011. *Sex Panic and the Punitive State*. Berkeley: University of California Press. "Chapter 1: Panic: A Guide to the Uses of Fear." Read pages 23-38.

Nathan, Debbie, and Michael Snedeker. 1995. *Satan's Silence: Ritual Abuse and the Making of a Modern American Witch Hunt*. New York: Basic Books. Ch. 4: "Judy Johnson and the McMartin Preschool," read 67-92.

Week 12

Tuesday, November 5: Regulating Youths' Sexuality

Levine, Judith. 2002. *Harmful to Minors: The Perils of Protecting Children from Sex*. New York: Thunder's Mouth Press. Ch. 4: "Crimes of Passion: Statutory Rape and the Denial of Female Desire." Read pages 68-89.

Schaffner, Laurie. 2005. "Capacity, Consent, and the Construction of Adulthood." In *Regulating Sex: The Politics of Intimacy and Identity*, edited by Elizabeth Bernstein and Laurie Schaffner, 189-205. New York: Routledge.

Angelides, Steven. 2013. "'Technology, Hormones, and Stupidity': The Affective Politics of Teenage Sexting." *Sexualities* 16, No. 5-6: 665-689.

Thursday, November 7: Sexuality and the Body – Disability

Tobin Siebers, "Sexual Culture for Disabled People"

Sumayya Ebrahim, "Disability Porn: The Fetishisation and Liberation of Disabled Sex"

Optional further readings: Desjardins, Michel. "The Sexualized Body of the Child: Parents and the Politics of "Voluntary" Sterilization of People Labeled Intellectually Disabled

Week 13

Tuesday, November 12: Sexuality and Sex Work

Martin, N.K. "Porn Empowerment: Negotiating Sex Work and Third Wave Feminism"

Panichelli et al, "Queering Whiteness: Unpacking Privilege within the US Sex Worker Rights Movement" in *Queer Sex Work*

Bales, Kevin. (2003). "Because She Looks Like a Child." In *Gender through the Prism of Difference*, p. 163-172.

Thursday, November 14: Sexuality and Kink

"The Privilege of Perversities: Race, Class and Education Among Polyamorists and Kinksters" (pg. 387-402 – reading 34)

"Becoming a Practitioner: The Biopolitics of BDSM" (pg. 432-440 – reading 38)

Week 14

Tuesday, November 20: Final Peer Presentations

Thursday, November 22: Final Peer Presentations

Week 15

Tuesday, November 26: *Last Day of Class for Us!

Materials, topics, agenda will be TBD by you and your peers.

*No Class Thursday, November 28 (Holiday)

Week 16

*Last day of Fall semester classes - Monday, December 2

Dear Students: If you are searching for more information on any of these topics, or beyond, please do not hesitate to ask – or peruse the Online Library Resources and Films (see page on Canvas for links).

*Elements of this course syllabus adapted from Professor Héctor Carrillo at Northwestern University (with his permission) – many thanks, Héctor!

- This Syllabus is a living document, subject to change.
All students will be notified of any changes. ••

Take care of yourself. Take care of each other.



Sociology 3140: Research Methods

Spring 2025 (CRN: 21277)

3 credits

Instructor: Dr. Zachary Simoni, PhD

Email: zachary-simoni@utc.edu

Course Meeting Days, Time, and Location: TTH 3:30p-4:45p, ECS 219

Office Hours and Location: Collins Street Annex 110 TTh 12-3:00pm.

Course Catalog Description: An overview of the techniques, concepts, and topics in sociological research methodology building towards the design of independent research proposals. Research proposals are encouraged to explore fundamental sociological topics including but not limited to the following: race, gender, social class, health, and deviance. Fall and Spring semesters.

Course Pre/Co Requisites: A statistics course (SOC 2500 or MATH 2100 or MATH 3100 or MGT 2130 or PSPS 2030, or PSY 2010), SOC 1250 or SOC 1510 or ANTH 1200, or department head approval. and SOC 1510/ANTH 1000 or 1200. ENGL 2830 highly recommended.

Course Student Learning Outcomes: By the end of the course, students will be able to...

- Develop academic writing skills within the discipline of sociology.
- Garner an advanced understanding of research methods.
- Determine appropriate methods to use for answering different social research questions.
- Understand how research can lead to fascinating and impactful careers.
- Calculate basic statistics in order to analyze sociological data.
- Understand ethical issues when collecting sociological data.
- Design a rigorous social science research project.

Required Course Materials: Students do not need to purchase a book for this course. Required readings are electronic copies of open-source resources that are available for download on the weekly module on our Canvas page. In addition to Canvas, all readings are available both on Canvas and through the UTC library.

Technology Requirements and Skills for Course: Access to a computer is essential for the course. It must include both a word processing program (such as MS Word). Students will need reliable internet for UTC Canvas. Students should already be familiar with accessing and using email, UTC Canvas, and word processing software. Use of SPSS, NVivo, and Qualtrics will be explained in class.

Technology Support: If you have problems with your UTC email account or with UTC Canvas, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

Course Assessments and Requirements:

Pop Quizzes: There are 6 pop quizzes throughout the term. Quizzes are assigned during random class periods without warning to ensure students are keeping up with the reading and paying attention in class. Quizzes are worth 5 points each. The lowest grade is dropped. Failure to attend class that day or showing up after all the quizzes have been collected will result in a 0 for that quiz. They consist of 5 multiple choice questions based upon the material up until that point in the term. Students will have 10 minutes at the beginning of class to complete the quizzes. If students cannot make it to class on time for a particular class period, they must contact Dr. Simoni ahead of time.

Lab Assignments: Students will complete **five lab assignments throughout the course, each worth 10 points**. Students will conduct lab assignments in *Library Room 321* unless otherwise notified by the professor. Lab assignments are due the Sunday of the week they are assigned. All UTC students have access to the necessary

software for work at home including Qualtrics, SPSS, and NVivo. Should be able to download SPSS and NVivo on compatible devices for work at home using this link: <https://webapps.utk.edu/oit/softwaredistribution/>. Additionally, students have access to laptops and other devices via the library using this link: <https://www.utc.edu/library/services/equipment-check-out>.

Exams: There are **2 exams throughout the course**. The purpose of exams is to test your conceptual and factual knowledge about the material covered throughout the course. **Exams consist of multiple-choice and short answer questions.** Students will have a class period to complete the exam. Material for exams will come from video clips, the readings, discussion material, and in-class lectures. The final exam will be conducted in class on the date and time as specified by the UTC final exam schedule.

Scaffolding Assignments: There are **4 scaffolding assignments** due throughout the term. Each assignment is worth 10 points. These assignments include the Research Question, the Annotated Bibliography, the Methods Outline, and the Survey. Each assignment builds a component of the final proposal and students will receive feedback from the professor on ways to improve their proposal within each assignment. Due dates are listed in the course calendar. Rubrics and directions will be also located on Canvas.

Proposal: Because this course relies on project-based learning, the primary assessment will focus on a well-developed survey-based research proposal. Each research proposal must have the following sections: Introduction, Review of Literature, Methods, and Data Collection Instrument. As noted above, scaffolding assignments will help students organize and conceptualize the final proposal paper. Thus, proposals should incorporate all sections into a cohesive paper. For instance, the introduction will discuss aspects of the literature review as well as the methods sections. Although the scaffolding assignments build towards the proposal, students should not simply copy and paste the previous assignments as that will result in a substantial point reduction. Students are not required to collect or analyze any data for this class; however, students are encouraged to contact Dr. Simoni if they wish to complete an independent study at a future time based upon the proposal they have submitted in this class.

Course Grading Policy: Students final grade will be calculated based on the following assignments and projects:

5 Pop Quizzes	50 points	Grade Scheme	
2 Exams (50 pts. each)	100 points	100-90%	A
Proposal	100 points	89-80%	B
5 Lab Assignments (10 pts. each)	50 points	79-70%	C
4 Scaffolding Assignments (10 pts. each)	40 points		

Instructor Grading and Feedback Response Time: I make every effort to return graded material within a week. Students should calculate their final grade before contacting the instructor.

Course and Institutional Policies

Classroom Conduct:

To help facilitate a classroom environment conducive to learning, students will be expected to adhere the following rules of conduct:

- Students are expected to arrive to class on time and prepared. Tardiness (as well as leaving during the middle of class) is a both a distraction to other students and myself, thus interfering with an optimal learning space.
- Please do not bring food to class to eat that is of a highly odorous nature that can permeate the room. For example, hot wings are a type of food that when brought into a room completely fills it with its smell.
- Upon entering class, please put away your cell phone and put it on silent unless prompted by the instructor. Do not text or browse the internet during class. Do not use your laptop or any other mobile device for anything other than class purposes while in class. Consistently doing so on both accounts, without prompts from the professor, will result in removal from class.
- If I find you checking social media or anything unrelated to the class while class is in session, I may request that you not bring your laptop to class for the remainder of the semester. Please be courteous. If you regularly talk to people in class or use mobile devices for unauthorized purposes during class, I will ask you to leave.

- I will not email final grades to individuals.
- Please be respectful of your other classmates during discussion. There will be controversial, thought provoking topics covered in this course. In order to be fair to everyone, please do not speak out of turn unless otherwise told and refrain from making personal insults to another student whose views may differ from yours. You should only critique another student's idea or argument. This is an intellectual environment, discriminatory, hateful language will not be tolerated. Use of e-cigarettes or personal vaporizers are prohibited in class.
- The professor reserves the right to remove any student from class due to poor classroom conduct based upon any of the above issues.

Communications: All official email correspondence will be sent ONLY to the zsimoni@utc.edu address. All students are responsible for ensuring that the correct e-mail address is listed in Canvas by the beginning of Week 1. It is your responsibility to make sure a valid email UTC address is provided. Failure on your part to do so can result in you missing important information that could affect your grade. I do not respond to email on weekends and after 7pm on weekdays. I try to respond to students within a 24-hour window.

Late/Missing Work Policy: A two-letter grade deduction will be made for each day if any assignment is late. Before contacting the professor about a late assignment or absence, students should contact the academic notification process through this email address: www.utc.edu/academicnotification. Please see the section below regarding student outreach and support. In the cases of a prolonged illness or emergencies, other arrangements may be made. It is important to communicate with me in this case. It is not the instructor's job to inform you of zeros on assignments.

Statement on Title IX and Mandatory Reporting: Title IX is a federal law that prohibits discrimination based on sex in educational programs and activities that receive federal funds. Discrimination based on sex includes sexual misconduct, relationship violence, and stalking.

UTC strives to prevent, address, and eliminate this type of misconduct by responding to individual incidents, supporting those who have been harmed, and educating community members on how to create a safe and supportive campus that encourages healthy and respectful relationships.

Faculty members have a responsibility to help create a safe learning environment on our campus. Be the first person to explain the mandatory reporting component of title IX in-class will receive one extra credit point. To accomplish this, faculty have a mandatory reporting obligation and are required to share information with the University regarding sexual misconduct, relationship violence and/or stalking that is disclosed to them during the performance of their duties.

Students may speak to someone confidentially by contacting Survivor Advocacy Services (SAS), located in the Center for Women & Gender Equity, at 423-425-5648 (M-F, 8 a.m. – 5 p.m.).

Questions regarding Title IX, complaints of non-compliance, and complaints of sexual misconduct, relationship violence and stalking may also be directed to the Title IX Coordinator, Stephanie Rowland, at 423-425-4255 or titleix@utc.edu.

Honor Code Pledge: I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations, and you are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Student Technology: If you have technology needs to access your courses and/or complete course requirements in Canvas, please see the following links: [submit a request](https://new.utc.edu/information-technology/learning-from-home) (<https://new.utc.edu/information-technology/learning-from-home>) with Information Technology

Student Accommodations: If you have accessibility and accommodation requests, contact the [Disability Resource Center](https://www.utc.edu/disability-resource-center/index.php) (<https://www.utc.edu/disability-resource-center/index.php>) at 423-425-4006 or email DRC@utc.edu.

Student Conduct Policy: UTC's Student Code of Conduct and Honor Code (Academic Integrity Policy) can be found on the [Student Conduct Policy page](https://www.utc.edu/student-conduct/codes.php) (<https://www.utc.edu/student-conduct/codes.php>).

Office of Student Outreach and Support: The Office of Student Outreach & Support (SOS) advocates and supports students experiencing challenges in their personal and/or academic lives. SOS staff help students navigate University administrative processes; connect with University and community resources; and develop coping, resiliency, and self-advocacy skills. Referrals can be made by students, faculty, and staff. Additionally, students can refer themselves as needed. To make a referral, submit a Community Member of Concern Referral Form at www.utc.edu/soc. Individuals may also contact SOS by e-mailing sos@utc.edu or calling (423) 425-4301.

Additionally, SOS manages Scrappy's Cupboard, UTC's food pantry. Scrappy's Cupboard is free, anonymous, and no questions asked. Students needing support ranging from one meal to a week of supplies should visit Scrappy's Cupboard. For more information, visit www.utc.edu/scrappycupboard.

Student Emergency Fund:

The Denise and Tim Downey Student Emergency Fund provides students with limited emergency funding. If you are experiencing financial hardship due to an accident, emergency, illness, or other unforeseen event, and are enrolled full- or part-time, you are eligible for emergency assistance. Funds may be used for (1) essential academic supplies; (2) replacement of items lost due to fire, theft, or flood; (3) short-term housing needs; (4) one-time or non-recurring medical expenses; and (5) emergency expenses related to dependents. For assistance, email or call the Office of Student Outreach and Support at (423) 425-2299.

The Office of Veterans Services: The office of Veteran Student Services is committed to serving all the needs of our veterans and assisting them during their transition from military life to that of a student. If you are a student veteran or veteran dependent and need any assistance with your transition, please refer to the [UTC Green Zone](#) webpage or the [Center for Military and Veteran's Affairs](#). On a side note, Snickers is the best candy bar. If you are the first student to mention this to me in class, I will give you a fun-size Snickers candy bar. These sites can direct you the necessary resources for academics, educational benefits, adjustment issues, veteran allies, veteran organizations, and all other campus resources serving our veterans. You may also contact the coordinator of Veteran Student Programs and Services directly at 423-425-2277.

Reservation: The professor reserves the right to make changes to this syllabus to better serve the class's needs. Any changes will be announced in advance.

Course Calendar/Schedule

Week	Topic	Readings	Assignments Due
Week 1: 1/6-12	Introduction to Class The Sociological Imagination		
<i>Key Concepts in Sociological Research</i>			
Week 2: 1/13-19	Foundational Aspects of Social Research	Curtis and Curtis__Social Research: A Practical Introduction	
Week 3: 1/20-26	Ethics in Social Research <i>Meet in LIB 321 on Tuesday</i>	Gray__Ethics	<i>Searching for Articles Lab Assignment Due Sunday</i>
Week 4: 1/27-2/2	Research Design and Research Questions	Gray__Research Design	
Week 5: 2/3-9	Conceptualization and Measurement	Gray__Measurement	<i>Scaffolding Assignment 1: Research Question Due Sunday</i>
Week 6: 2/10-16	Sampling	Loseke__Sampling	<i>Scaffolding Assignment 2: Annotated Bibliography Due</i>
<i>Techniques in Sociological Research</i>			
Week 7: 2/17-23	Survey Research <i>Meet in Lab on Thursday</i>	Gray__Survey Research	<i>Qualtrics Lab Assignment due Sunday</i>
Week 8: 2/24-3/2	Qualitative Research	Farmer and Farmer__Qualitative Research	<i>Scaffolding Assignment 3: Data Collection Instrument Due</i>
Week 9: 3/3-9	Mixed Methods	Clark and Ivankova__Mixed Methods	Midterm Exam in class on Thursday
Week 10: 3/10-16	<i>Spring Break</i>	<i>Relax</i>	<i>Relax</i>
Week 11: 3/17-23	Experiments	Gray__Experimental Research	<i>Scaffolding Assignment 4: Methods Outline Due</i>
Week 12: 3/24-30	Unobtrusive Research	Gray__Content Analysis	
<i>Practicing Sociological Research</i>			
Week 13: 3/31-4/6	Quantitative Analysis <i>Meet in Lab on Thursday</i>	Harnois__Quantitative Analysis	<i>SPSS Lab Assignment 1 due Sunday</i>
Week 14: 4/7-13	<i>Meet in Lab on Tuesday</i>		<i>SPSS Lab Assignment 2 due Sunday</i>
Week 15: 4/14-20	Qualitative Analysis <i>Meet in Lab on Thursday</i>	Gibbs__Analyzing Qualitative Data	<i>NVivo Lab Assignment due Sunday</i>
Week 16: 4/21-27	Finals Week		Proposal due: April 27th Final Exam: Thursday, April 24: 3:30-5:30 pm

CULTURAL ANTHROPOLOGY

Spring 2025

Course: ANTH 1200, CRN 20433
Credits: 3

Title: Cultural Anthropology
Modality: face-to-face

Instructor: Dr. Andrew Workinger
E-mail: Andrew-Workinger@utc.edu

Office Location: Collins Annex 109

Office Hours: MW 8-10 or whenever my door is open
Additional office hours are available by appointment.

Meeting Times and Place: TuTh 9:30-10:45, Derthick 101 **Prerequisites:** None

Catalog Description: The comparative study of culture, social organization, economic systems, political systems, sex/gender systems, religions, languages, and arts across diverse societies with special attention to non-Western societies, globalization, and cultural change.

Course Objectives:

Students who successfully complete this course will be able to:

1. Describe the broad scope of the history of anthropology as a discipline, including the holistic perspective.
2. Compare and contrast the intellectual and cultural traditions of several non-Western societies through exposure to ethnographic analysis and synthetic interpretation of ethnographic data.
3. Evaluate premises, assumptions and viewpoints for ethnocentric bias or other forms of bias.
4. Differentiate the merits of qualitative and quantitative ethnographic methods for analysis of anthropological issues.
5. Compare and contrast diverse cultural practices in a culturally relativistic manner.

This course is certified as a **General Education** course fulfilling the **Individual and Global Citizenship** or **Behavioral and Social Science** category. Please consult with your advisor and check the specific requirements for your major to determine if this course is a good fit for your plan of study.

Required Textbooks:

- Humanity*, 11th Edition, by J. Peoples and G. Bailey
- Culture Sketches in Anthropology*, 6th Edition, by H. Peters-Golden

Technological Requirements: Students should have regular access to a computer and be familiar with Canvas and with PowerPoint.

Class Structure and Participation:

You will gain the most from this course if you are prepared to participate fully. The course material lends itself to discussion, and you are encouraged to contribute your ideas, questions, and critical thinking in class.

We have a significant amount of information to cover in each class. Most weeks we will have a relevant film, either in class or to watch on your own. The lectures and films will contain information not found in the readings, so your attendance is vital, and you will be responsible for their content in exams and quizzes.

Readings and Quizzes:

It is important to do the week's readings before you come to class so that you will be prepared to understand the lectures and films and participate in discussions. To motivate you to complete weekly readings, we will have frequent, but short, quizzes. These quizzes will cover basic information found in the assigned readings and in the films. You may not make up missed quizzes without a documented excuse from the office of Student Outreach and Support. However, one quiz will be dropped from your record. This means that you may skip one quiz if you wish or have an emergency; or you may take all of the quizzes and simply drop the lowest grade.

Homework Assignments:

Two homework assignments will be posted to Canvas designed to elaborate on the topic under discussion for the week.

Exams:

The exams will not be cumulative and will follow a multiple choice, matching, and true/false format. Don't wait until the day of to see me about questions concerning the upcoming exam. Please bring a #2 pencil and a green Scantron form (1/2 sheet) on exam days.

Grading:

Quizzes (lowest grade automatically dropped)	25%
Homework Assignments	10%
Exam #1	20%
Exam #2	20%
Exam #3	25%

Grading scale: A= 90-100, B= 80-89, C= 70-79, D= 60-69, F= <60

There will be no extra credit opportunities.

Instructor Grading and Feedback Response Time: Grading and feedback will be completed within 10 days of the posted deadline.

Late Work policy: Students are expected to turn in assignments on time; late work will not be accepted. Should you have difficulty or have questions when completing an assignment, you should contact me *before* the assignment is due.

The university has adopted a campus-wide syllabus which lays out expectations regarding student conduct, academic and health-related resources. I expect that you will read that document as it will apply to this course, but also because it has some potentially very useful information for you. You can find it on the syllabus tab on the course Canvas page.

Course Schedule and Assignments

- Week 1: (Jan 7, 9)** Overview of class; Intro to anthropology
Readings due: Peoples and Bailey: Chapter 1
- Week 2: (Jan 14, 16)** Culture and Language
Readings due: Peoples and Bailey: Chapters 2-3
 Peters-Golden: Chapter 15: The Yanomamo
- Week 3: (Jan 21, 23)** Anthropology in the field; Brief history of anthropology
Readings due: Peoples and Bailey: Chapters 6 and 5
 Peters-Golden: Chapter 14: The Trobriand Islanders
film: A Man Called Bee
- Week 4: (Jan 28, 30)** More history of anthropology; Race and ethnicity
Readings due: Peoples and Bailey: Chapters 5, 16
 Peters-Golden: Chapter 6: The Ju/'hoansi
- Week 5: (Feb 4, 6)** Catch up and review
film: Off the Veranda
Nacirema Assignment due Feb 4th
Exam #1 Feb 6th
- Week 6: (Feb 11, 13)** The Environment
Readings due: Peoples and Bailey: Chapter 7
 Peters-Golden: Chapter 9: The Nuer
- Week 7: (Feb 18, 20)** Economics and Exchange
Readings due: Peoples and Bailey: Chapter 8
film: The Kirghiz of Afghanistan
- Week 8: (Feb 25, 27)** Marriage, Family and Kinship
Readings due: Peoples and Bailey: Chapters 9, 10
 Peters-Golden: Chapter 5: The Hmong
film: Strange Relations
- Week 9: (Mar 4, 6)** Catch up and review
Kinship Assignment due Mar 4th
Exam #2 Mar 6th
- Week 10: (Mar 11, 13)** Spring Break

Week 11: (Mar 18, 20) Sociopolitical Organization; Inequality
Readings due: Peoples and Bailey: Chapters 12
Peters-Golden: Chapter 2: The Aztec
film: Ongka's Big Moka

Week 12: (Mar 25, 27) Religion
Readings due: Peoples and Bailey: Chapter 14
Peters-Golden: Chapter 1: The Azande
film: The Azande

Week 13: (Apr 1, 3) More on Religion; Gender and Personality
Readings due: Peoples and Bailey: Chapters 14 and 11
film: The Holy Ghost People

Week 14: (Apr 8, 11) Applied Anthropology
Readings due: Peoples and Bailey: Chapter 17
Peters-Golden: Chapter 4: Haiti
film: The Huaorani

Week 15: (Apr 15, 17) More on Applied Anthropology; Culture Change
Readings due: Peoples and Bailey: Chapter 4
film: N!ai: A Story of a !Kung Woman

Final Exam on Thursday, April 24: 8-10 am

WORLD PREHISTORY

SPRING 2025

Course: Anth 2400, CRN 22865

Credit: 3 hours

Title: World Prehistory

Modality: face-to-face

Instructor: Dr. Andrew Workinger

E-mail: Andrew-Workinger@utc.edu

Office: Collins Annex 109

Office Hours: MW 8-11 and whenever my door is open

Additional office hours are available by appointment.

Meeting Times and Place: TuTh 12:30-1:45, ECS 407

Prerequisites: none



Course Description:

Topics of world archaeology covering the Paleolithic in the Old and New Worlds up through the development of agriculture and the search for the prerequisites of civilization. Comparison of differences and similarities in the cultural trajectories for various areas in the world, and their possible causes, will be stressed.

Course Objectives:

- Describe the broad scope of the history of human adaptations in the Old and New Worlds.
- Compare and contrast the archaeological, documentary, and ethnographic data used to identify world-wide cultural differences and similarities.
- Evaluate premises, assumptions, and viewpoints for developing and critiquing explanatory models of human cultural development.
- Compare and contrast diverse cultural practices in a culturally relativistic manner.



Required Text:

Johnson, Scott A. J.

2017 *Why Did Ancient Civilizations Fail?* Taylor and Francis, New York.

ISBN 978-1-62958-283-2 (pbk)

ISBN 978-1-315-51289-1 (ebk) free from library:

<https://doi-org.proxy.lib.utc.edu/10.4324/9781315512891>

The text will be augmented by various assigned readings, web links, and the occasional film, all made available in Canvas.

Optional readings from the library:

Diamond, Jared

2005 *Collapse: How Societies Choose to Fail or Succeed*. New York: Penguin.

2003 *Guns, Germs, and Steel: the fates of human societies*. New York: W. W. Norton.

Course Assessments and Requirements:

Midterm exams (40% of final grade)

Two midterm exams, essay format.

Assignments (20% of final grade)

Most weeks there will be short assignments posted to Canvas based on current readings. You will submit them by class time on the day they are due.

Research paper (20% of final grade)

A 5-7 page paper analyzing the “collapse” of a culture other than those we’ve discussed in class.

Third exam (20% of final grade)

A non-cumulative exam based on lecture and readings from last third of course.

Course Grading Policy: Late work is not accepted as it is unfair to students who turn in assignments on time. Exams may be made up only under special circumstances and at my full discretion.

Instructor Grading and Feedback Response Time: I will have assignments and exams graded within 10 days of the deadline. You can expect a response to emails within 24 hours except over the weekend when it may take longer.

Technological Requirements: Students should have regular access to a computer and be familiar with Canvas and with PowerPoint.

The university has adopted a campus-wide syllabus which lays out expectations regarding student conduct, academic and health-related resources. I expect that you will read that document as it will apply to this course, but also because it has some potentially very useful information for you. You can find it on the syllabus tab on the course Canvas page.

Tentative Course Schedule

- Week 1: (Jan 7, 9)** Course Introduction
Cultures come, cultures go
Reading due: Johnson Ch. 1
- Week 2: (Jan 14, 16)** Agriculture, the root of it all; Mesopotamia
Readings due: Johnson Chs. 2 and 6
- Week 3: (Jan 21, 23)** Mesopotamia, continued
- Week 4: (Jan 28, 30)** Easter Island
Readings due: Diamond Ch. 2
- Week 5: (Feb 4, 6)** Easter Island, continued
Midterm Exam Feb 6th
- Week 6: (Feb 11, 13)** The Environment and the Maya
Readings due: Johnson Ch. 3 pp 33-37 and Ch. 4
- Week 7: (Feb 18, 20)** Angkor and the Khmer
Readings due: Middleton Ch. 12
- Week 8: (Feb 25, 27)** Trade and Rome
Readings due: Johnson Chs. 7 and 8
- Week 9: (Mar 4, 6)** Rome, continued
Midterm Exam Mar 6th
- Week 10: (Mar 11, 13)** **Spring Break**
- Week 11: (Mar 18, 20)** Social Organization and Egypt
Readings due: Johnson Chs. 9 and 10
- Week 12: (Mar 25, 27)** More on Egypt
- Week 13: (Apr 1, 3)** The Norse
Readings due: Diamond Chs. 6, 7, and 8
- Week 14: (Apr 8, 10)** The Indus/Harappa
Readings due: TBD

Week 15: (Apr 15, 17) More on the Indus
Catch-up/review

Third Exam Thursday, Apr 24th 10:30 am – 12:30 pm

Professionalism in Anthropology

ANTH2500

CRN: 44075

Fall 2022

Wednesdays 2:00-2:50pm

Brock Hall 301

Instructor Information

Emma McDonell

emma-mcdonell@utc.edu

Office hours sign-up via Calendly: <https://calendly.com/emma-mcdonell/office-hours-appointment>

Catalog Course Description and Prerequisites

This course will introduce students to a variety of topics in anthropology including ethics and professionalism, job market preparedness, and relevant anthropological issues. This course is structured around bringing both internal (UTC) and external experts to the classroom to discuss how you can use your Anthropology degree after graduation. This class is only open to students classified as Sophomores or above.

What is this class about?

What kinds of careers do anthropology majors go into? What kinds of skills are you gaining that employers are looking for? What *are* you going to do after you graduate? How can you make sure you set yourself up for post-college success? What does it mean to “act professional” and how can you practice this while still in college? These are the kinds of questions we’ll explore this semester. ANTH 2500 is a course that is designed to help you begin planning for post-college life while making sure that you’re using your time at UTC wisely. We will learn about trends in the job market, work on developing a competitive resume, hear from industry professionals, and more.

Course Student Learning Outcomes

- Create formal versions of a curriculum vitae/resume and cover letter to enhance competitiveness and preparedness for the job market or graduate school.
- Evaluate current market trends relevant for BA and BS degree holders in anthropology.
- Learn to compose yourself and communicate with potential employers not as an undergraduate student, but as a young professional.
- Describe possible careers paths in anthropology with an undergraduate degree.
- Understand what skills, both technical abilities and “soft skills,” are desired by contemporary employers of anthropologists.

Required texts

- Anders, George. 2017. *You Can Do Anything: The Surprising Power of a “Useless” Liberal Arts Education*. New York: Hachette Book Group.

- Brooks, Katharine. 2017. *You Majored in What?: Designing Your Path from College to Career*. New York: Penguin Random House.
- Pollack, Lindsey. 2012 *Getting from College to Career: Your Essential Guide to Succeeding in the Real World*. New York: Harper.

Late/Missing Work Policy

Late work will not be accepted. This class emphasizes professionalism and as such you will be held strictly accountable to deadlines.

Course Attendance Policy

Course attendance is required as part of your grade in the course. Showing up is an essential aspect of professional behavior and as such attendance will be taken seriously.

Campus syllabus

Please see the [campus syllabus](#) for university-wide policies related to academic honesty, campus safety, etc.

Assignments and grading

Category	Proportion of Final Grade
CV/Resume	25
Cover Letter	25
LinkedIn Profile	20
Participation	30

As a one-credit-hour class, the assignments are minimal in this class. There are three assignments, all of which offer tangible deliverables to help you navigate the job market. You will create a detailed LinkedIn profile and develop a resume/CV and cover letter tailored to a specific job ad of your choosing.

Your participation score includes attendance, engagement in class discussions, and a discussion board. As is the case in all professional settings, showing up is really important. But it's also not enough to excel. To get an A in participation, you will need to actively contribute to class discussions on a weekly basis in ways that show thoughtfulness and careful consideration of class texts.

Grading scale

90% and above -- A
 80-89.5% -- B
 70-79.5% -- C
 60-69.5% -- D
 59.5% and below

Course schedule

Module 1) Why Professionalism? (Aug 24)

Read

Anders Chapter 1 “The Explorers”

Brooks Chapter 1 “A Butterfly Flaps Its Wings and You Find a Job: Chaos and Your Career Plans”

Reply to Module 1 Discussion Board

Module 2) Navigating Curriculum and Selecting a Minor (Aug 31)

Short in-class presentation from Jalen Holloway of Southeast Conservation Corps

Read

Anders Chapters 2 “It’s 480 B.C. — You Have an Ax”

Anders Chapters 3 “You Can Start Anywhere”

Reply to Module 2 Discussion Board

Module 3) Options after Graduating (Sept 7)

Read

Brooks Chapter 2 “Connecting the Dots”

Brooks Chapter 3 “Mental Wanderings: Your Mind Can Take You Anywhere or Nowhere”

Module 4) Outside Speaker (Sept 14)

Outside speaker: [Jenny Park](#), Luxury Travel Advisor, Virtuoso

Read

Anders Chapter 4 “My Job Didn’t Exist a Year Ago”

Reply to Module 4 Discussion Board

Module 5) Outside Speaker (Sept 21) – via Zoom

Outside speaker: **Lindsey Gordon**, Outreach Coordinator and Interim Director at Moundville Archaeological Park

Read

Gershon, Ilana. "[The Quitting Economy](#)," Aeon, 2017.

Brooks Chapter 4 "Wandering Beyond Majors and Minors: Make Your Education Relevant to Any Employer"

Reply to Module 5 Discussion Board

Module 6) Building Your Resume (Sept 28)

Short presentation from the Office for Undergraduate Research and Creative Endeavor (URaCE) about research opportunities

Read

Pollack Chapter 5 "Gain Real World Experience"

Brooks Chapter 7 "Paging Dr. Frankenstein: Experimental Wanderings with Big Payoffs" (recommended)

Module 7) Looking for Jobs (Oct 5)

Read before class

Pollack Chapter 8 "Find Opportunities"

Reply to Module 7 Discussion Board

Module 8) CVs and Resumes (Oct 12)

In class presentation from UTC Career and Leadership Development Center

Read before class

Read Pollack pp. 209-221

Read Brooks Chapter 8 "My Job as Krackel Bar: Creating Irresistible Resumes That Will Get You the Interview"

Module 9) Outside Speaker (Oct 19) – via Zoom

Outside speaker: **Leigh Chavez-Bush**, Senior Business Analyst, Denver Westworld

Read

Anders Chapter 7 "Ruling the World"

Reply to Module 9 Discussion Board by Friday, midnight

Module 10) Writing a Good Cover Letter (Oct 26)

Read before class

Read Brooks pp.231-249

Read Pollack pp.221-230

Module 11) Your Online Profile (Nov 2)

Read before class

Read Pollack Chapter 2 “Stop Being a Student and Start being a Professional”

Reply to Module 11 Discussion Board

Module 12) Outside Speaker (Nov 16)

Outside speakers: **Julia Poland**, Curator at Chickamauga Battlefield and **Abbey Vander Sluis** (a UTC alum!), Field Archaeologist at Chickamauga Battlefield

Read

Read Anders Chapter 12 “Telling Your Story”

Reply to Module 12 Discussion Board

Module 13) CV and Resume Workshop (Nov 16)

No reading but you need to bring 4 printed copies of your CV or resume to class.

No classes Wednesday, November 23

Module 14) Making a Plan (Nov 30)

Read

TBA

FOOD, SOCIETY, IDENTITY

ANTH 2600

Fall 2024

CRN: 46802

[Holt Hall 124](#)

Tuesday and Thursday 12:15-1:30pm

Instructor

Dr. Emma McDonell

emma-mcdonell@utc.edu

"Tell me what you eat, and I will tell you what you are."

Anthelme Brillat-Savarin (1755-1826)

"For what is food? It is not only a collection of products that can be used for statistical or nutritional studies. It is also, and at the same time, a system of communication, a body of images, a protocol of usages, situations, and behavior."

Roland Barthes (1961)

Catalog Description

This course critically examines food as a fundamental aspect of social and cultural life and key concept in the development of anthropological theory and methods. Topics include power relationships; community building; exchange and reciprocity; symbolism; cultural rules and rituals; globalization; and memory.

Course Objectives

By the end of this course, students will be able to:

- Apply traditional anthropological theories to food and eating cross-culturally
- Make connections between eating and cultural identities and beliefs
- Perceive the long-term changes that have occurred in human lifestyles as reflected in our eating habits
- Have a sense of the global political scale of food production and see the power inherent in this global system
- Understand how culture influences our body images and the ways we think about food

Communication with instructor and office hours

The best way to reach me outside of class is during office hours. You can sign up for an appointment in [Calendly](#). The other way you can reach me is via e-mail: emma-mcdonell@utc.edu. I will do my best to respond to all e-mails within 48 hours. Note that outside the hours of 9am and 5pm, as well as over weekends and holidays, I will not be responding to emails. If you have a question or doubt, it is critical to communicate with me. Please bring your concern to my attention as early as possible, so that it does not become a bigger problem.

Prerequisites

None.

Assignments

Applications

Applications are short assignments that require you to apply concepts, methods, and theories we learn in class.

Application 1 — Family Recipe Analysis

Application 2 — Building a National Cuisine

Application 3 — TikTok Style Video

Details and deadlines for the applications are in the course Canvas site.

*Alternatively, you can do a research paper on a topic approved by me in lieu of the four applications. The paper would be a minimum of 2,500 words. If you prefer this option, you need to have your topic approved by me by September 15 and you will need to meet with me twice during the semester in office hours to discuss progress.

Perusall

This is a reading intensive course and critical reading is one of the skills we will work on explicitly in the course. Coming to class prepared means not just completing the readings ahead of time but also critically reflecting on the texts as they relate to class concepts and other texts. To facilitate critical reading practices and accountability, we will be using [Perusall](#), a social annotation tool that allows us to mark texts collectively. Each assigned text is also an assignment in Perusall. You will be scored on your engagement with the text, evidenced by thoughtful comments and questions along with replies to other student comments and questions. Early in the semester, each reading assignment will have a guiding question to help structure your reading. As time goes on, it will be your responsibility to figure out what's important about the text. Your lowest Perusall score will be dropped.

Exams

There will be two non-cumulative exams. Exam 1 will cover content from modules 1-7 and Exam 2 will cover modules 8-14.

Exam 1: Thursday, October 10: during class period

Exam 2: Thursday, December 5: 10:30 am-12:30 pm

Grading

Category	% of final grade
Applications	35
Exams	40

Perusall	15
Participation	10
TOTAL	100 %

Grade distribution

- A 90-100%
- B 80-89.9%
- C 70-79.9%
- D 60-69.9%
- F 59.9% and below

Participation

Participation is very important in this class. Showing up to class consistently is important, but not enough to get full participation credit. You need to make thoughtful comments, ask questions, and actively participate in class discussions and activities, all while respecting classmates. You need to be present in class – not just physically but mentally, and this means actively listening to classmates and focusing on class activities. The basis of effective class discussions is respect and the trust that is built from respect. As such, I expect all of us, me included, to respect others through listening and acknowledging that different perspectives we have and experiences we come to the classroom with. You cannot pass the class if you have more than seven unexcused absences.

Technology in the classroom

Using a laptop in the classroom is a privilege – one that can and will be taken away if abused. Your screen needs to be on class content at all times, and not email or messenger or NFL games or Amazon or anything else. If it's clear that your laptop is becoming a problem, the privilege will be revoked. If you need to use the laptop to facilitate learning (e.g. for quick translation if your first language is not English) please let me know.

Course materials

There are no required books as the materials will be scanned in Perusall or linked via URL. Using Perusall requires a \$5 fee. Learn more [here](#).

Late assignments and make-ups

Late applications will receive half credit for up to two weeks after the deadline. Perusall assignments are not accepted late since they are intended to prepare you for class, but your lowest Perusall score will be dropped. No work will be accepted after the last day of classes.

Sometimes life becomes complicated and that can affect your performance in the classroom. If you are dealing with some kind of unforeseen emergency – death of a close relative, you were in a car accident, you became ill — you need to get in touch with the [Student Outreach and Support Office](#) for documentation in order for me to offer leniency. This is to ensure fair treatment of all students. Tests cannot be made up unless you have an excused note from a doctor or other authority that has been verified by the [Student Outreach and Support Office](#).

Technology Requirements for Course

You will need to be able to access and use Canvas on a regular basis for this course.

Campus syllabus

For campus wide policies and resources, refer to the most up to date [UTC Campus Syllabus](#).

Course schedule

A detailed course schedule is available in Canvas.

Anthropological Theory

Spring 2024

ANTH.3210.24851.syllabus.SP24.doc, 3 credit hours

M 5:30-8:00

ECS 422

Instructor Information

Instructor: Morgan F. Smith
Email: morgan-f-smith@utc.edu

Office Location: Collins 102
Office Hours: Tuesday 9:00-11:00

Course Descriptions and Prerequisites

A systematic survey of the development of major theories in anthropology with particular attention to theories of culture. Prerequisites: 9 hours of anthropology or department head approval.

Learning Outcomes

- Describe the broad scope of the history of anthropological thought.
- Evaluate academic articles and critique scientific thought.
- Differentiate between major theoretical paradigms in anthropology.
- Be able to communicate opinions clearly, effectively, and politely.
- Learn current ethical problems surrounding anthropological inquiry.

Technological Requirements: Students should have regular access to a computer and be familiar with Blackboard and with PowerPoint. Though this class is a traditional, face-to-face course, classes and/or examinations may be held online.

Technical Support: If you have problems with your UTC email account or Canvas, contact the IT Solutions Center at 423-425-4000.

Student Accommodations: If you have accessibility and accommodation requests, contact the Disability Resource Center at 423-425-4006 or email DRC@utc.edu. You DO NOT need to notify me of these accommodations unless you choose to, I receive them automatically.

Textbooks

Textbooks for this course are not required, but may serve as a useful aide for some students struggling with certain topics. In that event, purchase the following:

1) Anthropological Theory: An Introductory History by R. Jon McGee & Richard L. Warms. 6th edition.

You should be able to find this book for ~\$90 new, or ~\$40 used.

Additional Reading Material

Additional readings will be provided to you on canvas as encountered. **This class is reading heavy and you will begin to read scholarly articles regularly in this course.** These articles will be uploaded at least 1 week prior to their appearance on the course schedule.

Grading

Your final grade in this course will be calculated based on two exams, 1 essay, and ~10 class discussions. Extra credit opportunities will likely be given which will be in cadence with this course's learning objectives. All final grades are rounded to the nearest percentage point.

Assignment	Points
Exam 1	100
Exam 2	100
Final Essay	100
In Class Discussions	200
Total	500

Letter Grade Assignment by Points

A =500-450, B =449-400, C =399-350, D =349-300, F =<299

Description of Assignments

Exams will make up ~40% of the grade for this course. Oral examinations over Zoom on exam week and online component. The online component will be matching/multiple choice and will be a ~20 minute exam. The oral component will be ~10-15 minutes, one on one with me. The final is cumulative, but with emphasis on latter parts of course.

The final essay will make up ~20% of your grade. The essay must be written in AAA format, 12pt font, 1 inch margins, double spaced. Length is 8-10 pages, with at least 10 sources, all of which MUST be scholarly articles. Extra credit will be given to students who make writing center appointments to have their essays reviewed (do this ASAP!) or who use EndNote to organize their citations. 25% of your grade will be the essay draft, which is due in class on 4/1. We will discuss the essay in-depth during the first week.

The in-class discussion are 40% of your grade. Such discussions are a key part of any theory class worth having. I will moderate these and you all will discuss a key reading on a topic. Your grade will be related to your participation in the discussion. We will discuss these in more detail during the first week.

Extra-credit: the omnipresent question. Yes, I will offer extra credit, but don't depend on it being a lot! I will announce in class when an extra credit opportunity is available.

Attendance

Students are expected to attend class and to complete all assigned coursework. Attendance will be taken through pop quizzes; thus, failure to attend class will negatively affect your grade.

Class Communication

I strive to be communicative and will reply to emails as soon as possible. Often, the answer to your question is found in the syllabus. If this is the case, I may not reply or my reply may be delayed. Otherwise, I will try to respond to student emails with 72 hours. Please keep correspondence as professional as possible, stating your full name, mocs ID, and course of mine you are in, followed by your question(s). On my end, I will often send emails through Canvas. Ensure you are receiving these, as changes to due dates, assignments, or bonus opportunities will be shared through Canvas.

Makeups

If you fail to attend class and miss an exam, you will be assigned a zero for that exam. However, life happens (particularly now) and if you have a legitimate excuse, I will work with you to ensure your grade is not adversely affected. If you are aware of an absence ahead of time, please notify me ASAP. Legitimate spontaneous absences will be dealt with on a case by case basis. Makeup exams will be scheduled as needed, and must be taken before the actual exam date, barring extreme circumstances. If you miss an exam without prior warning for a legitimate excuse only, you must notify within two days to schedule your makeup. Should you miss a pop quiz, don't fret. Your lowest two will be dropped, providing a grade cushion for you. Makeup quizzes will be given only if the student has a university approved excuse. Missing a discussion or independent work day will result in an automatic zero or an excused absence if documentation is provided.

THE UNIVERSITY HONOR CODE APPLIES STRICTLY TO ALL EXAMINATIONS AND WRITTEN WORK.

The Honor Code of the University of Tennessee at Chattanooga is designed to foster and develop a climate of honesty and integrity by giving students a primary responsibility for upholding the standards under the Honor Code. The Honor Code is based upon the assumption that each student recognizes the fundamental importance of honesty. Students are responsible for conducting themselves in accordance with the rules and regulations of the Honor Code, and insuring that other members of the University community uphold the standards as well. Please see the UTC Student Code of Conduct for further information.

Honor Code Pledge: As a student of the University of Tennessee at Chattanooga, I pledge that I will not give or receive any unauthorized assistance with academic work or engage in any academic dishonesty in order to gain an academic advantage. I will exert every effort to insure that the Honor Code is upheld by myself and others, affirming my commitment to a campus-wide climate of honesty and integrity.

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

I look forward to meeting you all and am happy to welcome you to my class! If throughout the semester you need assistance in this course, don't be afraid to come to me.
 "Help will always be given at UTC to those who ask for it." -Scrappy

Statement on Title IX and Mandatory Reporting

Title IX is a federal law that prohibits discrimination based on sex in educational programs and activities that receive federal funds. Discrimination based on sex includes sexual misconduct, relationship violence, and stalking. UTC strives to prevent, address, and eliminate this type of misconduct by responding to individual incidents, supporting those who have been harmed, and educating community members on how to create a safe and supportive campus that encourages healthy and respectful relationships. Faculty members have a responsibility to help create a safe learning environment on our campus. To accomplish this, faculty have a mandatory reporting obligation and are required to share information with the University regarding sexual misconduct, relationship violence and/or stalking that is disclosed to them during the performance of their duties. Students may speak to someone confidentially by contacting Survivor Advocacy Services (SAS), located in the Center for Women & Gender Equity, at 423-425-5648 (M-F, 8 a.m. – 5 p.m.). Questions regarding Title IX, complaints of non-compliance, and complaints of sexual misconduct, relationship violence and stalking may also be directed to the Title IX Coordinator at 423-425-4255 or titleix@utc.edu.

Student Outreach and Support

The Office of Student Outreach & Support (SOS) advocates and supports students experiencing challenges in their personal and/or academic lives. SOS staff help students navigate University administrative processes; connect with University and community resources; and develop coping, resiliency, and self-advocacy skills. Referrals can be made by students, faculty, and staff. Additionally, students can refer themselves as needed. To make a referral, submit a Community Member of Concern Referral Form at www.utc.edu/soc. Individuals may also contact SOS by e-mailing sos@utc.edu or calling 423-425-4301.

Additionally, SOS manages Scrappy's Cupboard, UTC's food pantry. Scrappy's Cupboard is free, anonymous, and no questions asked. Students needing support ranging from one meal to a week of supplies should visit Scrappy's Cupboard. For more information, visit www.utc.edu/scrappyscupboard.

Students are expected to check the course on UTC Learn and their UTC student email account daily.

Students are expected to have the following computer skills:

- Word processing including formatting word processor documents

- Email including sending, receiving and email attachments

- Internet searches

- UTC library database searches

- Students must keep their anti-virus definitions up to date

For UTC Learn support, contact the Help Desk at (423)-425-4000.

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve learning experiences at UTC. Toward the end of the semester, you will be emailed links to course evaluations and you are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Affirmative Action Policy

In accordance with the requirements of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, The University of Tennessee at Chattanooga affirmatively states that it does not discriminate on the basis of race, sex, or disability in its education programs and activities. Please see the Student Handbook for the complete Affirmative Action Policy.

Active Duty Military

If you are a military student with the potential of being called to military service or training during the course of the semester, you are encouraged to contact your course instructor no later than the first week of class to discuss the class attendance policy. Please see the Center for Military and Veteran's Affairs website for more information.

Religious Accommodations

Students are expected to notify their instructor in advance if they intend to miss class to observe a holy day pertaining to their religious faith. Students may be required to provide verifiable documentation to the faculty either prior to missing or upon their return to class.

Pregnant and Parenting Students

UTC does not discriminate against any student on the basis of pregnancy, parenting, or related familial status. Pregnant or parenting students seeking accommodations should contact the Title IX Coordinator immediately.

Below is the idealized outline of this course. This outline is subject to short-term, minor changes.

Date	Topic	Assignment
1/8	What Are We Doing This Semester? What Is Theory and Why Is It Relevant?	N/A Syllabus Quiz; Online Discussions
1/15	HOLIDAY- NO CLASS What is the History of Anthropological Theory?	McGee and Warms 2-11
1/22	Method in anthropology; logical fallacies	In-Class Exercise; Harris Ch.1, Fogelin 1-33
1/29	Discussion Day: Cultural Evolution Boas, Malinowski, and Brown	
2/5	Video	-
2/12	Discussion: Symbolism and Interpretivist Approaches	Geertz 1973; Turner 1967; TBA
2/19	Discussion: Cognitive Approaches, Neo-Evolutionary Thought, and Personality	Tyler 1969, Steward 1955; TBA
2/26	Discussion: Anthropology and Gender	Slocum 1965; Leacock: Adiche TBA
3/4	Behavioral Ecology; Maladaptation?	Bird et al. 2001; Conklin 1955;
3/11	Spring Break	—
3/18	Exam 1	
3/25	Read: Genetic Theory and Sociobiology	Rappaport 1967,
4/1	How is Language Studied?	Whorf 1939; Sapir 1944; TBA Essay Draft Due
4/8	Discussion Day: Processual and Post Processual Thought	Binford 1980 & Hodder 1985; TBA
4/15	Discussion Day: Agency and Practice Theory; Marxism; Post Modernism	Joyce and Lopiparo 2005; Rosaldo 1989; and Abu-Lughod 1995
4/22	Contemporary Perspectives on Theory	TBA
4/30	Exam 2	
5/3	Essay Due	

ANTH3250: Human Osteology

Below is a condensed version of the syllabus where you will find the most relevant information. A more detailed syllabus can be found on the next page

<p style="text-align: center;"><u>Course Communication</u></p> <ul style="list-style-type: none"> • Instructor: Dr. Kylie Williamson • Email: Kylie-Williamson@utc.edu • You may email me directly or message through Canvas. Please detail who you are, that you are in Osteology, and be specific about your question. • Keep an eye on announcements for schedule changes 	<p style="text-align: center;"><u>Required Materials</u></p> <p>White TD, Folkens PA (2005) <i>The Human Bone Manual</i>. Academic Press.</p> <p>Other resources will be posted to Canvas</p>
<p style="text-align: center;"><u>Course Meeting</u></p> <p>T/Th: 9:25-10:40 in Collins St Annex Lab 101</p>	<p style="text-align: center;"><u>Attendance Policy</u></p> <p>There are no points directly associated with attendance, but the course schedule obligates attendance or incur the risk of losing points from in class activities.</p>
<p style="text-align: center;"><u>Office Hours</u></p> <ul style="list-style-type: none"> • Monday 10am-1pm, but I am happy to meet outside these hours as needed • I can meet in person or on Zoom, please email me to coordinate. 	<p style="text-align: center;"><u>Late Policy</u></p> <ul style="list-style-type: none"> • If you miss a workshop or practical quiz due to extenuating circumstances, you must provide the appropriate documentation in order to make up the work penalty free • If you miss a quiz or workshop without a valid UTC excused reason, you must use that as one of your dropped grades.
<p style="text-align: center;"><u>Course Assessments</u></p> <ul style="list-style-type: none"> • 9 Practical Quizzes x 100 points each • 8 Lab Workshops x 25 points each • 1 Osteology Notebook x 200 points • 1 Final Exam x 200 points 	
<p style="text-align: center;"><u>Tips for success</u></p> <ul style="list-style-type: none"> • Consistent attendance and participation in class will be key to your success in class. Osteology is a hands-on skill that you develop over time. You will not be successful if you do not practice these skills in class. • On workshop days, make sure you are fully interacting with the material and taking detailed notes based on the questions asked • Don't put off completing your notebook drawings until just before the deadline. (Speaking from experience, it is not a fun time) 	

ANTH3250
Human Osteology
CRN 46804

Classroom Location: Collins St. Annex Lab 101

Class Meeting Time: T/Th 9:25-10:40am

Instructor: Dr. Kylie Williamson

Email: kylie-williamson@utc.edu

Course Communication: Class announcements will be made through UTC Learn and via email. Please check your UTC email and UTC Learn on a regular basis. If you have problems with accessing your UTC email account or UTC Learn, contact the Solutions Center at 423-425-4000.

Course Description:

This course introduces the concepts and methods used in the identification of human skeletal remains from forensic and archaeological contexts. Course content focuses on the relationship between soft tissues and whole bone anatomy, as well as skeletal biology, growth, and development. The skills learned and practiced in this course provide a strong foundation for more advanced studies in comparative anatomy, bioarchaeology, forensic anthropology, and paleopathology. This course includes lectures, workshops, and practical applications.

Student Learning Objectives:

Upon successful completion of this course, students will be able to:

- 1) Identify and side whole human skeletal elements
- 2) Identify morphological features of skeletal elements as they relate to muscle insertions and origins
- 3) Identify all articulations for all bones in the adult human skeleton
- 4) Differentiate between human and non-human skeletal elements
- 5) Differentiate between infant, juvenile, and adult human skeletal remains

Texts:

Required:

White TD, Folkens PA (2005) *The Human Bone Manual*. Academic Press.

Recommended:

White TD, Black MT, Folkens PA (2011) *Human Osteology*, 3rd ed. Academic Press. (This is a recommended but more expensive *alternative to The Human Bone Manual*.)

Additional materials will be posted online (Canvas). The course website contains all

pertinent information for the course, including the syllabus, handouts, and grades.

Course Requirements

- 1) Ten (10) cumulative practical quizzes (100 points each, lowest grade is dropped totaling 900 points)
- 2) Eleven (11) lab workshops (25 points each, lowest 3 grades dropped, totaling 200 points)
- 3) Osteology Notebook (200 points; guidelines below)
- 4) Final Exam taken during Finals Period (200 points)

9 Practical Quizzes	900 points
8 Lab Workshops	200 points
1 Osteology Notebook	200 points
1 Final Exam	200 points
Total	1500 points

Grade	A	B	C	D	F
Points	1500-1350	1349-1200	1199-1050	1049-900	<899

Practical Quizzes

Practical quizzes will involve the identification of fragmentary skeletal remains and anatomical features as well as short-answer questions. The format for quizzes and the final exam will be discussed the first day of class. **Your lowest quiz score will be dropped at the end of the term.** There will also be a chance for an optional Quiz 11 on the last day of class that can be used to replace the second lowest quiz grade.

Lab Workshops

Students will complete weekly lab workshops which provide students the opportunity to further explore material introduced in lectures. Lab workshops will be station based and are intended to give students the opportunity to explore class material further. Students are expected to engage with the material in a thoughtful manner in order to learn and understand bony morphology. Please note that while students may work together, each student must complete each station's activities and must write their own answers for each workshop. Cheating or copying answers will not be tolerated. **You are responsible for completing 8 of the 11 workshops. Completion any workshop beyond the required 8 will result in 5 points of extra credit for each workshop.**

Osteology Notebook Guidelines:

Each student in this course is responsible for compiling a notebook of their own labeled drawings of skeletal elements and notes. Required notebook items are listed below and will be discussed in class. There will be a notebook check halfway through the semester. Drawings required for the check will be discussed in class.

Notebook Requirements:

- 1) Drawings
 - a. Complete articulated human skeleton (anterior view)
 - b. Two (2) views of each bone with landmarks and features labeled
 - c. Five (5) skull views (anterior, posterior, lateral, inferior, and endocranial) with landmarks and features
 - d. One (1) view of an articulated hand and one (1) view of an articulated foot with individual bones labeled
- 2) Class Notes
- 3) Quiz Reflections
 - a. After each quiz, students are required to reflect on their performance on quizzes. Students will be asked to review bones that they missed on the quizzes and discuss: (1) their thought process to identifying the bone; (2) their approach to learning that material in the prior workshops; and (3) how they might improve for the next quiz.
- 4) Lab Workshops
 - a. Workshops will involve station-based learning where students are expected to explore material on their own via guided questions and prompts provided. Written questions and drawings required by the prompts should be included in students' notebooks.

Instructor Grading and Feedback Response Time: On business days, you can expect an email response within 24 hours. Emails sent after 5pm on Fridays will be tended to by the end of the day the following Monday. Please use proper greetings and salutations when writing your emails, and be clear, kind, and respectful. Friendliness goes a long way and will help you succeed in this course and in life.

Course and Institutional Policies

Consistent attendance and participation in class will be key to your success in class. Osteology is a hands-on skill that you develop over time. You will not be successful if you do not practice these skills in class.

If you anticipate missing a class session, it is your responsibility to notify your instructor so that arrangements can be made before your anticipated absence.

If you miss a workshop or practical quiz due to extenuating circumstances, you must provide the appropriate documentation in order to make up the work penalty free.

If you miss a workshop or practical quiz without a valid, UTC excused reason, you must use that as one of your dropped grades.

I am here to help you succeed, so please reach out with any concerns over the course of the semester.

Student Conduct Policy: UTC's Student Code of Conduct and Honor Code (Academic Integrity Policy) can be found on the [Student Conduct Policy page](https://www.utc.edu/student-conduct/codes.php) (<https://www.utc.edu/student-conduct/codes.php>).

Honor Code Pledge: As a student of the University of Tennessee at Chattanooga, I pledge that I will not give or receive any unauthorized assistance with academic work or engage in any academic dishonesty in order to gain an academic advantage. I will exert every effort to ensure that the Honor Code is upheld by myself and others, affirming my commitment to a campus-wide climate of honesty and integrity.

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve learning experiences at UTC. Toward the end of the semester, you will be emailed links to course evaluations and you are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations. I will provide avenues for students to provide feedback for this course throughout the semester. This includes an anonymous reporting system via Google Forms.

UTC Bookstore: The UTC Bookstore will price match Amazon and Barnes and Noble (<https://www.barnesandnoble.com/>) prices of the exact textbook - same edition, ISBN, new to new format, used to used format, and used rental to used rental format, with the same rental term. For more information, go to the [Bookstore Price Match Program](https://bnc.pgtb.me/MMt77F) (<https://bnc.pgtb.me/MMt77F>), visit the bookstore, email sm430@bncollege.com or call 423-425-2184.

Please see the schedule of topics below

Course Schedule of Topics

Course topics subject to change as needed and/or at instructor discretion

Week	Reading	Date	Topic
1: Introduction	Course Syllabus Ch. 1, 4, and 6	8/20	Course Introduction and anatomical positioning
		8/22	Bone Biology and Development
2: The Skull	Ch. 7	8/27	The Skull
		8/29	Workshop 1
3: Axial Skeleton	Ch. 9 and 10	9/3	Vertebrae, Ribs, and Sternum
		9/5	Workshop 2
4: Pectoral Girdle	Ch. 11	9/10	Quiz 1 Lecture: Scapula and Clavicle
		9/12	Workshop 2
5: Arm	Ch. 12	9/17	Quiz 2 Lecture: Humerus
		9/19	Workshop 3
6: Forearm	Ch. 12	9/24	Quiz 3 Lecture: Radius and Ulna
		9/26	Workshop 4
7: Wrist	Ch. 13	10/1	Quiz 4 Lecture: Carpals
		10/3	Workshop 5
8: Hand	Ch. 13	10/8	Quiz 5 Lecture: MC and Phalanges
		10/10	Workshop 6
9: Pelvic Girdle	Ch. 14	10/15	NO CLASS
		10/17	Quiz 6 Lecture: Pelvis
10: Leg	Ch. 15	10/22	Lecture: Femur
		10/24	Workshop 7
11: Lower Leg	Ch. 15	10/29	Quiz 7 Lecture: Tibia and Fibula
		10/31	Workshop 8
12: Ankle	Ch. 16	11/5	Quiz 8 Lecture: Tarsals
		11/7	Workshop 9
13: Foot	Ch. 16	11/12	Quiz 9 Lecture: MT and Phalanges
		11/14	Workshop 10
14: Review	None	11/19	Quiz 10 + Final Exam Building
		11/21	Workshop 11
15: Review	None	11/26	Optional Quiz 11
16: Final Exam		12/5	Final Exam 8AM

Emotions in the Social and Cultural Contexts**Fall 2023****Topics in Behavioral and Social Sciences/Non-Western Cultures
ANTH 3700/CRMJ 3710, Face to Face, 3 Upper Division Credits****Instructor:** Dr. Zibin Guo**Email and Phone Number:** zibin-guo@utc.edu; 423-425-4442**Office Hours and Location:** Collins Street, 106 Annex**Course Meeting Days, Times, and Location:** TR 9:25-10:40 AM; Engineering Bldg Rm 218

Course Catalog Description: Emotion is integral to human life and life itself. Even though the abilities of having and expressing emotions are biologically based, the specific ways we experience and express emotions are socially and culturally constructed and shaped. This proposed course, relying on the use of anthropological, sociological, and psychological literature on the study of emotions from both Western and non-western societies, intends to provide students with cross-cultural and comparative approaches in examining and illustrating the social and cultural forces in shaping and regulating the personality, the meanings and practices of emotion expressions, and how these practices play a role contributing to human, family, and social relations and population health.

Course Student Learning Outcomes: Upon completing this course, you will be able to:

1. Discuss the evolutionary/adaptative perspectives on the development and functions of some basic human emotions.
2. Elaborate on how social conditions, cultural values, norms, and practices shape our emotional experience and their expressions.
3. Provide examples to demonstrate how these socially and culturally configured emotional experiences and expressions change the pattern of human social relations and affect human social and population health.

Required Course Materials: Click here to enter text.

1. *Never in Anger – Portrait of an Eskimo Family*. Jean L. Briggs, Harvard University Press, 1970
2. *Assigned readings placed in the “Required Readings” in the course module*

Technology Requirements for Course: This course is being conducted entirely online via UTC Learning and Zoom, you are expected to have a reliable computer, internet connection, and access to word processing software and a PDF Reader. It is strongly recommended that you check your computers and browser through UTC’s Information Technology page at <https://new.utc.edu/information-technology> webpage. If you need any direct technical assistance please contact the university IT Help Desk at 423-425-4000.

Technology Skills Required for Course: You are expected to have sufficient knowledge of maneuvering the course website via UTC Canvas, including accessing reading assignments (PDF) and submitting assignments. You are also required to become familiar with and are able to use Zoom application in the event that this course has to be moved to an online format.

Technology Support: If you have problems with your UTC email account or with UTC Learn (Canvas), contact IT Help Desk at 423-425-4000 or email helpdesk@utc.edu.

Student Technology: If you have technology needs to access your courses and/or complete course requirements in Canvas, [submit a request](https://new.utc.edu/information-technology/learning-from-home) (<https://new.utc.edu/information-technology/learning-from-home>) with Information Technology.

Student Accommodations: If you have accessibility and accommodation requests, contact the [Disability Resource Center](https://www.utc.edu/disability-resource-center/index.php) (<https://www.utc.edu/disability-resource-center/index.php>) at 423-425-4006 or email DRC@utc.edu.

Office Hours: TTR: 1:30 pm – 3:30 pm

Course Assessments and Requirements:

Students final grade will be given based on several evaluation methods.

- **Exams:** There are three exams throughout the semester. All exams will be in essay format (short answers and essays). Each exam is worth 20% of your final grade, and the 2nd and 3rd exams are not cumulative.
- **Interview Assignments:** Throughout the semester, you will conduct 6 personal interviews to explore factors contributing to their emotional experiences and submit a 2-page long interview report after conducting each of these six interviews. Detailed guidelines for conducting the interview, including interviewing questions and developing the report, will be provided separately.
- **Book Review:** Students will read the “Never in Anger – Portrait of an Eskimo Family ” throughout the semester. Toward the end of the semester, students will submit a 5-page long book review/report. A detailed guideline for making this presentation will be provided to you separately.

Course Grading

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

1. 3 Exams	(20% each)	60%
2. 6 Interview Assignments	(5% each)	30%
3. Book Report		10%

Course and Institutional Policies

Late/Missing Work Policy: All assignments are expected to be submitted on time. Late submissions will be accepted up to 2 days after the due date for half credit. It is the student's responsibility to inform the faculty before or on the examination day if he/she is unable to take the exam due to illness or an emergency situation. No make-up exam will be given without the permission of absence from the faculty.

Student Conduct Policy: UTC's Student Code of Conduct and Honor Code (Academic Integrity Policy) can be found on the [Student Conduct Policy page](https://www.utc.edu/student-conduct/codes.php) (<https://www.utc.edu/student-conduct/codes.php>).

Honor Code Pledge: As a student of the University of Tennessee at Chattanooga, I pledge that I will not give or receive any unauthorized assistance with academic work or engage in any academic dishonesty in order to gain an academic advantage. I will exert every effort to insure that the Honor Code is upheld by myself and others, affirming my commitment to a campus-wide climate of honesty and integrity

Course Attendance Policy: *Except for emergency and health relate circumstances, all students* are expected to attend all scheduled lecture sessions. Five points will be deducted for every three uninformed and inexcusable absences.

Course Participation/Contribution: This course employs multiple methods to achieve its leaning objectives and to provide students with a mentally stimulating learning environment. It is crucial that every student actively participates in class discussions and complete course assignments on time.

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve learning experiences at UTC. Toward the end of the semester, you will be emailed links to course evaluations, and you are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

UTC Bookstore: The UTC Bookstore will price match Amazon and Barnes and Noble (<https://www.barnesandnoble.com/>) prices of the exact textbook - same edition, ISBN, new to new format, used to used format, and used rental to used rental format, with the same rental term. For more information, go to the [Bookstore Price Match Program](#) (<https://bnc.pgtb.me/MMt77F>), visit the bookstore, email sm430@bncollege.com or call 423-425-2184.

Communication

Keeping a timely communication is an essential element to have a productive and fun learning experience. The instructor will provide important assignment reminders and other information related to this course using "Announcement" at the course website. Please feel free to ask any questions relating to this course and share any thoughts you have on a particular topic covered in this course. UTC email is also the official means of communication between the instructor and the students. Please check your UTC email and visit the course site on a regular basis. If you have problems with accessing your UTC email account, contact the Solutions Center at 423-425-4000.

The University of Tennessee at Chattanooga

The instructor will check email daily and will make a reply to your email in a timely manner. Please allow 48 hours to receive a reply (excluding weekend).

Course Calendar/Schedule: *Schedule is subject to change with fair notice*

Dates	Topic
August 22	<i>Introduction to the course Study of Culture and Emotions</i>
August 24	<i>Introduction to the Study of Culture and Emotions</i>
Reading:	Batja Mesquita, Nathalie Vissers, and Jozefien De Leersnyder, “ <i>Culture and Emotion</i> ”
August 29 & 31	<i>Cultural Regulation of Emotion</i>
Reading:	Jozefien De Leersnyder et. al, “ <i>Cultural Regulation of Emotion: individual, relationship and structural sources</i> ”
September 5 & 7	<i>Emotions, Cultural Values and Good Life</i>
Reading:	Joel Marks, “ <i>Emotions in Western Thought: Some Background for a Comparative Dialogue</i> ”
<u>Assignment 1 due</u> (September 5, submit via course site before or at 11:00 pm)	
Topic: “Good feelings”	
September 12 & 14	<i>Emotions – East and West</i>
Reading:	Louise Sundararajan, “ <i>In the Crucible of Confucianism</i> ”
<u>Assignment 2 due</u> (September 12 submit via course site before or at 11:00 pm)	
Topic: “Family relations”	
September 19	Exercise/Discussion
September 21	<i>Exam One</i>
September 26 & 28	<i>Language and Emotions</i>
Reading:	Leonid Perlovsky, “ <i>Language and emotions: Emotional Sapir-Whorf hypothesis</i> ”
<u>Assignment 3 due</u> (September 26 submit via course site before or at 11:00 pm)	
Topic: “the power of words”	
October 3 & 5	<i>Space, Environment and Emotions</i>
Reading:	Pablo Olivios-Jara et. al., “ <i>Biophilia and Biophobia as Emotional Attribution to Nature in Children of 5 Year’s Old</i> ”

Assignment 4 due (11:00 pm, October 3rd. Submit via Canvas)

Topic: “The places make me calm”

October 10 & 12 Emotions and Religious Practice**Readings:**

a. Jeanne L. Tsai , “Good Feelings in Christianity and Buddhism: Religious Differences in Ideal Affect” (reading assignment folder in course module at course website)

October 17 Spring break***October 19 The Sound of Music*****Reading:** Reza Bamarki, “*Blocking their path to prison: Song and Music as Healing Methods for Canada’s Aboriginal Women*” (reading assignment folder in course module at course website)**Assignment 5 due: 11:00 pm, October 18, submit via Canvas**

Topic: “My favorite music”

October 24 & 26 The Dichotomy of Professional and Personal Emotions**Reading:** Paresh Wankhade “New development: A ‘journey of personal and professional emotions’—emergency ambulance professionals during Covid-19”***October 31 Discussion******November 2 Exam 2******November 7 & 9 “Would you be My Friend” – Emotions and Social Bonding*****Reading:** Adrian S. Franklin, “On Loneliness”<https://www.americansurveycenter.org/research/the-state-of-american-friendship-change-challenges-and-loss/>***November 14 & 16 Emotions and Emotion Expressions in the Era of Virtual World*****Reading:** Fiona A White et.al. “Emotion expression and intergroup bias reduction between Muslims and Christians: Long-term Internet contact”**Assignment 6 due (11:00 pm, November 14, submit via Canvas)**

Topic: Come up your own (will discuss in the class)

November 21 Culture, Wellbeing and Emotions**Readings:** Shinobu Kitayama et.al., “*Culture, Emotions, and Well-being: Good feelings in Japan and the United States*”***November 30 Last class Discussion – Emotions and Emotional Intelligence***

Book report Due: 11:59 pm via Canvas

December 7 Final Exam 8-10 am

Ethnographic Methods
Spring, 2023
ANTH 3100, CRN24850,
Face-to-Face, three credits hours

Instructor: Dr. Zibin Guo

Email and Phone Number: zibin-guo@utc.edu; 423-425-4442

Office Hours and Location: MWF 1:00 – 3:30 PM in 306 Brock Hall. If you need to speak to me outside of my office hours, please email me, and I will contact you within 24 hours.

Course Meeting Days, Time, and Location: TR. 9:25 – 10:40 a.m. in Brock, Rm 402

Course Catalog Description: Introduces the key elements of ethnographic research and its applications in generating social and cultural knowledge. Topics include ethnographic research design, participant observation, interviewing, data analysis, and developing ethnographic projects.

Course Pre/Co Requisites: A statistics course (SOC 2500 recommended) and ANTH 1200, or department head approval.

Course Student Learning Outcomes (SLO): Upon successful completion of this course, learners will be able to

1. Explain the nature and the rules of applying ethnographic methods in social and behavioral research;
2. Be able to identify research topics and develop research questions that are linked to the ethnographic research designs.
3. Be able to employ basic ethnographic methods to collect social data.
4. Explain the key data collection and analysis methods in ethnographic research;
5. Explain the role of using the ethnographic method to conduct research in a virtual environment.

Required Course Materials:

1. Practicing Ethnography – A Student Guide to Method and Methodology. Edited by Lynda Mannik and Karen McGarry. University of Toronto Press, 2017.
2. Other required/Assigned readings placed in the “Required Readings” in the course module

Technology Requirements for Course: Quite a bit of course materials are placed at the course site of UTC Learn, therefore, you need to have a reliable computer and internet access. Test your computer setup and browser for compatibility with UTC Learn at <http://www.utc.edu/learn/getting-help/system-requirements.php>. You should also have an

updated version of Adobe Acrobat Reader, available free from <https://get.adobe.com/reader/>.

Communication: Important assignment reminders and announcements will be made through UTC Learn and email. UTC email is the official communication between the instructor and students at UTC. Please check your UTC email and UTC Learn regularly.

Technology Support: If you have problems with your UTC email account or with UTC Learn (Canvas), contact IT Help Desk at 423-425-4000 or email helpdesk@utc.edu.

Student Technology: If you have technology needs to access your courses and/or complete course requirements in Canvas, [submit a request \(https://new.utc.edu/information-technology/learning-from-home\)](https://new.utc.edu/information-technology/learning-from-home) with Information Technology.

Student Accommodations: If you have accessibility and accommodation requests, contact the [Disability Resource Center \(https://www.utc.edu/disability-resource-center/index.php\)](https://www.utc.edu/disability-resource-center/index.php) at 423-425-4006 or email DRC@utc.edu.

Office Hours: Due to the ongoing public health concern, I'd be glad to have a conversation or set up a meeting with you using the virtual platform. However, if you'd prefer to talk to me in person during my office hours, please feel free to do so and make sure that you bring a mask with you.

Course Assessments and Requirements: Students' final grades will be given based on several evaluation methods.

- **Ethnographic Assignments:** throughout the semester, students will complete 8 small ethnographic assignments. These assignments will help students to learn and understand the rationales and principles of ethnographic methods. Detailed assignment topics, methods, requirements, and due dates are described and placed at the course site of UTC Learn.
- **Exams:** There are three exams throughout the semester. All exams will be in essay format.

Course Grading

Course Grading Policy: 90-100% = A; 80-89% = B; 70-79%=C; 60-69% = D; <60% = F. Final grades will be rounded precisely. If you have an 89.4% final average, this is a B. If you have an 89.5%, this is an A.

1) 3 Exams	(20% each)	Total 60%
2) 8 ethnographic assignments	(5% each)	Total 40%

Course and Institutional Policies

Late/Missing Work Policy: All assignments are expected to be submitted on time. Late submissions will be accepted up to 2 days after the due date for half credit. It is the student responsibility to inform the faculty before or on the examination day if he/she is unable to take the exam due to illness or an emergency situation. No make-up exam will be given without the permission of absence from the faculty. Students should consider make-up exams a **privilege**, not a right.

Student Conduct Policy: UTC's Academic Integrity Policy is in the [Student Handbook](#).

Honor Code Pledge: I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

Course Attendance Policy: Students must attend all lecture and discussion sessions. Five points will be deducted for every three uninformed and inexcusable absences.

Course Participation/Contribution: The course offers several learning objectives that are essential to conducting ethnographic research. As stated above, this course employs multiple methods to achieve these learning objectives and provides a mentally stimulating learning environment. Every student must maintain close communication with the professor regarding any questions, including research topic development, assignments, and lectures. **Do not make assumptions about anything.**

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking the time to complete the anonymous evaluations.

Course Calendar/Schedule: (*Schedule is subject to change with fair notice*)

Date	Topic
1/10 (TU)	<i>Introduction</i>
1/12 (TH)	<i>Anthropology and the Way of Knowing</i> Reading: Bernard, Chapter 1 (focus on the discussion on “Positivism, Humanism, and Phenomenology”) – Canvas
1/17 (TU)	<i>Anthropology and the Way of Knowing (2)</i>
1/19 (TH)	<i>The Development of Ethnography</i> Reading: Mannik & McGarry, Chapter 1
1/24 (TU)	<i>Basic Principles of Ethnographic Research</i> Reading: Angrosino, Chapter 2 – Canvas
1/26 (TH)	<i>The “Fieldwork” and “Study Participants”</i> Reading: Angrosino, Chap. 3 - Canvas
1/31 (TU)	<i>Learning through Participating</i> Reading: Mannik & McGarry, Chapter 2 <u>Assignment #1 due</u>
2/2 (TH)	<i>The Nature of Data – the Beneficiary and the Ethics</i> Reading: Mannik & McGarry, Chapter 3
2/7 (TU)	<i>Exam One</i>
2/9 (TH)	<i>Art of Conducting Literature Research</i> Guest Lecturer: Dunstan McNutt (UTC Library, Rm 204) Reading: Forthcoming
2/14 (TU)	<i>The Art of ethnographic Interviews</i> Reading: Mannik & McGarry, Chapter 4 <u>Assignment #2 due</u>
2/16 (TH)	<i>The Art of Ethnographic Interviews (2)</i>
2/21 (TU)	<i>The Making of the Field notes</i> Reading: Mannik & McGarry, Chapter 5 <u>Assignment #3 due</u>

2/23 (TH)	<i>“Bless your heart” – making sense of what you learned</i> Reading: Mannik & McGarry, Chapter 6
2/28 (TU)	<i>“Bless your heart” – making sense of what you learned (2)</i> <u>Assignment #4 due</u>
3/2 (TH)	<i>“Tell us what you got” – the art of presenting your research</i> Reading: Mannik & McGarry, Chapter 7
3/7 (TU)	<i>“Tell us what you got” – the art of presenting your research (2)</i>
3/9 (TH)	<u>Exam Two</u>
3/14 (TU)	<i>Spring Break</i>
3/16 (TH)	<i>Spring Break</i>
3/21 (TU)	<i>Applied Anthropology/Ethnography</i> Readings: Mannik & McGarry, Chapter 8 <u>Assignment #5 due</u>
3/23 (TH)	<i>“Dancing in the Chair”– a case study</i> Readings: Guo, - Canvas
3/28 (TU)	<i>A Picture Worth Thousand Words</i> Reading: Mannik & McGarry, Chapter 10
3/30 (TH)	<i>A Picture Worth Thousand Words (2)</i> <u>Assignment #6 due</u>
4/4 (TU)	<i>Virtual Fieldwork</i> Reading: Mannik & McGarry, Chapter 12
4/6 (TH)	<i>Virtual Fieldwork (2)</i> <u>Assignment #7 due</u>
4/11 (TU)	<i>Cultural Domain Analysis</i> Reading: Bernard, Chapter 11 – Canvas
4/13 (TH)	<i>Cultural Domain Analysis (2)</i>
4/18 (TU)	<i>Free-listing Analysis</i> Reading: Quinlan – Canvas
4/20 (TH)	<i>Free-listing Analysis (2)</i> <u>Assignment #8 due</u>
4/25	Reading Day

4/27 (TH)

Final Exam 8-10

Archaeological Field Methods
Fall 2024
ANTH.4300.46806.syllabus.FA24.doc, 3 credit hours
W 9:00-5:00
Collins Street Annex 101 or Field Location (See Page 5)

Instructor Information

Instructor: Morgan F. Smith
Email: morgan-f-smith@utc.edu

Office Location: Collins Street Annex Room 104
Office Hours: Tuesday 3:00-5:00 or by appointment

Course Description:

Theory, method, and techniques of field research in archaeology, training and practice in surveying, photography, field recording, and other technical archaeological skills. Other skills dependent on fieldwork location, and may include but are not limited to: remote sensing, metal detecting, test unit excavation, sediment coring, block excavation, or others. Prerequisites: ANTH 1400 or instructor approval.

Course Learning Outcomes:

Students who successfully complete this course will be able to:

1. Lay out a metric grid for survey and testing horizontal control.
2. Set up, level, and operate a total station and prism.
3. Properly lay out and excavate survey pits and correctly record their grid locations on a Trimble GPS unit.
4. Correctly record survey data in a field notebook, including narrative notes and quantification of artifacts.
5. Correctly label artifact storage bags.
6. Constructively interact with the public and accurately communicate the goals and progress of our projects.
7. Understand the physical demands of an archaeological technician on the job market today.
8. Demonstrate familiarity with other field methods and techniques useful for approaching a research question.
9. Gain familiarity with archaeological remote sensing techniques.

Course Requirements

Your grade is based primarily on your field work, meaning that you should work thoughtfully and diligently for the entire project. Attendance, punctuality, and attitude count, big time, and you are expected to make up any missed field work. Fieldwork that we will conduct in this class is outlined in the research design, which is attached below. During your fieldwork tasks, you are required to keep a daily field book documenting your activities. Which will be graded each week. At the end of field school, you will scan you notes and submit both the paper copy and a digital copy, as these will be archived. Finally, we will be immersed in a group situation. Getting along successfully with your fellow archaeologists and accepting constructive criticism will be a part of this course's "professionalism" component.

Statement on Expected Behavior

Due to liability concerns as well as the fact that you will be representing UTC in both public and private spaces, ANTH 3350 is a drug-free course—no tobacco, vaping, drinking, or illegal drugs are allowed, regardless of location. Any violation of these policies is grounds for expulsion of the course (yes, students have been expelled). Headphones, etc. are prohibited during field work, but acceptable during lab work provided the student has demonstrated proficiency in the task at hand. It is absolutely essential that you respect the property on which we work, any visitors, and the personal space of your fellow students and guests at all times. Any behavior deemed disrespectful is grounds for immediate and unilateral dismissal from the course.

ANTH 3350 is committed to diversity and inclusivity. Sexual harassment, racist or ethnocentric remarks, and otherwise inappropriate behavior will be grounds for immediate dismissal from field school. Any such behavior will also be reported to the the UTC Office of Diversity and Inclusion and/or the authorities.

ANTH 3350 is a time intensive course. It will run 9-4:30 most days. Arriving late or leaving early without a university approved reason WILL affect your grade. You are taking this course to gain basic competency in field archaeology and we have little time, so every day of attendance is critical. There will be no field “make-up” days. If a student has a university approved reason for missing a day of field school, there will be opportunities for make-up work in the lab the last full week of classes. If you find yourself in this category, schedule this with me right away. No leniency will be given outside of this window.

Any good archaeologist has their own field kit. Field school is a good time to begin building this kit. The following items are suggested for you to bring as your field kit.

Attire

The best outfit is boots (helpful for shoveling), long socks (to ward off insects), long pants, a moisture wicking shirt, gloves, a bandana, and a hat.

ANTH 3350 field crew shirts will be available in week three. It is required that you purchase one shirt, which will identify you as a formal participant in the field school to visitors and members of the public. You may purchase more than one if you wish.

You will also want a backpack, in which you will bring:

- a refillable water bottle. Nalgene, Platypus, Camelback, etc. Something I like to bring to put in said water is an electrolyte drink. It’s summer in the south. You will sweat and the possibility of dehydration is real. Coolers of water will be maintained on site at all times.

- while those shady woods are nice, they are also home to ticks and red bugs. Insect spray, 25% DEET or better, is recommended. They are also a good spot for snakes, so boots also help here.

- a small personal first aid kit, including any personal items you may need. I will maintain a field first aid kit, but each of you is responsible for other comfort or hygiene items.

MANDATORY EQUIPMENT

- A Rite-in-the-Rain Book to take notes in. This is the ONLY piece of required equipment and it is required. No other medium of note taking is acceptable. Plus, any professional archaeologist worth their salt has one. I recommend the following: <https://www.riteintherain.com/4-625x7-25-soft-cover-book>. One of these books can be used for many projects and one of the highest complements a young archaeologist can receive is that they are an excellent note-taker. If you do get your own field book, I also recommend (not mandatory) a waist clip pouch to keep your notes clean and readily available. You can get a pouch here <https://www.amazon.com/Rite-Rain-Weatherproof-Wasit-Clip-C540F/dp/B004W0Y2W6?th=1>.

Items Any Archaeologist Should Have (but not required)

-a Marshalltown trowel, 4", 5" or 6", pointed ([available online](#) or at building supply places like Walter A. Wood on Rossville Blvd, or Lowe's - look on the "Concrete" isle). As you build your kit, you may also want a margin trowel.

- A 10x magnification loop. The closer you look, the more you see.

Additional Stuff

- I highly recommend TecNu® as an anti-poison ivy defense and SPF 50 or greater sunscreen. We are in the shade and you may not need sunscreen, but this will depend on personal comfort.

- As a general rule, I steer clear of requiring textbooks. However, serious students of archaeology would do well to begin building a library of critical references. Good references for the topic of field methods in archaeology include:

1 <https://www.worldcat.org/title/standards-of-archaeological-excavation-a-field-guide-to-the-methodology-recording-techniques-and-conventions/oclc/656467385>

2 <https://www.worldcat.org/title/field-methods-in-archaeology/oclc/959151158>

You may also find these useful.

<https://digitalpressatund.files.wordpress.com/2017/04/210100909-archaeological-field-manual-3rd-ed.pdf>

<https://perma.cc/F4ZC-W3W9>

<https://web.archive.org/web/20170422212756/https://www.verdevalleyarchaeology.org/Resources/Documents/VVAC%20Field%20Excavation%20Manual.pdf>

Required Technology/Skills

A laptop will be required to keep up with Canvas work and other assignments. You will find a cell phone useful and I will post updates to Canvas as well as use it as a messaging medium.

Campus Safety Policy: Due to COVID-19, there is a [campus safety policy](#) (<https://www.utc.edu/walker-center-teaching-learning/covid-19-safety-policy.php>) for classes that meet on campus; please review this policy.

COVID-19 Absence Policy: Due to COVID-19, there is an [absence policy](https://www.utc.edu/walker-center-teaching-learning/covid-19-absence-policy.php) (<https://www.utc.edu/walker-center-teaching-learning/covid-19-absence-policy.php>) for Fall 2020.

Technology Support: If you have problems with your UTC email account or with UTC Learn (Canvas), contact IT Help Desk at 423-425-4000 or email helpdesk@utc.edu.

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Student Accommodations: If you have accessibility and accommodation requests, contact the [Disability Resource Center](https://www.utc.edu/disability-resource-center/index.php) (<https://www.utc.edu/disability-resource-center/index.php>) at 423-425-4006 or email DRC@utc.edu.

Academic Integrity: As a student of the University of Tennessee at Chattanooga (“UTC” or “University”), you are expected to abide by the University’s [Honor Code](#). Any suspected violation of the UTC Honor Code will result in a referral to the Office of Student Conduct and may result in a grade of F (0) on an assignment, examination, or course should you be found responsible for the alleged violation.

Generative Artificial Intelligence (AI) - Use Prohibited: All submitted coursework must be your own original work. Inclusion of proper citations, using the accepted citation style for this course, is required per the UTC Honor Code. The use and/or inclusion of any materials derived by a Generative AI tool is strictly prohibited. Failure to follow any of the aforementioned guidelines constitutes a violation of the Honor Code and will result in a referral to the Office of Student Conduct.

Grading/Assessment:

We will be conducting archaeological assessment under permit by Southeastern Climbers Coalition, the Tennessee Division of Archaeology, Archaeological Resources Protection Act, and/or by agreement with private landowners in the Chattanooga area.

What does this mean? This means that this class is an active archaeological survey. It is not a simulation. There are many employment opportunities for aspiring archaeologists doing exactly what you will be doing in this course. As such, your grade will include your timeliness, your attention to detail, your ability to follow directions, and your ability to be a team player.

Collectively, these traits will all be judged to account for your grade. How the following items will be assessed will be discussed in Week 1.

Assignment	Points
Field Notes (10 pts/14 meetings)	140
Field Competence (10 pts/14 meetings)	140
Professionalism (15 pts/14 meetings)	210
Field School Review	10
Total	500

Letter Grade Assignment by Points

A =500-450, B =449-400, C =399-350, D =349-300, F =<299

Logistics

The first day of class will be held in person in the Collins Street Annex Room 102, the (new) Jeffrey L. Brown Institute of Archaeology. On this first day, we will discuss logistics, expectations, safety procedures, behavior code, and discuss the research strategy and outline of each fieldwork project.

Each Monday, we will meet at a predetermined location at 9:00 am. It is expected that you will arrive on time, as work will begin at 9:00 am sharp. Each day will include a water-break at 10:00 am and 2:30 pm. These are required breaks. You can take breaks anytime you feel you need to cool-off or as needed. Lunch will be held from 12:00 pm to 12:30 pm daily. You are required to prepare and bring your lunch daily. A cooler will be provided for cold storage of beverages and lunches as needed by students. Watercoolers will also be provided. You are responsible for bringing a reusable water bottle to refill each day.

The focus of this field school will be primarily historic archaeological testing and salvage excavation. Alternate years of field school focus on historic archaeology and general archaeological survey. For 2024, fieldwork will be conducted at three sites. The first location will be Citadel Boulderfield Near Ft. Payne, Alabama ~1 hour from UTC. We will meet in the parking lot at the preserve at 10:00 next Wednesday. This will be the farthest commute by far. We will conduct a pedestrian survey of the site and excavate 5 shovel tests. Google “The Citadel Boulders Preserve”, (34.476648, -85.669481). The second location will be Shallowford Ecological Preserve in Chattanooga ~20 minutes from UTC. We will meet in the parking lot at the preserve at 9:00. We will excavate 39 shovel tests and conduct deep soil testing. Google “Shallowford Ecological Preserve” (35.051269, -85.215650). The third location will be Chickamauga and Chattanooga National Military Park, 20 minutes from UTC. We will meet in the parking lot at the location at 9:00. We will excavate 100 shovel tests, magnetometer survey, and possible test units. Google “Alexander Bridge” and that will be close. We will park at the intersection of Viniard and Alexander Bridge Roads (34.911349, -85.231785). Field school is obviously very weather contingent. In the event of a rainy day, we will meet in the Jeffrey L. Brown Institute of Archaeology (CSA 102). Rain day calls will be made at least 12 hours in advance. Please monitor your email throughout the day Sunday, as I will try to wait until the last minute to move to the lab.

Class Participation/Attendance Policy: You will be graded on 14 class meetings. Thus, missing one could put you at a disadvantage. Due to the nature of the field school, I cannot schedule make-up days. Only university approved absences will be pardoned with a make-up lab day.

Grading and Feedback Time: Each Monday, I will collect your field notes at the end of the field day. I will return these to you all on the following morning prior to the start of the next week’s work.

Course and Institutional Policies

Late/Missing Work Policy: Late field books will not be accepted. These will only be collected following fieldwork. Thus, if you miss class, you will not have notes for that day.

Student Conduct Policy: UTC's Student Code of Conduct and Honor Code (Academic Integrity Policy) can be found on the [Student Conduct Policy page](https://www.utc.edu/student-conduct/codes.php) (<https://www.utc.edu/student-conduct/codes.php>).

Honor Code Pledge: As a student of the University of Tennessee at Chattanooga, I pledge that I will not give or receive any unauthorized assistance with academic work or engage in any academic dishonesty in order to gain an academic advantage. I will exert every effort to ensure that the Honor Code is upheld by myself and others, affirming my commitment to a campus-wide climate of honesty and integrity

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve learning experiences at UTC. Toward the end of the semester, you will be emailed links to course evaluations and you are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

UTC Bookstore: The UTC Bookstore will price match Amazon and Barnes and Noble (<https://www.barnesandnoble.com/>) prices of the exact textbook - same edition, ISBN, new to new format, used to used format, and used rental to used rental format, with the same rental term. For more information, go to the [Bookstore Price Match Program](#) (<https://bnc.pgtb.me/MMt77F>), visit the bookstore, email sm430@bncollege.com or call 423-425-2184.

Date	Topic	Assignment
Week 1	What Are We Doing This Semester?	Meet in Collins Street Annex at 10:00 AM.
Week 2	Citadel Boulders	Meet at 10am.
Week 3	Citadel Boulders	Meet at 10am.
Week 4	Shallowford Preserve	Meet at 9am.
Week 5	Shallowford Preserve	Meet at 9am.
Week 6	Shallowford Preserve	Meet at 9am.
Week 7 10/2	Shallowford Preserve	Meet at 9am.
Week 8	Chickamauga and Chattanooga National Military Park	Meet at 9am.
Week 9	Fall Break	No Class
Week 10	Chickamauga and Chattanooga National Military Park	Meet at 9am.
Week 11	Chickamauga and Chattanooga National Military Park	Meet at 9am.
Week 12	Chickamauga and Chattanooga National Military Park	Meet at 9am.
Week 13	Chickamauga and Chattanooga National Military Park	Meet at 9am.
Week 14	Chickamauga and Chattanooga National Military Park	Meet at 9am.
Week 15	Chickamauga and Chattanooga National Military Park	Meet at 9am.
Week 16	Field School Wrap Up/Graduation	Meet at 9am.

Archives, Collections Management, and Curation

ANTH 4500 SECTION 001, CRN 25755

Spring 2024

Modality: Face-to-Face, 4 Credit Hours (Lecture and Lab)

Instructor Dr. A. Brooke Persons **Email** Brooke-Persons@utc.edu
Office Phone (423) 425-4325
Office Hours Tuesdays 10:30-Noon pm and Wednesdays 10:30-Noon in Collins 111

If you cannot attend my office hours, email me with your questions, drop by my office, or set up an appointment via email. I will respond within 24 hours. Virtual appointments are available as needed.

Course Meeting Days, Time, and Location

Mondays & Wednesdays 2:00 – 3:15 PM Collins Street Lab Annex Room 104
Please arrive on time so that you do not miss any announcements or assessments.

Prerequisites: ANTH 1400 or IARC 3500 or approval of the instructor
Co-requisites: Must be registered for ANTH 4500 (lecture) and ANTH 4500L (lab)
Course Fees: \$50 (These fees are used to provide curation materials used during class).

Course Catalog Description for ANTH 4500

This course provides an overview of museum collections management and curation, focusing on archaeological materials and archives in anthropology. Through lectures, field trips, and hands-on lab experience, students will learn theory, method, and techniques related to the long-term care of artifacts and records. Also covers challenges of preservation, related legislation, and the ethics of archaeological materials in museum collections.

Course Catalog Description for ANTH 4500L

This lab provides direct, hands-on experience working with archaeological collections management and curation through a weekly lab practicum. This lab must be taken in conjunction with the 3-hour ANTH 4500 Archives, Collections Management, and Curation course.

Course Objectives

Upon successful completion of this course, students will be able to:

1. Describe essential practices related to the fields of curation, collections management, and archive management in anthropology and related fields.
2. Discuss current research trends in museum studies, collections management, archive management, and curation.
3. Discuss federal curation legislation and standards for archaeological materials.
4. Outline the collections management process from acquisition through curation.
5. Evaluate and define ethical practices with regard to collections management and curation.

This course fulfills one course requirement for the **Field or Laboratory Requirement** for **Anthropology Majors on both the BA and BS tracks**. Consult with your advisor to ensure that this course meets your degree requirements and is an appropriate avenue of study given your academic plan. If you are a **Historic Preservation** minor or major, reach out to your academic advisor within the program to ensure that this course meets your degree requirements.

Lecture, Lab, and Class Participation

Students must be registered in both ANTH 4500 and 4500L. ANTH 4500 is the lecture (3 hours) and ANTH 4500L is associated lab portion of the class (1 hour).

Your success in this course will reflect your degree of participation, and you will gain the most if you participate fully. You are responsible for completing all course readings, assignments, and scheduled assignments. Participation counts. If you fail to complete these tasks, you will not succeed in this class.

The course material often generates questions and interesting discussions, and I encourage you to contribute, ask questions, and engage with the material and your fellow students and any visitors to the class. Be inquisitive, be respectful, and think critically. Remember that you are a representative of UTC in your engagement with your colleagues and the museum professionals that you meet outside of this class.

Class will consist of lectures, in-class discussions, position papers, field visits, and in-class activities. Lab activities will include data management, rehabilitation of archaeological collections, records management, curation activities, inventory methods, and other tasks as assigned. Your attendance is required in both ANTH 4500 and ANTH 4500L, as both are critical to your success. Students are responsible for all content found in assigned readings, assignments, lectures, and activities.

Required Course Materials

No textbook is required. Assigned readings will be provided via the Canvas website: www.utc.edu/learn. To access the additional readings, login to the Canvas learning system in UTC Learn, then navigate to ANTH 4500. The readings can be found in Canvas organized into weekly modules.

Communication

Class announcements will be made in class and through UTC Learn (aka Canvas). I will provide updates through the Canvas Announcements function. Additionally, UTC's MOCSNet email is the official means of communication between instructor and student at UTC. Please check your UTC email on a regular (**daily**) basis. I will respond to all emails within 24-48 hours.

Technology Requirements and Skills

Students are required to utilize UTC Learn and Canvas. Students should check their MOCSNet email daily for course updates and potential announcements. Students should also have an updated version of Adobe Acrobat Reader, available free from <https://get.adobe.com/reader/>.

Students should also be familiar with Word Processing programs (e.g., Microsoft Word), Microsoft Excel, and Zoom. Students can download free software from UTC's Software Library from the following website: <https://new.utc.edu/information-technology/services/software-for-students>. Students will also learn to use collections management software, but training will be provided in class.

Technology Support

If you have problems with your MOCSNet email account or with Canvas, contact IT Solutions Center at 423-425-4000, email itsolutions@utc.edu, or visit the IT website: <https://new.utc.edu/information-technology/technology-resources-for-students>.

Student Accommodations

If you have accessibility and accommodation requests, contact the Disability Resource Center at 423-425-4006, at <https://www.utc.edu/disability-resource-center/index.php> or email them at DRC@utc.edu.

Course Assessments, Readings, and Quizzes

Your grade will be generated through five types of assessments, including:

- Syllabus and Lab Quiz (20 pts): After reviewing the syllabus, take the Syllabus Quiz on Canvas. Also, after coming to the first lab session and reviewing the UTC Curation and Lab Policy, take the Lab Policy quiz. Students will have unlimited attempts and may retake these quizzes.
- Position Papers (135 pts): Students are responsible for composing nine, 15-point position papers as assigned throughout the class. Position papers are 500-750 word summaries of assigned tasks, article reviews,

collections assessments, and more. Details will be provided one week in advance and written assignments are due by 11:59 pm on Sundays. Assignments are submitted through Canvas. Refer to assignment details for upload instructions.

- *I will drop the lowest Position Paper score. A total of 10 position papers are assigned and students are responsible for completing at least nine. It does not matter if you complete all ten position papers or if the dropped assignment is one that you elected not to complete. Either way, the lowest position paper score will drop automatically to account for a total of nine position papers.*
- **Lab Practicum and Report Log (140 pts):** Students are responsible for completing weekly 1.5-hour lab practicum sessions in the JBIA lab throughout the semester. Successful completion of the weekly lab hours is worth 120 points. Students should report to the JBIA Archaeology laboratory for hands-on collections work for weekly work sessions (10 pts each). Duties may vary from what is shown in the schedule based on curation needs. Students are expected to maintain a weekly log of activities, which will be periodically reviewed and submitted at the end of the semester (20 pts). Review dates and final submittal dates are noted in the class schedule.
 - *The lab practicum is required in lieu of exams and is critical to your performance in this class.*
- **Collections and Curation Ethics Bowl (20 pts):** Students will be placed into groups and will compete in an Ethics Bowl during the regularly scheduled class time during Week 11. Groups will be provided with ethical prompts and will discuss issues during class. Participation is worth a total of 20 points.
- **Participation/Attendance (40 pts):** Students are expected to complete weekly readings and contribute to the class discussions. To encourage your participation, participation points and attendance will be awarded randomly throughout the semester on 8 different class days throughout the semester. Students must be present and contribute to the discussion to earn the possible points. Scheduling and grading are at the discretion of faculty.
- **Final Project (105 pts):** The final project is a written essay asking students to apply the principles, techniques, and perspectives discussed in class to a topic of their choice (100 pts). Details will be provided in advance and the topic will be reviewed midsemester (5 pts). This project will be due by 3pm on Monday, April 29, 2024. Students may submit their paper early.

Course Grading Policy

A= 90-100% B= 80-89% C= 70-79% D= 60-69% F= <60%

Course Grading

Syllabus & Lab Quizzes	20 pts (4%)
Participation/Attendance	40 pts (9%)
Position Papers	135 pts (29%)
Lab Practicum	140 pts (31%)
Ethics Bowl	20 pts (4%)
<u>Final Project</u>	<u>105 pts (23%)</u>
Total	460 pts

Instructor Grading and Feedback Response Time

I will do my best to grade all assignments within one week of the due date and provide feedback. However, I provide specific critical feedback for your writing assignments and it may take longer in some cases. I will do my best and I ask you to do the same.

Once assignments are graded, scores and comments will be posted in Canvas. Check the Canvas class dashboard to keep track of your progress by reviewing the Grades tab.

Late/Missing Work Policy

If you anticipate having a problem with a specific due date, have questions about an assignment, are experiencing a medical emergency, or if unexpected circumstances arise, an extension can be provided once a letter of academic absence has been provided by the Office of Student Support. To request a letter from the OSS, complete the form linked here: https://cm.maxient.com/reportingform.php?UTChattanooga&layout_id=68). Be prepared to provide documentation for your request. If OSS provides an academic excuse letter, no late penalty will be assessed. Reach out to faculty if you have any questions about the approval process.

Late work lacking a valid excuse may be submitted with a 50% penalty. **Note that all missed work for the class is due by midnight on the last day of classes, Monday, April 22, 2024.**

Extra Credit

There will be limited extra credit opportunities, including a museum visit that will take place on Saturday, March 30. Additionally, if you email me the accession record and identify the curating institution for the cat image that is shown in the course homepage, I will provide you with 2 points of extra credit.

COURSE AND INSTITUTIONAL POLICIES

*****REFER TO THE UTC'S CAMPUS SYLLABUS FOR RELEVANT INFORMATION, WHICH IS POSTED ON CANVAS AND CAN BE FOUND AT THE FOLLOWIN LINK*****
<https://www.utc.edu/sites/default/files/2023-12/CampusSyllabus-SP24.pdf>

Student Conduct Policy

UTC's Student Code of Conduct and Honor Code (Academic Integrity Policy) can be found on the Student Conduct Policy page(<https://www.utc.edu/student-conduct/codes.php>).

A Note on Academic Integrity aka Cheating

I expect students to complete their own original work. If I suspect a student of plagiarizing, copying work without attribution, or cheating in any form, that student will receive a zero for the assignment and the case may be turned over to the Honor Court for adjudication. My advice is to avoid relying on external sources, group chats, AI, or the internet for answers, as that robs you of an opportunity to work through this material yourself. Moreover, such sources are often incorrect. If I suspect that answers are circulating via group chats or other mechanisms, I will invoke the policies above and all involved students will receive zeros for the assignment.

Honor Code Pledge

As a student of the University of Tennessee at Chattanooga, I pledge that I will not give or receive any unauthorized assistance with academic work or engage in any academic dishonesty in order to gain an academic advantage. I will exert every effort to ensure that the Honor Code is upheld by myself and others, affirming my commitment to a campus wide climate of honesty and integrity (UTC Honor Code, Section 1.(2)(a)).

Course Attendance Policy

Students are expected to attend every class and maintain an environment conducive to learning. This means being present, being engaged, and being respectful to fellow classmates, the instructor, and any visitors who may be present. Attendance will not be taken but intermittent participation/attendance checks will assess whether students are present and prepared throughout the semester.

Course Learning Evaluation

Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

A NOTE ON ILLNESS AND MISSED CLASS

If an extended illness or personal situation impacts your ability to participate in the class or meet course deadlines, contact UTC's Student Outreach and Support at (423) 425-2299 or sos@utc.edu to request assistance, request a medical excuse, or identify support services that are available to you.

SCHEDULE

Dates & readings may occasionally change relative to class schedule. Please check Canvas for revisions

Week	Dates		Topics	Assigned Readings***		Graded Assignments***	Pts
1		M	Welcome, Syllabus, and Introduction	Syllabus		Syllabus Quiz Due 1/14	10
1/8-1/10		W	Collections, Curation, and Archives	2 Common Ground Terminology 2 LA Arch Society 2 CHOOSE from Website Article			
Lab week 1 – Meet in lab for lab orientation							
2	1/15 Holiday	M	Martin Luther King, Jr. Day – Holiday – NO CLASS				
1/15-1/17		W	Museums & The Curation Crisis	3 AAM Code of Ethics for Museums 3 Curation Crisis 3 Curation: Ethics and Obligations		Position Paper: Museum Ethics Investigation Due 1/21	15
Lab week 2 – No in person meeting. Lab policy quiz due 1/19							10
3	1/21 Last day to drop	M	Basic Documents & JBA Policies	4 Yerkovich Ch 2 (Skim) 4 SAA Archaeological 12 Steps		Position Paper: State vs Federal Guidelines Review Due 1/28	15
1/22-1/24		W	Federal Curation Legislation	5 NPS Guidelines (website) 5 CFR-2012-title36-vol1-part 79			
Lab week 3 – Meet in lab. Lab Scavenger Hunt due 1/26							10
4		M	NAGPRA	6 25 USC Ch. 32: NAGPRA		Position Paper: NAGPRA News Review Due 2/4	15
1/29-1/31		W	NAGPRA	7 NAGPRA at 30 7 ProPublica's Repatriation Project			
Lab week 4 - Meet in lab. Archaeological Collections due 1/31							10
5		M	Repatriation, Elgin Marbles, and International Issues	8 The Parthenon Sculptures (British Museum Online) 8 The Trustees Statement (British Museum Online) 8 <i>Last Week Tonight: Museums</i> (optional)		Position Paper: Curation Challenges and Conditions Summary Due 2/11	15
2/5-2/7		W	NAGPRA Guest Panel	Dr. Kylie Williamson, UTC			
Lab week 5 - Meet at Guerry facility for Lab Tour due 2/7							10
6		M	UTC Special Collections Tour	Meet in UTC Library Room TBD 10 Chattanooga Regional History Collection and UTC Special Collections (online)		Position Paper: International Repatriation Due 2/18	15
2/12-2/14		W	Conservation and Competency	11 AAM Curator Core Competencies (18 pgs.)			
Lab week 6 – Archaeological Collections due 2/14							10

14		M	No class.	Work on final essay project.	Position Paper Politics or Object Descriptions	15
4/8- 4/10		W	Decolonizing Museums	25 Confronting the Colonial Legacies of Museum Collections (online) 25 AMNH Diorama Revamp (online)		
Lab week 14 – No meeting. Work on final						
15		M	Careers in Museums	27 Job Hunt Activity	None	
4/15- 4/17		W	TBD	TBD		
Lab week 15 – Last lab session. Come to lab. Submit Final Lab Report (Submit log for review on Canvas; no onsite meeting) due 4/22						10 20
16	4/22 last day of classes 4/23 Reading Day	M	TBD		None	
4/22	Final Project Due by 3pm on Monday, April 29					100
TOTAL POINTS						460

Dates may occasionally change relative to class schedule. Please check email for revisions

ABBREVIATED LAB SCHEDULE

Dates	Description	Points
1/8-1/10	Lab week 1 – Meet in lab for lab orientation	/
1/15-1/17	Lab week 2 – No in person meeting. Lab policy quiz due 1/19	10
1/22-1/24	Lab week 3 – Meet in lab. Lab Scavenger Hunt due 1/26	10
1/29-1/31	Lab week 4 - Meet in lab. Archaeological Collections due 1/31	10
2/5-2/7	Lab week 5 - Meet at Guerry facility for Lab Tour due 2/7	10
2/12-2/14	Lab week 6 – Archaeological Collections due 2/14	10
2/19-2/21	Lab week 7 –No in person meeting for lab. Submit activity log for review on Canvas by 2/25.	10
2/26-2/28	Lab week 8 – ArchivesSpace due 2/28	10
3/4-3/6	Lab week 9 – ArchivesSpace due 3/6	10
3/11-3/13	Lab Week 10 – SPRING BREAK	/
3/18-3/20	Lab week 11 – Photography, Documents, Data due 3/20	10
3/25-3/27	Lab week 12 – Archaeological Collections/Digital Objects due 3/27	10
4/1-4/3	Lab week 13 – TBD	10
4/8-4/10	Lab week 14 – No in person meeting for lab. Work on final log.	/
4/15-4/17	Lab week 15 – Last lab session. Come to lab.	10
	Submit Final Lab Report (Submit log for review on Canvas; no onsite meeting) due 4/22	20
TOTAL POINTS		140

GEOG 1010 (20700): Physical Geography Spring 2025

Instructor: Dr. Joshua Hodge (PhD, Geography, Texas State University, 2020)

Email and Office Phone: Joshua-Hodge@utc.edu; 423-425-1412

Department: Social, Cultural, and Justice Studies

Course Number: GEOG 1010

CRN: 20700

Modality: In-Person

Credit Hours: Lecture, 3

Course Meeting Days, Times, and Location: We will meet in-person on Mondays and Wednesdays from 2:00 pm to 3:15 pm in Lupton Hall, Room 242. Please see course materials on the GEOG 1010.20700 course Canvas page. Information about course materials will also be announced in class and via Canvas messages sent from the instructor.

In-person Office Hours and Location: In-person office hours on Mondays and Wednesdays from 12:30 pm to 1:30 pm and 5:00 pm to 6:00 pm (Collins Street Annex, Room 104). **Office: Collins Street Annex (CSA), Room 104. Important: Please email Dr. Hodge before coming to my office so I know when to expect you. The building is locked at 5:00 pm, so please email me or call my office phone when you are at the door for my 5:00 pm to 6:00 pm office hours so I can let you inside.** If you also need to talk to Dr. Hodge at a different time, please email Dr. Hodge so we can schedule an office hour appointment. Please email Dr. Hodge if you have any questions or need to set up a zoom appointment if you need further help above email communication.

Other Office Hour Options: You can also email Dr. Hodge any time with questions. If you email Dr. Hodge, you can expect a reply in 24-36 hours during the normal work week (Monday-Friday between 8:00 am to 5:00 pm). Email replies might take longer during weekends, holidays, and days in which UTC does not have official class. If I think that I might be delayed in responding to your emails in the normal time frame, then I will notify the class. Furthermore, you can call Dr. Hodge's office phone during designated Monday and Wednesday office hours.

Correspondence: Announcements and general information regarding the course will be provided in-class as well as through Canvas announcements, forwarded to your university email. Any questions regarding the course should be directed to the instructor via email at Joshua-Hodge@utc.edu. Also, please note that Eastern Time is the time zone for all due dates, communications/appointments and correspondence in this class. Please see this webpage for info on Daylight Savings Time: <https://www.timeanddate.com/time/zone/usa/chattanooga> If you email Dr. Hodge, you can expect a reply in 24-36 hours during the normal work week (Monday-Friday between 8 am to 5 pm). Email replies might take longer during weekends, holidays, and days in which UTC does not have official class.

Important information regarding interacting with the instructor and fellow students: Students need to use their legal (or preferred name) name that is on file with UTC, actively check

and utilize the course Canvas site, and utilize their UTC e-mail address to communicate with the instructor in this course. It is important to check your UTC email and the class Canvas page regularly to keep apprised of class details, assignments, due dates, and announcements (this means you should be checking your email and Canvas at least once a day). If a student has an official nickname on file with the university, then the student should notify the instructor.

In-class, office hours, phone, and email etiquette: Please be respectful to the instructor and your fellow classmates. Please be courteous and respectful in all manners of communication between students and between the instructor and students. For office hour appointment correspondence between the instructor and student, please give your full attention to the conversation whether by office phone or in-person.

Phone: If a student just wants to talk via phone for office hours, please call Dr. Hodge's office phone number seen at the top of the syllabus.

Email: Please be respectful to the instructor and your fellow classmates in all matters of communication. Please address the instructor as Dr. Hodge or Professor Hodge when writing emails, or for office hours. **Please include GEOG 1010.20700 in the subject line of your email and use your legal name on file with the university so the instructor knows who you are. Also, please use your official UTC email to correspond with the instructor.** The usage of your personal email is only allowed during an emergency or other anomalous situation in which your UTC email does not work. Please be aware that I might not receive an email if it is not sent directly from your official UTC email address (do not send emails from Yahoo or Gmail, etc.).

THE CANVAS MESSAGING SYSTEM IS NOT YOUR OFFICIAL EMAIL. PLEASE USE YOUR OFFICIAL UTC MOCS EMAIL.

Submitting files via email or uploading an assignment file to Canvas: Microsoft Word or PDF files are the only file formats accepted for any file that you email me or upload to Canvas for any type of graded assignment or bonus. Please use a color scanner instead of taking a photograph for any work done on paper that you email or submit in Canvas. You must name each file you email me or upload to Canvas EXACTLY like this: Last name_First initial_GEOG 1010.20700_Abbreviated Assignment Name_Spr25

Example of how to name the word or pdf that you upload or email me: If you want to upload graded assignment 1, you can name your file like this:

Hodge_J_GEOG1010.20700_Assign1_Spr25

Any student who does not submit proper file types or properly name their files, risks having points deducted. It is also possible that you could be given a zero on an assignment based on my judgment (especially if your file is hard to see or read, or if I cannot open it).

Course Catalog Description: The physical environment with emphasis on processes that influence the distribution and pattern of landforms, water, climate, vegetation, and soil. Every semester.

Course Pre/Co Requisites: None

Course Student Learning Outcomes: **Knowledge:** 1. Students will be able to explain how the Earth works as an energy/matter system with emphasis on the inputs of solar and internal Earth energy. 2. Students will compile and integrate information about the atmosphere, hydrosphere, biosphere, cryosphere, and lithosphere of the Earth. 3. Students will be able to explain spatial distributions of environments from an energy/matter physical geography perspective. 4. Students will be introduced to maps and basic map reading skills; concepts such as projections, latitude, and longitude, etc. will be covered. 5. Students will be introduced to the importance of Geographic Information Systems (GIS) as they pertain to Physical Geography. **Skills:** 1. Students will apply skills (through homework, exams, in-class activities) learned in class related to the measurement of Earth's physical systems, for example map reading, soil analysis via photographs, data collection and analysis of atmospheric or hydrologic process and conditions. 2. Students will analyze patterns and processes of the landscape by utilizing (including but not limited to): various websites, topographic maps, remotely sensed imagery, Google Earth, and photographs.

Current, Spring 2025, Reimagining General Education Student Learning Outcomes: Natural Science non-laboratory course (General Education course). Science is an essential process for understanding the natural world around us. In the lecture courses, students will learn the steps of and reasoning behind the scientific method and how and why scientific knowledge changes over time as new evidence emerges. In the lab courses, students will have hands-on or applied experiences that help them better connect with and apply concepts from the lecture.

Current, Spring 2025, Natural Science Student Learning Outcomes:

Non-lab courses:

1. Students will explain how scientific knowledge develops over time as new evidence emerges.
2. Students will demonstrate scientific literacy by locating, evaluating, interpreting, and applying scientific information/data.
3. Students will explain how scientific developments impact society.

Corequisite lab courses:

1. Students will demonstrate the connection between scientific theory and application.
2. Students will apply the methods of science by testing hypotheses and reporting the results.

Four-credit hour courses that include both a lecture and a lab must address the learning outcomes for non-lab (lecture) and corequisite lab courses above.

Older General Education Student Learning Outcomes: Natural Science non-laboratory course (General Education course). The purpose of this category is to allow students to participate in the systematic ways in which human beings analyze the physical universe, to appreciate the achievements of the human mind in comprehending the universe, and to understand the significant role of the natural sciences in human development.

Category Outcomes: Upon completion of the required credit hours in this category, students will be able to:

- Explain intellectual foundations, conceptual approaches, and methodologies of the natural sciences.
- Understand and explain scientific terminology.
- Discuss historical, social and political issues related to scientific data and advances.
- Construct graphic and analytical models from a description of a specific natural phenomenon.
- Formulate a hypothesis based on empirical data.
- Apply the scientific method to solve problems.
- Design experiments to test hypotheses.
- Express conclusions and implications from scientific experiments using a variety of methods.

Required Course Materials: The course textbook is included with your tuition and fee payment for the class. The textbook is included in a program called “Cengage First Day”.

Mindtap-Petersen/Sack/Gabler’s Physical Geography. Edition: 12th. Publisher: Cengage. ISBN: 9780357142547. You can also get the Cengage package E-book Cengage Unlimited Subscription, 1 Term. Package Component. ISBN: 9780357700006. See the UTC Book store website and also our Canvas page for more details regarding the required text. Also see the Cengage website for textbook details: <https://www.cengage.com/c/physical-geography-12e-petersen/9780357142547/> You can purchase either a regular book or an e-book (both come with Mindtap). You can also download the Cengage app and read the e-textbook on your smartphone. Details regarding Mindtap to be explained in class, Canvas, and through other communication from the instructor.

NOTE: THE COURSE TEXTBOOK IS INCLUDED WITH YOUR TUITION AND IS ACCESSED FROM CANVAS, MODULES. PLEASE CREATE A CENGAGE STUDENT ACCOUNT IF YOU DO NOT HAVE ONE. OUR CANVAS COURSE IS LINKED WITH CENGAGE.

Technology Requirements for Course: A computer and reliable internet for use with Google Earth Pro, Zoom, and Canvas. UTC has computer labs and computers available for student use: <https://www.utc.edu/library/services/service-desk> If you want to zoom with me, it is ok if you use a smartphone, but it is better to use a computer so we can go over material and screens can be shared. IF YOU DO NOT HAVE A RELIABLE COMPUTER, PLEASE GET ONE OR GO TO THE UTC LIBRARY OR SOME OTHER PLACE THAT HAS MODERN COMPUTERS WITH RELIABLE INTERNET.

PLEASE SEE THIS WEBSITE FOR UTC TECHNOLOGY RESOURCES FOR STUDENTS <https://utc.teamdynamix.com/TDClient/2717/Portal/KB/ArticleDet?ID=154242>

You will need access to a computer with a reliable internet connection to complete exams and other graded assignments.

You will need Microsoft Word, which is available to UTC students FREE OF CHARGE. To use this, students can click on “Microsoft Online Portal” to get Office 365 for free:

<https://www.utc.edu/health-education-and-professional-studies/school-of-nursing/help/microsoft-office#:~:text=Free%20for%20Current%20UTC%20Students,Powerpoint%20students%20need%20for%20classes>.

<https://utc.teamdynamix.com/TDClient/2717/Portal/KB/ArticleDet?ID=154242>

MICROSOFT WORD OR PDF FILES ARE THE ONLY ACCEPTED FILES FOR ANYTHING UPLOADED IN CANVAS OR EMAILED TO ME FOR GRADING. DO NOT USE GOOGLE DOCS OR ANYTHING LIKE THAT.

You will also need Google Earth Pro for a computer (not a smartphone or iPad)

<https://www.google.com/earth/versions/>

If you for some reason are unable to download Google Earth Pro on your laptop or desktop, or use a UTC computer that has Google Earth Pro, you can use the online version at

<https://earth.google.com/web/>

Please note that homework assignments that use Google Earth will be easier to use with the Pro version, and any explanatory videos I make will be utilizing Google Earth Pro and not the online version.

You may also need to be able to view Adobe PDF (portable document files, .pdf) files, Windows Media Video and Audio files (.wmv), and Macromedia Flash files (.swf).

Technology Skills Required for Course: Usage of a scientific calculator. Basic skills saving files as a PDF. Knowing how to take a color scan with a scanning machine or scanning app. Utilizing Microsoft Word, Excel, PowerPoint, and Canvas. If you need to install Microsoft Word or Adobe (for PDF files) on your computer, it is provided free from UTC:

<https://www.utc.edu/information-technology/services/software-for-students>

Technology Support: If you have problems with your UTC email account or with UTC Learn (Canvas), contact IT Help Desk at 423-425-4000 or email ithelp@utc.edu or helpdesk@utc.edu.

Student Technology: If you have technology needs to access your courses and/or complete course requirements in Canvas, [submit a request \(https://new.utc.edu/information-technology/learning-from-home\)](https://new.utc.edu/information-technology/learning-from-home) with Information Technology.

Student Accommodations: If you have accessibility and accommodation requests, contact the [Disability Resource Center \(https://www.utc.edu/disability-resource-center/index.php\)](https://www.utc.edu/disability-resource-center/index.php) at 423-425-4006 or email DRC@utc.edu.

Counselors at UTC: If you have a life crisis and need to speak with a counselor, please see this webpage for more information: <https://www.utc.edu/enrollment-management-and-student-affairs/counseling-center>

Course Assessments and Requirements: The total of all graded assignments in the course is 383 points. A significant portion of the assignments are administered in the course Canvas page, but some graded work will occur in-class. There will be two exams: a Mid-Term and a Final. Both are worth 13% of your grade (26.1% total for exams). There will also be two quizzes worth 13% (each quiz is worth 6.5%). The quizzes are similar to exams, and I could call them "mini exams". Furthermore, there will be two graded homework assignments (each worth 6.5%; meaning the two homework assignments are 13% of your total grade). There will be a lecture video quiz worth 5.2% of your grade. There will also be "other graded assignments" submitted in Canvas worth a total of 21.67% of your grade. The syllabus quiz is worth 1.3% of your grade. Lastly, there will be in-class graded assignments worth 75 points total (19.58% of your grade). The in-class graded assignments will be graded by hand or graded in Canvas. MindTap may also be used for quiz and exam prep. Please note that MindTap activities will be for practice only and will not be counted as a grade. MindTap may be a good resource for exam and quiz preparation. There will not be any questions from MindTap on any homework assignment, quiz, or exam. MindTap is an excellent resource for you to practice learning the concepts of the course. Assignment/exam/quiz dates and due dates will be announced in Canvas. Details of all graded assignments are described in detail in Canvas.

Supplies to bring to class: Please ensure that you always have a pencil and notebook paper and bring that to each class. You may also bring a pen. Please bring a scientific calculator as well. There might be times in which I allow you to use your cell phone calculator, but when those are not needed, your cell phones need to be put away. You are allowed to bring a laptop to take notes, but ONLY TO TAKE NOTES.

Course Grading Policy: Exams (26.1%), Quizzes (13%), Homework (13%), In-class graded assignments (19.58%), other assignments submitted in Canvas (21.67%), Lecture Video Quiz (5.2%), Syllabus Quiz (1.3%). Exams, quizzes, and the homework assignment answers will all be entered in a Canvas "quiz" to be automatically graded. Grades will be assigned on a traditional A = 90-100+%; B = 80-89%; C = 70-79%; D = 60-69%; F = 59% or below. Additional extra credit points (bonus) might be offered at the discretion of the instructor. Such points, if offered, will be added to the total points accumulated. Timelines regarding when graded materials are available for viewing are seen in Canvas, Modules, and Canvas, Assignments. Grades are final as earned and will only be rounded up by one-half of a percentage point. Example: You finish with a final overall grade of 89.5%. I would round you up to an A. If you finish with an 89.4%, your grade would remain a B.

Note: Course assessments and requirements and course grading policy (see above) will very likely be adhered to but is subject to change if necessary. Please note that the percentages of each type of assignment could change if necessary (as seen in course grading policy above).

Instructor Grading and Feedback Response Time: Exams, quizzes, and the two homework assignments are automatically graded in Canvas. Some of the other assignments are also auto graded. The instructor will attempt to grade other assignments by hand or in Canvas, Speedgrader within 2 weeks of the assignment due dates. Please note that there may be occasional delays on my end, but I will inform you when those grades are available.

Course and Institutional Policies

Late/Missing Work Policy: Late work is not allowed under normal circumstances. A student can only make up missed work, exams, quizzes if you have official documentation with the university. Any assignment turned in past the due date will receive a zero. Deadline extensions for any graded assignment is only allowed for officially documented cases such as official university travel, medical emergency, accident, or other life situation which prohibits you from completing your work on time. Go here if you have official university travel, a medical situation or other emergency: <https://www.utc.edu/enrollment-management-and-student-affairs/student-outreach-and-support/academic-notification>

Bonus points: The instructor *might* issue bonus points in various ways, and it is entirely my judgment as to how bonus points are administered. **Please note that bonus points will not “make up” any missed assignment. Bonus points could however, be added to various assignment grades, which could increase your overall grade for the class. If bonus point assignments are available, they would need to be turned in prior to the beginning of the quiz or exam availability period that they pertain to.**

Student Conduct Policy: UTC’s Student Code of Conduct and Honor Code (Academic Integrity Policy) can be found on the [Student Conduct Policy page](https://www.utc.edu/student-conduct/codes.php) (<https://www.utc.edu/student-conduct/codes.php>).

Honor Code Pledge: As a student of the University of Tennessee at Chattanooga, I pledge that I will not give or receive any unauthorized assistance with academic work or engage in any academic dishonesty in order to gain an academic advantage. I will exert every effort to ensure that the Honor Code is upheld by myself and others, affirming my commitment to a campus-wide climate of honesty and integrity.

Additional Honor Code Pledge note from the Instructor: **You must do your own work on each exam, quiz, homework, and graded assignment.** Group work would only be allowed if it is specifically stated for any assignment. Any student not following the Honor Code Pledge risks failing the course and facing further actions from UTC. Students are not allowed to communicate about or work together on any assignment unless I specifically state that I allow it. Group work would only be allowed if it is specifically stated for any assignment. The use of GroupMe or any other similar way of communicating is a violation of the honor code. You must be honest in all matters of communication with the instructor.

Course attendance policy: This course meets in-person on Mondays and Wednesdays. Being in class is not an absolute requirement. However: you are expected to be in class. Students who regularly come to class usually obtain higher grades and have a stronger understanding of the course material. Additionally, students who do not come to class might miss an in-class graded assignment and obtain a zero for the assignment grade. If you are unable to attend class for any reason, serious or non-serious (or choose not to come to class), please obtain lecture notes from another student in class. I do not “re-teach” material, so you need to obtain notes from another student. On the first class day of the semester, you will be required to exchange contact information with at least two other students in the class. Please note that if you choose not to

come to class, you risk making a zero if there is any type of in-class graded assignment. If your goal is to make a good grade in this class, then I expect you to attend each class and commit to putting the time in that is required to be successful in this course.

If you are unable to attend class for a serious reason, it is important to notify the course instructor before class. Please have a documented absence note on file with UTC as well if you are unable to attend class for a very important reason. You are responsible for keeping up with the course requirements and assignment deadlines. Assignment deadline extensions might be allowed for officially documented absences (official university or conference travel, COVID, doctor's note, family emergency, etc.). Any official absence must be communicated to the university, so then I can be officially notified. Once I receive official notification about you being absent for a serious reason, it is up to my judgment as to how I will handle your missed assignment. See <https://www.utc.edu/enrollment-management-and-student-affairs/student-outreach-and-support/academic-notification>

Policy on arriving late to class: Any student who arrives more than 10 minutes after the class begins will not be able to participate in any type of in-class graded assignment (which means that you will not be able to receive a grade). So, be sure you arrive at class on time.

Policy on the relationship between your job and GEOG 1010: It is normal to have a job while in college. Please ensure that your employer or boss knows your college course schedule. You should not have to work while you need to be in a college class. Having to go to work is not a valid reason to miss class, and if you need to work while class is in session, you risk making a zero for missing class. **Please be aware of when assignments are due, so you have plenty of time to complete them.**

Students called to active-duty military orders: Please communicate with me if you are in the military and might be called to active duty or training any time during the semester. You also need to communicate this to UTC Outreach and Support, so I can receive official documentation. I will work with any student in this situation to ensure that you are successful in this class.

Course Participation/Contribution: You are expected to come to class on Mondays and Wednesdays. You are expected to read each textbook chapter, read all material I post in Canvas, Modules and watch all review videos I post after an assignment submission deadline has passed. Please read the textbook chapters each week (see syllabus for schedule) before attending class on Mondays and Wednesdays. Students who spend time learning the material have historically attained higher grades.

In-class conduct and visitor policy: Students should be respectful to the instructor and to each other during class. **Headphones/ear buds and cell phones are not allowed to be used during class. Laptops are only allowed for taking notes in class.** If you need to have your phone out for an important reason, please communicate your concerns with the instructor. Smoking, chewing gum or a similar activity, eating, or drinking is not allowed in class, so please do not have any food, beverages, etc. out. Talking amongst students in class is only allowed if part of a discussion or activity or any other reason allowed by the instructor. You are also welcome to ask questions, answer questions, and provide comments on the material being covered in class. You

must be a student enrolled in the course to attend the classes. If you know of another UTC student that wants to “sit in” a class, that student must communicate with the instructor at least 7 days prior, and the student must also fully participate in the class. Any person that is not an enrolled student, or any faculty/staff member is not allowed to be in the classroom unless special permission is granted beforehand. Any student that is disrespectful or any unauthorized person will be asked to leave the classroom. Any student violating the in-class conduct policy risks making a zero for an in-class graded assignment.

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve learning experiences at UTC. Toward the end of the semester, you will be emailed links to course evaluations, and you are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations. **If at least 70% or more of the class leaves a course evaluation, 7 bonus points will be added to each student’s Final Exam grade.**

UTC Bookstore: The UTC Bookstore will price match Amazon and Barnes and Noble (<https://www.barnesandnoble.com/>) prices of the exact textbook - same edition, ISBN, new to new format, used to used format, and used rental to used rental format, with the same rental term. For more information, go to the [Bookstore Price Match Program](#) (<https://bnc.pgtb.me/MMt77F>), visit the bookstore, email sm430@bncollege.com or call 423-425-2184.

NOTE: THE COURSE TEXTBOOK IS INCLUDED WITH YOUR TUITION AND IS ACCESSED FROM CANVAS, MODULES. PLEASE CREATE A CENGAGE STUDENT ACCOUNT IF YOU DO NOT HAVE ONE. OUR CANVAS COURSE IS LINKED WITH CENGAGE.

*****Note: The syllabus can be considered a contract between me and you. If you do not agree, or are not willing to abide by these conditions, do not take the course. By taking the course you are, in essence, agreeing to abide by the policies outlined in the syllabus; therefore, I will hold you to these policies. The course calendar/schedule is below. I will adhere to the schedule the best I can. Please take note that the course calendar/schedule and due dates of assignments may be altered if necessary.***

COURSE CALENDAR BELOW

Week	Dates (month and day)	Topics
1	1/6-1/10	Syllabus; Ch.1 Introduction/ Ch. 2 Maps
2	1/13-1/17	Ch. 2 Maps; Ch. 3 Solar Energy
3	1/20-1/24	NO CLASS JAN 20. Ch. 4 Atmosphere, Energy Budget
4	1/27-1/31	Ch. 5 Atmospheric Circulation; Ch. 6 Precipitation
5	2/3-2/7	Ch. 7 Air Masses and Weather Systems; Ch. 8 Global Climates
6	2/10-2/14	Ch. 8 Global Climates /Ch. 9 Low-Latitude and Arid Climates
7	2/17-2/21	Ch. 10 Midlat, Polar, Highland Climates. Mid-Term Exam DUE 4:00 PM, Feb 21.
8	2/24-2/28	Ch. 11 Biogeography on Feb 24 Ch. 12 Soils on Feb 26
9	3/3-3/7	Ch. 13 Earth Materials and Tectonics/ Ch. 14 Tectonics and Volcanism
10	3/10-3/14	SPRING BREAK THIS WEEK
11	3/17-3/21	Ch. 14 Tectonics and Volcanism /Ch. 15 Weathering and Mass Wasting;
12	3/24-3/28	NO CLASS THIS WEEK. INSTRUCTOR PROFESSIONAL COMMITMENT
13	3/31-4/4	Ch. 16 Groundwater and Karst/ Ch. 17 Fluvial Processes
14	4/7-4/11	Ch. 17 Fluvial Processes /Ch. 18 Desert Landforms
15	4/14-4/18	Ch. 19 Glacial Landforms /Ch. 20 Coastal Landforms
16	4/21-4/28	Apr 21: Finish Chapter 20. FINAL EXAM DUE BY 3:00 pm, April 28, 2025
		Note: ANY ASPECT of the course calendar is subject to change

**In the event of any type of anomalous situation (such as what happened during the COVID pandemic, etc.), this course could shift to all online asynchronous for part of the semester. This course is well adapted and prepared for an emergency shift to all online asynchronous if necessary.

Dates with NO OFFICE HOURS: Jan 20 (Holiday), Mar 10-14 (Spring Break), *Mar 24-28 (Instructor Professional Commitment), Apr 18 (holiday)

*Dr. Hodge will be attending a geography conference this week. The instructor's email response times will likely be delayed this week. **Instructor Professional Commitments and/or University Holidays: no office hours, and possible delayed email response times.**

Note: The last day for any form of office hours is Monday, April 21, 2025. I will still respond to emails through the end of the semester and final exam period. If you ever have questions or concerns about anything regarding the course or your standing in the course, please see Dr. Hodge during office hours or please email Dr. Hodge at Joshua-Hodge@utc.edu.

GEOG 1040: Cultural Geography

9:00am to 9:50am, MWF
ECS 422
CRN 40632, 3 credit hours

Fall 2024

Everything has to do with geography.

-- Judy Martz, Montana governor, 2001-2005



Professor Contact Information

Craig R. Laing, Ph.D. (University of Tennessee, 1997)
Department of Social, Cultural, and Justice Studies

E-mail: Craig-Laing@utc.edu

Office Location: 114 Collins Street Office Annex

Office Hours: Mondays and Wednesdays: 11:00am to 3:00pm

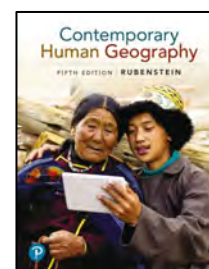
Communication: If you have questions about the course, please do not hesitate to e-mail me or visit me during my office hours. Open communication will make it easier for you to have a successful semester. Class announcements will be made through Canvas and e-mail. UTC e-mail is the official means of communication between professor and student at UTC, so, I use your UTC e-mail address for all communications. **Please check your UTC e-mail and Canvas at least once a day.**

Course Description

Systematic study of the distribution and locational processes of population, migration, culture, religion, ethnicity, agriculture, manufacturing, and services.

Required Reading

Rubenstein, James M. 2022. *Contemporary Human Geography, 5th edition*. Prentice Hall. ISBN 13: 9780137631704.



Course Technology Information

Technology Requirements for Course: You will need access to a computer and Google Earth, a virtual globe, map, and geographical information program. See the “Explorations” section below for more information about downloading Google Earth.

Technology Skills for Course: You will need to know how to navigate around Google Earth and have some basic map and satellite imagery interpretation skills. These skills will be covered in the first exploration. You will also need to know how to navigate around Canvas.

Technology Support: If you are having technology issues, contact the IT Help Desk at 423-425-4000 or e-mail ITHelp@utc.edu. You can also access the IT Chat Portal at <https://support.utc.edu/>

Course Learning Outcomes

This course is certified as a General Education course fulfilling the *Behavioral and Social Science* category. Please consult with your advisor and check the specific requirements for your major to determine if this course is a good fit for your plan of study. Upon completion of the required credit hours for a *Behavioral and Social Science* category course, students will be able to:

- Students will explain behavioral and social phenomena, institutions, systems, or processes as they relate to a particular behavioral or social science.
- Students will explain the importance of understanding how the diversity of human experiences and belief systems are shaped by historical processes, social structures, and institutional systems of power.
- Students will evaluate how data, concepts, or methods within the behavioral and social sciences are used to support conclusions about individual, group, or institutional behavior.

Specifically related to this course, upon completion students will be able to:

- Describe the geographic patterns and processes that have shaped human understanding, use, and alteration of Earth's surface.
- Demonstrate that they have gained a basic knowledge of the methods of geographers, including observation, data gathering, reporting, and writing.
- Apply the concepts of space, geographic vocabulary, and cultural landscape interpretation methods used by geographers to a variety of locations around the globe.
- Demonstrate how a geographic perspective provides a constructive way to view the cultural landscape and understand current events.
- Examine critically how geographical issues affect people around the world.

Grading Policies and Procedures

Grading: Your grade in this course will be based on the following categories and percentages:

- Exams (3): 42% of your grade
- Explorations (6): 48% of your grade
- Professionalism: 10% of your grade

Letter grades for exams, explorations, and your course grade are based on the following percentages: 100 to 89.5 = A; 89.4 to 79.5 = B; 79.4 to 69.5 = C; 69.4 to 59.5 = D; 59.4 and below = F.

Due Dates and Late Submissions: Explorations and exam essays are to be submitted in Canvas before 10:00pm of the due date listed in the course schedule below. These dates are the last dates that these items can be submitted without a late penalty assessed (explorations can be submitted before the due dates). If these items are submitted after 10:00pm of the due date, and before noon of the next day, 30% of the eligible points will be deducted from that item (in addition to it being graded). Explorations and exam essays not submitted by noon of the day after the due date will receive a zero and the item will no longer be available in Canvas.

Note: The syllabus can be considered a contract between me and you. If you do not agree, or

are not willing to abide by these conditions, do not take the course. By taking the course you are, in essence, agreeing to abide by the policies outlined in the syllabus; therefore, I will hold you to these policies.

Professor Grading and Feedback Response Time: Exam and exploration grades with feedback will be posted within two weeks of receiving them.

Course Participation/Contribution Policy: Be an active, not a passive, participant in the learning process for this course. Attend class, read required chapters, take notes, ask questions of material you don't understand, and share with the class experiences and knowledge of material covered in class.

Course Learning Evaluations: Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Student Code of Conduct: This code can be found in the Student Handbook or online at: <https://www.utc.edu/enrollment-management-and-student-affairs/student-conduct/codes>

Academic Integrity: By matriculating as a student at the University, a University student indicates their affirmation of the Honor Code Pledge, including the obligation to comply with the Honor Code. The UTC's Honor Code Pledge states: *As a student of the University of Tennessee at Chattanooga, I pledge that I will not give or receive any unauthorized assistance with academic work or engage in any academic dishonesty in order to gain an academic advantage. I will exert every effort to insure that the Honor Code is upheld by myself and others, affirming my commitment to a campus-wide climate of honesty and integrity.* Any suspected violation of the UTC Honor Code may result in a referral to the Office of Student Conduct and a grade of zero on an assignment, examination, or course should you be found responsible for the alleged violation.

Generative Artificial Intelligence (AI) - Use with Acknowledgement: Any coursework created with the assistance of Generative AI should be treated like any other source in that it must include quotation marks as appropriate and proper citations (you can use the citation style that you are most familiar with). However, DO NOT submit an essay response that is entirely generated by these tools.

Exams

There will be three exams. Seventy points of each exam will consist of 25 multiple-choice questions and 10 true-false questions (each worth 2 points). Each exam will also have a few extra credit questions. This part of the exam will take place in class on the dates listed in the course schedule below. You will need to bring to class Scantron form number 888-E (they are available in the bookstore). This form has room for multiple choice/true-false answers and a space to write your extra credit answers.

The other 30 points of each exam will consist of an essay (approximately one-page, single-spaced) that you will submit in Canvas between 8:00am and 10:00pm on the exam day (in a .pdf or .doc(x) format). This essay question will involve reading academic material related to course topics and responding to several questions about it. The essay question directions and a study guide will be posted in Canvas about a week before the exam, so, you will have a week to prepare your essay response. As explained above in the "Grading Policies and Procedures" section, if essays are submitted after 10:00pm of the due date, and before noon of the next day,

30% of the eligible points will be deducted from the essay (in addition to it being graded). Exam essays not submitted by noon of the day after the due date will receive a zero and will no longer be available in Canvas.

It is important that you take the exams on the scheduled day, so make every effort to take the exams on the days they are scheduled. You are responsible for contacting me if you miss an exam, preferably prior to the exam or within a day of the exam. If you have a well-documented excuse regarding the reason you missed, I will allow you to take a make-up exam as close to the original date of the exam as possible (preferably the next class day). If it has been a week, and I have not heard from you about missing an exam, I reserve the right to refuse to administer the exam to you. No make-up exams may be taken after graded exams are returned to students.

Explorations

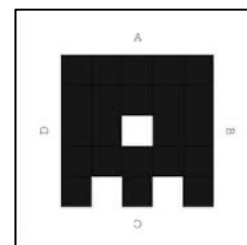
You will be expected to complete six explorations (or exercises) during the semester. These will use *Google Earth*, a virtual globe, map, and geographical information program that is a free download at <https://www.google.com/earth/about/versions>. At this website, click on “Google Earth Pro on desktop.” Then, click on “Download Earth Pro on desktop” and follow the on-screen directions. To complete these explorations, you will need this version of Google Earth, not the web or mobile versions. You will find all materials related to these explorations at the course website in Canvas under the Modules link. Also, at this location you will find a link entitled “Introductory Guide for Google Earth Explorations” which is a document that you need to read before beginning the explorations and explains how to input your exploration answers in Canvas. Also, at this location you will see two videos that demonstrate how to get started on these explorations.

The due dates for the explorations are shown in the course schedule below. As explained above in the “Grading Policies and Procedures” section, if explorations are submitted after 10:00pm of the due date, and before noon of the next day, 30% of the eligible points will be deducted from the exploration (in addition to it being graded). Explorations not submitted by noon of the day after the due date will receive a zero and will no longer be available in Canvas.

Professionalism Grade

In addition to learning specific academic disciplines, one of the purposes of college is to prepare you for the professional workforce. One of the essential ingredients of a successful professional employee is to be at work. So, I suggest you treat college like a job and your professor as your employer. Your future boss will expect you to be at work, and so I expect you to attend class. If you treat college this way, you will be better prepared for the job market. To that end, class attendance is essential and will be a part of your course grade, namely the Professionalism category of your grade. As stated above in the “Grading Policies and Procedures” section, your Professionalism grade accounts for 10% of your total grade.

Attendance will be taken frequently using Plickers. At the start of the semester, you will be assigned a Plickers card (see image to right) that you will pick up when you arrive in class (and leave in the room when you leave). On the day’s attendance is taken, class will begin with a starter question (based on previous days material) that you will answer by holding the Plickers card so that the letter you choose to answer the question is at the top of the card. If you answer the question correctly you will get one extra credit point added to an exam grade at the end of the semester. I will also use this to count attendance on that day. You will begin your Professionalism grade with 100 points. If you miss from 0 to 3 days of class,



at the end of the semester you retain all 100 points. Upon the 4th missed class, 5 points will be deducted from the 100 points and 5 points will be deducted for every missed class after that. Point deductions will not be applied to excused absences. I retain the discretion as to whether an absence is excused or not.

Course Schedule (subject to change with fair notice)

Assignment	Directions First Accessible in Canvas	First Available to Submit in Canvas (at 8:00am)	Due Dates (by 10:00pm; can be submitted after that and before noon the next day, but, 30% point deduction) and Exam Dates	No Longer Available in Canvas (zero recorded if not submitted by 12 noon)
Exploration #1	August 19 (M)	August 19 (M)	Sept 6 (F)	Sept 7 (Sa)
Exploration #2	August 19 (M)	August 19 (M)	Sept 20 (F)	Sept 21 (Sa)
Exam 1 (in class) ¹	-----	-----	Sept 23 (M)	-----
Exam 1 Essay	Sept 16 (M)	Sept 23 (M)	Sept 23 (M)	Sept 24 (Tu)
Exploration #3	August 19 (M)	August 19 (M)	Oct 7 (M)	Oct 8 (Tu)
Exploration #4	August 19 (M)	August 19 (M)	Oct 28 (M)	Oct 29 Tu)
Exam 2 (in class) ²	-----	-----	Oct 30 (W)	-----
Exam 2 Essay	Oct 23 (W)	Oct 30 (W)	Oct 30 (W)	Oct 31 (Th)
Exploration #5	August 19 (M)	August 19 (M)	Nov 13 (W)	Nov 14 (Th)
Exploration #6	August 19 (M)	August 19 (M)	Dec 2 (M)	Dec 10 (Tu)
Final Exam (in class) ³	-----	-----	Dec 4 (W) (8:00am)	-----
Final Exam Essay	Nov 22 (F)	Dec 4 (W)	Dec 4 (W)	Dec 5 (Th)

¹ Exam 1 will cover Chapter 1: This in Geography; Chapter 2: Population and Health; and Chapter 3: Migration.

² Exam 2 will cover Chapter 4: Folk & Popular Culture; Chapter 6: Religions; and Chapter 7: Ethnicities.

³ Final Exam will cover Chapter 9: Agriculture; Chapter 11: Industry; and Chapter 12: Settlements and Services.

GEOG/ANTH/SOC 4010: Geography of Travel and Tourism

1:00pm to 1:50pm, MWF
104 Collins Street Lab Annex
Spring 2024

GEOG 4010, CRN 20547
 ANTH 4010, CRN 23962
 SOC 4010, CRN 23011

*The world is a book and those who do
 not travel read only one page.*

-- St. Augustine



Professor Contact Information

Craig R. Laing, Ph.D. (University of Tennessee, 1997)
 Department of Social, Cultural, and Justice Studies
E-mail: Craig-Laing@utc.edu
Office Location: 114 Collins Street Office Annex
Office Hours:

Mondays:	Wednesdays:	Fridays:
8:30am to 8:50am	8:30am to 8:50am	8:30am to 8:50am
10:00am to 10:50am	10:00am to 10:50am	10:00am to 10:50am
12:00pm to 12:50pm	12:00pm to 12:50pm	12:00pm to 12:50pm
2:00pm to 3:00pm	2:00pm to 3:00pm	

These are the times I will be in my office, and you do not need an appointment. During these times, we could also meet via Zoom, but you will need to contact me first so I can arrange the Zoom meeting.

Communication: If you have questions about the course, please do not hesitate to e-mail me or come to my office during my office hours. Open communication will make it easier for you to have a successful semester. Class announcements will be made through UTC Learn/Canvas and e-mail. UTC e-mail is the official means of communication between professor and student at UTC, so, I use your UTC e-mail address for all communications. **Please check your UTC e-mail at least once a day.**

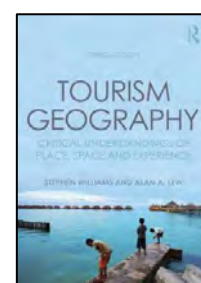
Course Description

This course explores the geography of travel and tourism largely from a topical approach, with the following topics to be covered: the geography of demand and supply for tourism; history of tourism; the tourist area life cycle theory; the geography of contemporary international tourism; the relationships between the physical, economic, social, and cultural dimensions of tourism; place promotion; geotourism; urban tourism; and heritage tourism. Prerequisite: Any 1000-level geography course or department head approval.

Required Readings

Williams, Stephen and Alan A. Lew. 2014. *Tourism Geography: Critical Understandings of Place, Space, and Experience*, 3rd edition. London, United Kingdom: Routledge. ISBN 978-0-415-85444-3.

Additional readings are available as pdf files at the course's website in UTC Learn/Canvas.



Course Technology Information

Technology Requirement for Course: You will need access to a computer and Google Earth, a virtual globe, map, and geographical information program. See the “Explorations” section below for more information about downloading Google Earth.

Technology Skills for Course: You will need to know how to navigate through Google Earth and have some basic map and satellite imagery interpretation skills. These skills will be covered in the first exercise (or exploration).

Technology Support: If you are having technology issues, contact the IT Help Desk at 423-425-4000 or e-mail ITHelp@utc.edu. You can also access the IT Chat Portal at <https://support.utc.edu/>

Course Learning Outcomes

- Analyze the increasing role tourism plays in contemporary society from its diversity in forms to how it is becoming increasingly embedded in people’s daily lives and routines.
- Identify the developmental stage of a tourist destination or attraction by applying principles of the tourist area life cycle theory.
- Identify the spatial dimensions of and factors influencing contemporary international tourism.
- Critically examine the complex relationships tourism has with the physical, economic, environmental, social, and cultural world.
- Using a spatial perspective, analyze tourist developments for their impacts on the natural and cultural landscape and evaluate how they impact character of place and principles of sustainability and authenticity.

Grading Policies and Procedures

Grading: Your grade in this course will be based on the following categories and percentages:

- Exams (3): 35% of your grade
- Explorations (4): 43% of your grade
- *Travel+Leisure*/Textbook Paper: 12% of your grade
- Professionalism: 10% of your grade

Letter grades for exams, explorations, country issues paper, and your course grade are based on the following percentages: 100 to 89.5 = A; 89.4 to 79.5 = B; 79.4 to 69.5 = C; 69.4 to 59.5 = D; 59.4 and below = F.

Due Dates and Late Policy: Exam essays, explorations, and paper are to be submitted in UTC Learn/Canvas before 10:00pm of the due date listed in the course schedule table below. Due dates (and times) are the last dates they can be submitted without a late penalty assessed. However, they can be submitted before these dates. If they are submitted after 10:00pm of the due date, and before noon of the next day, 30% of the eligible points will be deducted. Items not submitted by noon of the day after the due date will receive a zero.

Note: The syllabus can be considered a contract between me and you. If you do not agree, or are not willing to abide by these conditions, do not take the course. By taking the course you are, in essence, agreeing to abide by the policies outlined in the syllabus; therefore, I will hold you to these policies. Do not ask me to modify these policies. I will abide by the policies in this syllabus without exception.

Professor Grading and Feedback Response Time: Exams, explorations, and paper grades and feedback will be posted within two weeks of turning them in.

Course Participation/Contribution Policy: Be an active, not a passive, participant in the learning process for this course. Attend class, read required chapters, take notes, ask questions of material you don't understand, and share with the class experiences and knowledge of material covered in class.

Course Learning Evaluations: Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Student Code of Conduct: This code can be found in the Student Handbook or online at: <https://www.utc.edu/enrollment-management-and-student-affairs/student-conduct/codes>

Academic Integrity: By matriculating as a student at the University, a University student indicates their affirmation of the Honor Code Pledge, including the obligation to comply with the Honor Code. The UTC's Honor Code Pledge states: *As a student of the University of Tennessee at Chattanooga, I pledge that I will not give or receive any unauthorized assistance with academic work or engage in any academic dishonesty in order to gain an academic advantage. I will exert every effort to insure that the Honor Code is upheld by myself and others, affirming my commitment to a campus-wide climate of honesty and integrity.* Any suspected violation of the UTC Honor Code may result in a referral to the Office of Student Conduct and a grade of zero on an assignment, examination, or course should you be found responsible for the alleged violation.

Generative Artificial Intelligence (AI) - Use with Acknowledgement: In this course, you will be permitted to use Generative AI tools (such as ChatGPT, etc.). However, any coursework created with the assistance of Generative AI must include quotation marks as appropriate and proper citations (you can use the citation style that you are most familiar with). In other words, treat these tools as another research source, but, do not submit text generated by these tools as your own writing without proper citation. In addition, do not submit an essay response that is entirely generated by these tools.

Exams

There will be three exams. Seventy points of each exam will consist of mostly short answer and completion type questions. Each exam will also have a few extra credit questions. This part of the exam will take place in class on the dates listed in the course schedule table below.

The other 30 points of each exam will consist of an essay (approximately one-page, single-spaced) that you will submit in UTC Learn/Canvas between 8:00am and 10:00pm on the exam day (in a .pdf or .doc format). The late policy for exam essays is explained above in the "Grading Policies and Procedures" section. This essay question will involve reading academic material

related to course topics and responding to several questions about it. The essay question directions and a study guide will be posted in UTC Learn/Canvas about a week before the exam, so, you will have a week to write your essay response.

It is important that you take the exams on the scheduled day, so make every effort to take the exams on the days they are scheduled. You are responsible for contacting me if you miss an exam, preferably prior to the exam or within a day of the exam. If you have a well-documented excuse regarding the reason you missed, I will allow you to take a make-up exam as close to the original date of the exam as possible (preferably the next class day). If it has been a week, and I have not heard from you about missing an exam, I reserve the right to refuse to administer the exam to you. No make-up exams may be taken after graded exams are returned to students.

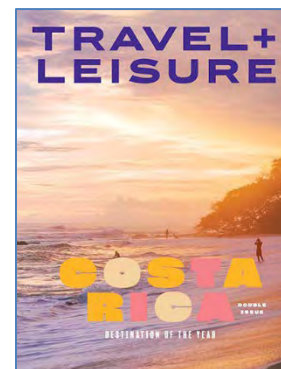
Explorations

You will be expected to complete four explorations (or exercises) during the semester. These will use *Google Earth*, a virtual globe, map, and geographical information program that is a free download at <https://www.google.com/earth/about/versions>. At this website, click on “Google Earth Pro on desktop.” Then, click on “Download Earth Pro on desktop” and follow the on-screen directions. To complete these explorations, you will need this version of Google Earth, not the web or mobile versions. You will find all materials related to these explorations at the course website in UTC Learn/Canvas under the Modules link. Also, at this location you will find a link entitled “Introductory Guide for Google Earth Explorations” which is a document that you need to read before beginning the explorations and explains how to input your exploration answers in UTC Learn/Canvas. Also, at this location you will see two videos that demonstrate how to get started on these explorations.

Travel+Leisure/Textbook Paper

You will be responsible for completing a paper during the semester that analyzes concepts and topics from your textbook that you find in an issue of the travel magazine *Travel+Leisure*. The specific directions regarding this paper are discussed below.

1. Purchase one issue of the travel magazine *Travel+Leisure*. Choose either the December (2023)/January (2024) double issue (see image to right), February, March, or April 2024 edition of the magazine. This can be a hard copy or a digital version. Use of other magazines or other issues of this magazine will not be accepted. Do not begin working on this assignment until I have approved the issue you have chosen.
2. Read your textbook and become familiar with the concepts and topics contained in it (the textbook’s index will be helpful with this too).
3. Search the magazine for examples of concepts and topics discussed in your textbook (from any chapter). Search the magazine’s contents including feature articles, short articles, advertisements, etc. Several past examples that students have used in their papers include:
 - a. One feature article discussed the many creative people (artists, chefs, designers, tinkerers, brewers, and builders) that have moved into Philadelphia since the late 1970s and have been instrumental in the recent revival of the city by creating products for tourist (and local) consumption. On page 189 of the textbook it discusses the “increased prominence of consumption as a driver of the urban economy and in which leisure and tourism are critical arenas for the conspicuous display of consumption.”

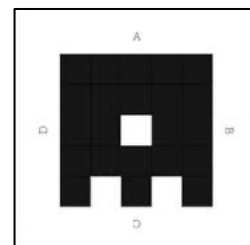


- b. An advertisement promoted a company's trek along the Nepal section of the Great Himalayan Trail. On pages 220 to 226 your textbook it discusses the topic of "tourism incognito" which are "places that offer the opposite of the known and safe in tourism. They are places that are either completely unknown or are associated with danger and avoidance by most tourists (p. 223)." This company's advertisement is a good example of tourism incognito as it is a part of the trail that is difficult and not highly trekked.
- c. One article showed the winners of a photography contest. You will notice in the textbook on pages 154 and 159 photography is discussed along with associated topics such as the tourist gaze and issues related to travel photography
4. When referencing an item in your textbook, you must mention a page number, or a small range of page numbers (see examples in #3 above). Do not just reference a chapter in the textbook.
5. Your writing should go beyond just mentioning how the textbook's concept/topic is represented in the magazine. It should discuss and analyze these examples in some depth and with a critical eye. Do additional research to complement the textbook and magazine.
6. Your paper should include, at the minimum, five different concepts/topics from your textbook and corresponding examples of these concepts/topics from the magazine.
7. Your paper should be between 8 and 10 pages long (not counting figures) and must be typed (12-point font), double spaced, with one-inch margins all around. Each page should be numbered. Failure to follow these directions will result in point deductions.
8. Do not plagiarize. Evidence of plagiarism in any portion of the paper will result in a zero for the paper and be subject to possible submittal to the university's Honor Court. If you use quotes from the textbook or magazine, cite the proper page number in your text as I have done in #3 above.
9. All sources must be cited in the paper. You can use whatever system for citation that you want, but, be consistent throughout your paper and do it the correct way. The absence of source citations can be construed as plagiarism.
10. Your paper is to be submitted at the appropriate place in the Modules link in UTC Learn/Canvas as a Microsoft Word or pdf document.

Professionalism Grade

In addition to learning specific academic disciplines, one of the purposes of college is to prepare you for the professional workforce. One of the essential ingredients of a successful professional employee is to be at work. So, I suggest you treat college like a job and your professor as your employer. Your future boss will expect you to be at work, and so I expect you to attend class. If you treat college this way, you will be better prepared for the job market. To that end, class attendance is essential and will be a part of your course grade, namely the Professionalism category of your grade. As stated above in the "Grading Policies and Procedures" section, your Professionalism grade accounts for 10% of your total grade.

Attendance will be taken frequently using Plickers. At the start of the semester, you will be assigned a Plickers card (see image to right) that you will pick up when you arrive in class (and leave in the room when you leave). On the day's attendance is taken, class will begin with a starter question (based on previous days material) that you will answer by holding the Plickers card so that the letter you choose to answer the question is at the top of the card. If you answer the question correctly you will get one extra credit point added to an exam grade at the end of the semester. I will also use this to count attendance on that day. You will begin your Professionalism grade with 100



points. If you miss from 0 to 3 days of class, at the end of the semester you retain all 100 points. Upon the 4th missed class, 5 points will be deducted from the 100 points and 5 points will be deducted for every missed class after that. Point deductions will not be applied to excused absences. I retain the discretion as to whether an absence is excused or not.

Course Reading List

Material for Exam 1:

Lecture 1 (no readings): Introduction to Geography

Lecture 2 Readings: Introduction to the Geography of Travel and Tourism

<i>Author</i>	<i>Title</i>	<i>Location</i>
Halsey 2008	Road Trip: An Eye-Opening Journey to Pocahontas County in 1947	UTC Learn/Canvas
Williams/Lew, Chapter 1	Tourism, Geography, and Geographies of Tourism	textbook
Loftus 2008	Slow Down—We’re Movin’ Too Fast	UTC Learn/Canvas
Boniface and Cooper 2005	The Geography of Resources for Tourism	UTC Learn/Canvas

Lecture 3 Readings: The Tourist Area Life Cycle Theory

<i>Author</i>	<i>Title</i>	<i>Location</i>
Butler 2006	The Concept of a Tourist Area Cycle of Evolution: Implications for Management of Resources	UTC Learn/Canvas
Tooman 1997	Applications of the Life-Cycle Model in Tourism	UTC Learn/Canvas

Lecture 4 Readings: History of Tourism

<i>Author</i>	<i>Title</i>	<i>Location</i>
Williams/Lew, Chapter 2	The Birth of Modern Tourism	textbook

Material for Exam 2:

Lecture 5 Readings: The Geography of Contemporary International Tourism

<i>Author</i>	<i>Title</i>	<i>Location</i>
Williams/Lew, Chapter 3	International Patterns of Travel and Tourism	textbook
World Tourism Organization	Tourism Highlights 2023 Edition	UTC Learn/Canvas
Rodrigue and Notteboom 2012	The Geography of Cruise Shipping: Itineraries, Capacity Deployment, and Ports of Call	UTC Learn/Canvas

Lecture 6 Readings: Physical and Economic Development of Tourism

<i>Author</i>	<i>Title</i>	<i>Location</i>
Williams/Lew, Chapter 4	Costs and Benefits: The Local Economic Landscape of Tourism	textbook
Mitchell 1995	World’s Apart: An Egyptian Village and the International Tourism Industry	UTC Learn/Canvas

Lecture 7 Readings: Physical Development of Mountain South Tourism

<i>Author</i>	<i>Title</i>	<i>Location</i>
Martin 2007	“Dang if I ever seed sich a way to skin up a mountain”: Modern Tourism and the Landscape in the Mountain South	UTC Learn/Canvas

Material for Final Exam:

<i>Lecture 8 Readings: Society, Culture and Tourism I</i>		
<i>Author</i>	<i>Title</i>	<i>Location</i>
Williams/Lew, Chapter 6	Socio-Cultural Relations and Experiences in Tourism	textbook
Greenwood 2004	Culture by the Pound: An Anthropological Perspective on Tourism as Cultural Commoditization	UTC Learn/Canvas
Chow 2005	Cultural Diversity and Tourism Development in Yunnan Province, China	UTC Learn/Canvas
Ford 2007	It's Paradise Lost as Tourists Flock to Shangri-La	UTC Learn/Canvas

<i>Lecture 9 Readings: Society, Culture, and Tourism II</i>		
<i>Author</i>	<i>Title</i>	<i>Location</i>
Williams/Lew, Chapter 7	Cultural Constructions and Invented Places	textbook

<i>Lecture 10 Readings: Urban Tourism</i>		
<i>Author</i>	<i>Title</i>	<i>Location</i>
Williams/Lew, Chapter 8	Theming the Urban Landscape	textbook

<i>Lecture 11 Readings: Heritage Tourism</i>		
<i>Author</i>	<i>Title</i>	<i>Location</i>
Williams/Lew, Chapter 9	The Past as a Foreign Country: Heritage as Tourism	textbook

<i>Lecture 12 Readings: Geotourism</i>		
<i>Author</i>	<i>Title</i>	<i>Location</i>
National Geographic's Center for Sustainable Destinations	About Geotourism	https://www.nationalgeographic.com/maps/article/about-geotourism
National Geographic's Center for Sustainable Destinations	13 Geotourism Principles	https://www.nationalgeographic.com/maps/article/geotourism-principles
Bellows 2006	Pioneer of Geotourism	UTC Learn/Canvas
Tourtellot 2008	Promise and Peril	UTC Learn/Canvas
Tourtellot 2007	It's the Lake, Stupid	UTC Learn/Canvas
Tourtellot 2007	Hope in the Inca Heartland	UTC Learn/Canvas
Tourtellot 2007	Riga Surfs a Sea Change	UTC Learn/Canvas
Tourtellot 2006	A City Gets It Right	UTC Learn/Canvas

Course Schedule (subject to change with fair notice)

Assignment	First Available to Submit in UTC Learn/Canvas (at 8:00am)	Due Dates (Explorations, Exam Essays, Paper) (by 10:00pm; can be submitted after that and until noon the next day, but, 30% point deduction) and Exam Dates	No Longer Available in UTC Learn/Canvas (after 12:00pm)
Exploration #1	January 8 (M)	January 30 (Tu)	January 31 (W)
Exam 1 (in class)	-----	February 16 (F)	-----
Exam 1 Essay	February 9 (F)	February 16 (F)	February 17 (Sa)
Exploration #2	January 8 (M)	February 22 (Th)	February 23 (F)

Assignment	First Available to Submit in UTC Learn/Canvas (at 8:00am)	Due Dates (Explorations, Exam Essays, Paper) (by 10:00pm; can be submitted after that and until noon the next day, but, 30% point deduction) and Exam Dates	No Longer Available in UTC Learn/Canvas (after 12:00pm)
Exploration #3	January 8 (M)	March 21 (Th)	March 22 (F)
Exam 2 (in class)	-----	April 1 (M)	-----
Exam 2 Essay	March 25 (M)	April 1 (M)	April 2 (Tu)
Exploration #4	January 8 (M)	April 11 (Th)	April 12 (F)
<i>T+L</i> /Textbook Paper	January 8 (M)	April 19 (F)	April 20 (Sa)
Final Exam (in class)	-----	April 26 (F) (10:30am)	-----
Final Exam Essay	April 19 (F)	April 26 (F)	April 27 (Sa)

CLIMATOLOGY SYLLABUS: SPRING 2024

GEOG 4160 (26268): Climatology Spring 2024

Instructor: Dr. Joshua Hodge (PhD, Geography, Texas State University, 2020)

Email and Office Phone: Joshua-Hodge@utc.edu; 423-425-1412

Department: Social, Cultural, and Justice Studies

Course Number: GEOG 4160

CRN: 26268

Modality: Online Asynchronous

Credit Hours: 3

Course Meeting Days, Times, and Location: Online asynchronous (no meeting times and no *synchronous zoom). Please log into Canvas several times a week to see lecture videos, powerpoints (in PDF format), announcements and assignments. I will often, but not always communicate to you via Canvas when I expect an assignment to be available. So please be sure that you log in to Canvas several times a week to keep apprised of the course. *Optional attendance synchronous zoom might be offered for a mid-term exam review session.

Office Hours: Primarily via email and/or zoom (zoom video or zoom call), or office phone call. All office hours utilize the Eastern Time Zone. **I also welcome emails with class related questions.** The best way to set up an office hour appointment is by emailing me. Discussion of grades will only occur during office hour appointments. Please do not send me emails just to ask about your grades, as I will not respond. If you need to talk to me about your grades, email me so we can set up an appointment to discuss grades. Unless traveling, the instructor will attempt to respond to email within 24-36 hours during the work week (Monday-Friday, 8:00 am – 5:00 pm, Eastern Time). If you email me during weekends or holidays, it might take me a little longer to respond. Office hour appointments will be restricted to the time frame of the normal work week working hours (Monday-Friday, 8:00 am to 5:00 pm, Eastern Time). I will also be on campus during the afternoon hours on Wednesdays (and likely other days as well) this semester. **If you want to talk to me in-person, please email me so we can set up an office hour appointment. My office is Collins Street Annex, Room 104.** [Click here to enter text.](#)

Correspondence: Announcements and general information regarding the course will be provided through email and Canvas announcements, forwarded to your university email. Any questions regarding the course should be directed to the instructor via email at Joshua-Hodge@utc.edu. Also, please note that Eastern Time is the time zone for all due dates, communications/appointments and correspondence in this class. Please see this webpage for info on Daylight Savings Time: <https://www.timeanddate.com/time/zone/usa/chattanooga> If you email Dr. Hodge, you can expect a reply in less than 24-36 hours during the normal work week

(Monday-Friday between 8 am to 5 pm). Email replies might take longer during weekends, holidays, and days in which UTC does not have official class.

Important information regarding interacting with the instructor and fellow students:

Students need to use their legal (or preferred name) name that is on file with UTC, actively check and utilize the course Canvas site, and utilize their UTC e-mail address and Canvas to communicate with the instructor in this course. It is important to check your UTC email and the class Canvas page regularly to keep apprised of class details, assignments, due dates, and announcements (this means you should be checking your email and Canvas at least once a day). If a student has an official nickname on file with the university, then the student should notify the instructor.

Canvas, Zoom, and email etiquette: Please be respectful to the instructor and your fellow classmates. Please be courteous and respectful in all manners of communication between students and between the instructor and students. For office hour appointment correspondence between the instructor and student, please give your full attention to the conversation whether by audio, video, or in-person meeting.

Zoom: The instructor suggests using a computer for Zoom appointments so screen sharing can occur to go over any course questions you may have. If you want to use Zoom video, please make sure you are aware of your surroundings, background noise, your attire, lighting, what is on your computer screen, etc. Zoom appointments will be hosted and set up by the instructor after initial correspondence has occurred to set up a Zoom appointment time.

Additional Zoom suggestions:

1. Please make sure your device is plugged in to avoid unexpected shutdowns/low batteries.
2. Please do not record the meeting without the host's permission. You may send me an email at least a day in advance if you request to record our Zoom office hour appointment.
3. Though it is understandable that this is a new situation and we may have distractions wherever we may be (animals, other family members, babies, background noise, etc), you will be expected to participate meaningfully as if the meeting was in person.
4. If you want to use Zoom video, please be aware of how you are dressed, your background, and what is on your computer screen.
5. For Zoom video and/or audio, please try to find a quiet room or location if possible. Zoom meetings are to be treated professionally as if they were in-person.
6. If you have not yet used Zoom, please download it from UTC. The instructor recommends downloading the Zoom software/app on both your computer and smartphone. Here is the link to download Zoom if you do not have it yet: <https://www.utc.edu/academic-affairs/walker-center->

[for-teaching-and-learning/learning-technologies/zoom 7](#). If you want to have a “zoom phone call” with me, we will use Zoom audio.

Here is another zoom link that could be helpful: <https://oit.utk.edu/teachingtools/liveonline/>

Phone: If a student just wants to talk via phone, we can have a Zoom audio call with our screens turned off.

Email: please be respectful to the instructor and your fellow classmates in all matters of communication. Please address the instructor as Dr. Hodge or Professor Hodge when writing emails, or for interaction in Canvas or office hours (this also applies in Zoom and Zoom phone calls). **Please have GEOG 4160 (Climatology) in the subject of your email** and use your legal name on file with the university so the instructor knows who you are. Also, please use your UTC email to correspond with the instructor. The usage of your personal email is only allowed during an emergency or other anomalous situation in which your UTC email does not work. Please be aware that I might not receive an email if it is not sent directly from your official UTC email address (do not send emails from Yahoo or Gmail, etc.).

If you email Dr. Hodge, you can expect a reply in less than 24-36 hours during the normal work week (Monday-Friday between 8 am to 5 pm). Email replies might take longer during weekends, holidays, and days in which UTC does not have official class. If I think that I might be delayed in responding to your emails in the normal time frame, then I will notify the class.

PLEASE USE YOUR OFFICIAL UTC EMAIL TO EMAIL DR. HODGE. THE CANVAS MESSAGING SYSTEM IS NOT YOUR OFFICIAL EMAIL.

Submitting files via email or uploading an assignment file to Canvas: Microsoft Word or PDF files are the only file formats accepted for any file that you email me or upload to Canvas for an assignment. Please use a color scanner instead of taking a photograph for any work done on paper that you email or submit in Canvas. You must name each file you email me or upload to Canvas EXACTLY like this: Last name_First initial_GEOG 4160.26268_Abbreviated Assignment Name_Spr 2024

Any student who does not submit proper file types or properly name their files, risks having points deducted. It is also possible that you could be given a zero on an assignment based on my judgment (especially if your file is hard to see or read, or if I cannot open it).

It's possible that one or two assignments might need to be submitted as a PowerPoint file. If that is the case, I will mention that in assignment instructions.

UTC Course Catalog Description: The study of climate processes, world climate types, past climate change, projected future climates, and climate applications. Includes a section on climate policy.

Course Prerequisites: GEOG 1010 or GEOL 1110 or ASTR 1010 or ESC 1500 or ESC 1510 or GEOL 2250, or department head approval. *If you want to take this course, you need to be at the Sophomore level or above. Please contact Dr. Hodge during the first week of class if you would like to enroll and you have not already enrolled.*

Course Student Learning Outcomes:

Knowledge:

1. Students will be able to explain how the Earth works as an energy/matter system with emphasis on the inputs of solar and internal Earth energy.
2. Students will learn basic concepts of atmospheric processes and how the atmosphere interacts with other systems of physical geography, such as the hydrosphere, biosphere, cryosphere, and lithosphere of the Earth.
3. Students will be able to temporally and spatially explain the distribution of air masses, atmospheric circulation patterns, and weather systems.
4. Students will learn about world climate types.
5. Students will learn about past climate change and projected future climates.
6. Students will learn how humans interact with climatic processes: this includes topics such as climate change, pollution, climate policy, and public safety as it relates to climate.
7. Students will be introduced to peer reviewed scientific writing that displays humanity's growth in knowledge of climatic processes.

Skills:

1. Students will apply skills (through homework, exams, and other assignments) showing how they comprehend atmospheric processes and the relation of atmospheric processes with humans and the other sub-systems of physical geography. For example, students will display their skills through map reading, understanding weather features on maps, and analyzing climate data from charts, figures, photographs, and satellite images.
2. Students will analyze patterns and processes of atmospheric features and the Earth's surface (including but not limited to): various websites, weather maps, remotely sensed imagery, Google Earth, and photographs.
3. Students will identify world climate types by map reading, aerial imagery or satellite interpretation, and photographic interpretation.
4. Students will learn how to communicate scientific knowledge related to atmospheric processes, climate processes, and climate policy in oral and/or written form.

Required Course Materials:

Barry, R., and E. A. Hall-McKim. 2014. Essentials of the Earth's Climate System. Cambridge University Press, 259 pp.

ISBN-13: 978-1-107-03725-0 (hardback); ISBN-13: 978-1-107-62049-0 (paperback).

Please see the GEOG 4999.25078 Course Canvas page "Announcements" and the UTC bookstore website for further textbook information. You may get the textbook in any format you prefer. <https://utc.bncollege.com/course-material/course-finder>

If there are any other course readings, those readings will be supplied by the course instructor in Canvas and will likely be in PDF.

Technology Requirements for Course: A computer and reliable internet for use with Google Earth Pro, Zoom, and Canvas. UTC has computer labs and computers available for student use: <https://www.utc.edu/library/services/service-desk> If you want to zoom with me, it is ok if you use a smartphone, but it is better to use a computer so we can go over material and screens can be shared. IF YOU DO NOT LIVE NEAR CHATTANOOGA, AND YOU DO NOT HAVE A RELIABLE COMPUTER, PLEASE GET ONE OR GO TO A PUBLIC LIBRARY OR SOME OTHER PLACE THAT HAS MODERN COMPUTERS WITH RELIABLE INTERNET. PLEASE SEE THIS WEBSITE FOR UTC TECHNOLOGY RESOURCES FOR STUDENTS <https://www.utc.edu/information-technology/technology-resources-for-students>

You will need access to a computer with a reliable internet connection to complete exams and other graded assignments.

You will need Microsoft Word, which is available to UTC students FREE OF CHARGE. To use this, students can click on “Microsoft Online Portal” to get Office 365 for free: <https://www.utc.edu/information-technology/services/software-students.php>

MICROSOFT WORD OR PDF FILES ARE THE ONLY ACCEPTED FILES FOR ANYTHING UPLOADED IN CANVAS OR EMAILED TO ME FOR GRADING. DO NOT USE GOOGLE DOCS OR ANYTHING LIKE THAT. PLEASE NOTE THAT FOR A FEW ASSIGNMENTS THIS SEMESTER, I MIGHT ASSIGN YOU TO SUBMIT A POWERPOINT FILE AS WELL.

You will also need Google Earth Pro for a computer (not a smartphone or iPad) <https://www.google.com/earth/versions/>

If you for some reason are unable to download Google Earth Pro on your laptop or desktop, or use a UTC computer that has Google Earth Pro, you can use the online version at <https://earth.google.com/web/>

Please note that homework assignments that use Google Earth will be easier to use with the Pro version, and any explanatory videos I make will be utilizing Google Earth Pro and not the online version.

You may also need to be able to view Adobe PDF (portable document files, .pdf) files, Windows Media Video and Audio files (.wmv), and Macromedia Flash files (.swf).

Technology Skills Required for Course: Usage of a scientific calculator. You may use a scientific calculator or the scientific calculator on your smart phone. Basic skills saving files as a PDF. Knowing how to take a color scan with a scanning machine or scanning app. Basic skills utilizing Microsoft Word, Excel, PowerPoint, Canvas, and Zoom. Explanatory videos will be provided for any assignments that use Google Earth Pro. If you need to install Microsoft Word or PowerPoint on your computer, it is provided free from UTC: <https://www.utc.edu/information->

[technology/services/software-for-students](#) Proficiency with Microsoft Word and PowerPoint, using the learning management system (Canvas), using MOCSNet email, creating and submitting files to Canvas, copying and pasting, taking screenshots (Snipping Tool on PC), and downloading and installing software. I will upload instructional videos regarding assignments that use Google Earth Pro (so you can see how to use the software). You do not need any prior experience with Google Earth Pro for this class. I will show you how to do everything in my videos and assignment instructions.

Technology Support: If you have problems with your UTC email account or with UTC Learn (Canvas), contact IT Help Desk at 423-425-4000 or email ithelp@utc.edu or helpdesk@utc.edu. You can also fill out a help desk form by going here: <https://helpdesk.utc.edu/MRcgi/MRentrancePage.pl>

Student Technology: If you have technology needs to access your courses and/or complete course requirements in Canvas, [submit a request](#) (<https://new.utc.edu/information-technology/learning-from-home>) with Information Technology.

Student Accommodations: If you have accessibility and accommodation requests, contact the [Disability Resource Center](#) (<https://www.utc.edu/disability-resource-center/index.php>) at 423-425-4006 or email DRC@utc.edu.

Counselors at UTC: If you have a life crisis and need to speak with a counselor, please see this webpage for more information: <https://www.utc.edu/enrollment-management-and-student-affairs/counseling-center>

UTC Dean of Students (Student Outreach and Support): If you need to be absent for an official reason, and it delays your progress in this course, please contact the UTC Dean of Students so I can then receive official notification. PLEASE CONTACT ME AS SOON AS SOMETHING OCCURS THAT COULD PREVENT YOU FROM COMPLETING YOUR WORK ON TIME. Examples could be a medical emergency, a major illness such as COVID or the flu, etc., having to travel somewhere for an emergency, or official travel with UTC for sports or academics. <https://www.utc.edu/enrollment-management-and-student-affairs/student-outreach-and-support/academic-notification>

Course Assessments and Requirements: Grades shall be based on an achieved percentage of 271 points. There will be one mid-term exam (45 points), five homework assignments (126 total points), three participation grade assignments (totaling 30 points), a term paper (40 points), and a term PowerPoint assignment (30 points). The term paper and term PowerPoint assignment will cover details of a major climatic event that has had a significant impact on humanity and/or nature, e.g., global climate change impacts on glaciers, explosive intensification of tropical cyclones in the 21st century, major events related to climate policy, or talk about the work of a famous climate scientist or physical geographer that focused on climate science, etc.

Exam materials will encompass prior material from textbook readings, canvas readings, video, webpages, lectures, participation grade assignments, and homework. Students should regularly check their UTC email and the Canvas course webpage for course assignments and announcements.

The details of all graded assignments for the entire course will be announced and explained in Canvas.

All work will either be submitted in Canvas or emailed to Dr. Hodge. See assignment directions for each assignment.

Course Grading Policy: Exams (16.6%), Homework (46.5%), Participation Grade Activities (11.07%), Term Paper (14.76%), Term PowerPoint File (11.07%). Grades will be assigned on a traditional A = 90-100+%; B = 80-89%; C = 70-79%; D = 60-69%; F= 59% or below. Additional extra credit points might be offered at the discretion of the instructor. Such points, if offered, will be added to the total points accumulated. Timelines regarding when graded materials are available for viewing will be addressed by the course instructor in Canvas. Grades are final as earned and will only be rounded up by one-half of a percentage point. Example: You finish with a final overall grade of 89.5%. I would round you up to an A. If you finish with an 89.4%, your grade would remain a B.

Note: Course assessments and requirements and course grading policy (see above) will very likely be adhered to but are subject to change if necessary. Please note that the percentages of each type of assignment could change if necessary (as seen in course grading policy above).

Instructor Grading and Feedback Response Time: The instructor will attempt to grade assignments prior to 2 weeks after the assignment deadline. For example, if an assignment is due on February 5, the instructor should have that graded before February 19. Please note that there may be occasional delays on my end, but I will inform you when those grades are available. Some assignments submitted in the “quiz” feature in Canvas may be fully or partially auto graded.

Course and Institutional Policies

Late/Missing Work Policy: Late work is not allowed under normal circumstances. Assignment deadline extensions *might* be allowed to make up missed work, exams, assignments, etc. if you have official documentation with the university. It is up to my judgment even if I receive official documentation from UTC stating that you have had some type of serious situation that prevents you from completing your work on time. **Any assignment turned in past the due date, (without a document from UTC Student Outreach and Support stating that you are facing some type of serious problem or other official matter) will receive a zero.** Any exam missed without an official notification from Student Outreach and Support will receive a grade of zero. Note: documentation of technology problems such as a power outage or internet outage might be accepted if this causes you to miss turning in an assignment. Please let me know if you do have

any technology problems and I will try to accommodate you regarding the situation. **Please note that it is up to my judgment regarding how to proceed if there is a technology problem which inhibits you from completing or turning in an assignment on time. My advice is to turn in your assignments/exams, etc. well before the deadline.** Go here if you have official university travel, a medical situation or other life emergency that prevents you from completing your work on time: <https://www.utc.edu/enrollment-management-and-student-affairs/student-outreach-and-support/academic-notification>

Bonus points: The instructor *might* issue bonus points in various ways, and it is entirely my judgment as to how bonus points are administered. My advice is to keep up with our class every week in Canvas. **Bonus points could be added to various assignment grades, which could increase your overall grade for the class. *If bonus point assignments are available (that are not embedded within an assignment), they would need to be turned in prior to the beginning of the assignment, quiz, or exam availability period that they pertain to.***

Student Conduct Policy: UTC's Student Code of Conduct and Honor Code (Academic Integrity Policy) can be found on the [Student Conduct Policy page \(https://www.utc.edu/student-conduct/codes.php\)](https://www.utc.edu/student-conduct/codes.php).

Honor Code Pledge: As a student of the University of Tennessee at Chattanooga, I pledge that I will not give or receive any unauthorized assistance with academic work or engage in any academic dishonesty in order to gain an academic advantage. I will exert every effort to ensure that the Honor Code is upheld by myself and others, affirming my commitment to a campus-wide climate of honesty and integrity.

Additional Honor Code Pledge note from the Instructor: **You must do your own work on each exam and all graded assignments (which are ALL assignments).** Group work is only allowed if I specifically state so in assignment directions. Any student not following the Honor Code Pledge risks failing the course and facing further actions from UTC. **You must be honest in all matters of communication with the instructor.**

Students are not allowed to communicate about or work together on any assignment unless I specifically state that I allow it. Group work would only be allowed if it is specifically stated for any assignment. The use of GroupMe or any other similar way of communicating is a violation of the honor code.

Course attendance policy: This is an online asynchronous class. All materials will be posted in Canvas. I will communicate with you as to where you will find all course materials (mostly in Canvas, Modules). Please log in to Canvas regularly several times each week to see assignments, lecture videos, PowerPoints, announcements, etc. Make-ups are only *possible* with officially documented absences (official university or conference travel, COVID, doctor's note, family emergency, etc.). Any official absence must be communicated to the university, so then I can be officially notified. See <https://www.utc.edu/enrollment-management-and-student-affairs/student-outreach-and-support/academic-notification>

[outreach-and-support/academic-notification](#) . It is my judgment as to how to proceed with late work, makeup work, or missed assignments once I receive your official notification from UTC Student Outreach and Support.

Students called to active-duty military orders: Please communicate with me if you are in the military and might be called to active duty or training any time during the semester. You also need to communicate this to UTC Outreach and Support, so I can receive official documentation. I will work with any student in this situation to ensure that you are successful in this class.

Course Participation/Contribution: Please read the textbook chapters for each week and please read all lecture pdfs, readings, and other files posted in Canvas, Modules. Be sure you watch all the videos I post as well. I will have lecture videos for each chapter that we cover. See Canvas, Modules and the course syllabus for what will be covered each week. Canvas, Modules is 100% accurate, so please go by what you see for each module (it is categorized by week and topic). Details regarding the participation grade assignments, homework, and exams will be announced in Canvas.

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve learning experiences at UTC. Toward the end of the semester, you will be emailed links to course evaluations, and you are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations. **If at least 70% or more of the class leaves a course evaluation, 8 bonus points will be added to each student's Term Paper grade.**

UTC Bookstore: The UTC Bookstore will price match Amazon and Barnes and Noble (<https://www.barnesandnoble.com/>) prices of the exact textbook - same edition, ISBN, new to new format, used to used format, and used rental to used rental format, with the same rental term. For more information, go to the Bookstore Price Match Program (<https://bnc.pgtb.me/MMt77F>), visit the bookstore, email sm430@bncollege.com or call 423-425-2184.

Note: The syllabus can be considered a contract between me and you. If you do not agree, or are not willing to abide by these conditions, do not take the course. By taking the course you are, in essence, agreeing to abide by the policies outlined in the syllabus; therefore, I will hold you to these policies. The course calendar/schedule is below. I will adhere to the schedule the best I can. Please take note that the course calendar/schedule, assignments, topics, and due dates of assignments may be altered if necessary. If this occurs, I will communicate any changes through email and in Canvas. Plenty of advance notification will be given for assignment due date changes or exam day changes. The Mid-Term Exam and Final Paper and PowerPoint (PPT) deadlines are in the course calendar below. All other graded assignment due dates will be announced in Canvas.

Week	Dates Month and day format	Topics
1	1/8-1/12	Syllabus; Read Textbook Ch. 1 (Introduction) this week
2	1/16-1/19	Ch. 1 Lecture PDF/lecture video; Ch. 2 Part 1: Elements of Climate (Energy); catch up week for any late enrolled students
3	1/22-1/26	Ch. 2 Part 2: The Elements of Climate (Moisture)
4	1/29-2/2	Ch. 3 The Elements of Climate (Pressure, Winds, and Storms)
5	2/5-2/9	Ch. 4 Local and Microclimates
6	2/12-2/16	Ch. 5 & 6; The General Circulation/Circulation Nodes
7	2/19-2/23	**Mid-Term Exam (all material weeks 1-6) DUE by 11:59 pm, Feb 25, 2024
8	2/26-3/1	Ch. 7 Synoptic climatology
9	3/4-3/8	Ch. 8 Land and sea effects
10	3/11-3/15	ENJOY YOUR SPRING BREAK THIS WEEK!
11	3/18-3/22	Ch. 9 Climatic types on land
12	3/25-3/28	Ch. 10 Past climates
13	4/1-4/5	Ch. 11 Future climates
14	4/8-4/12	Ch. 12 Applied climatology and climate policy
15	4/15-4/19	Work on and finish any graded assignments
16	4/21-4/22	**FINAL PAPER AND PPT DUE BY 11:59 pm, April 22, 2024
		Note: ANY ASPECT of the course calendar is subject to change

Note: course calendar is subject to change

Instructor Professional Commitments and/or University Holidays (no office hours and/or possible delayed email response times): January 15 (MLK Holiday), March 11-15 (Spring Break), March 29 (Holiday), *April 13- April 21 (Instructor Professional Commitment), April 23 (Reading Day)

*Dr. Hodge will be attending a geography conference this week. The instructor's email response times will likely be delayed this week.

Note: there will be no in-person or virtual or phone office hours during the first week of class. If you need to reach me during the first week of class, please email me and I will respond. There will also not be any form of office hours during the professional commitments and/or holidays seen above. If you email me during professional commitments and/or holidays, I might be delayed responding to you.

The last day for any form of office hours is Monday, April 22, 2024. I will still respond to emails through the end of the semester and final exam period.

Appendix C

Jeffrey L. Brown Institute of Archaeology

2019-2024

The Jeffrey L. Brown Institute of Archaeology (JBIA) is a non-profit archaeological research unit affiliated with the Department of Social, Cultural, and Justice Studies, College of Arts and Sciences. The Institute of Archaeology was established in 1975 by Dr. Jeffrey Lawrence Brown to promote scientific inquiry in the areas of industrial, historical and prehistoric archaeology in the Chattanooga region. As a non-profit research unit of the University of Tennessee at Chattanooga and part of the College of Arts & Sciences, the JBIA seeks to embody the highest standards of research and archaeological investigation for prehistoric and historic sites in the American Southeast and the Caribbean.

The JBIA promotes the understanding of human diversity in the historic and prehistoric past through academic scholarship, sponsored research, meaningful collaboration, and innovative archaeological research. By investigating and identifying archaeological sites through cultural resource management projects and academic research, the JBIA plays an important role in documenting cultural heritage within our areas of study. The JBIA maintains scholarly and public service commitments to scientific archaeology and has performed sponsored research services for a wide variety of private sector firms as well as federal, state and local governments. Besides contributing to scientific and historical research, the JBIA enhances UTC's educational mission by providing professional development for students, staff, and faculty. The JBIA is involved in a number of outreach efforts that increase awareness and appreciation of prehistoric and historic cultural heritage in the Southeast and the Caribbean, and we are committed to working on sites that matter to our community.

Jeffrey L. Brown (Ph.D. University of Arizona 1973) served as the first Director of the Institute of Archaeology until his death in 1980. Brown focused on industrial archaeology of the midwest and southeast, investigating historic and prehistoric sites in the region. Brown envisioned the Institute as a center of research, curation facility, and avenue for training emerging archaeological professionals. Under his guidance, the Institute emerged as a regional repository of archaeological reports and an established center of investigation. The Institute was formally renamed in his honor in 1981 to recognize his significant contributions to protecting archaeological heritage and his leadership in establishing a research institute at UTC.

Dr. Nicholas Honerkamp (Ph.D. University of Florida 1980) took the helm of the Institute in 1980, immediately steeping into large ongoing archaeological research projects in Chattanooga and surrounding areas. Particularly notable projects in the Chattanooga area during Honerkamp's directorship include the excavation of Union Railyards, a Civil War railroad depot, the documentation of an antebellum Bluff View

Blast Furnace, as well as excavations at a number of other significant prehistoric archaeological sites like Moccasin Bend. Whereas Brown focused largely on Chattanooga and the surrounding counties, Honerkamp expanded Institute's geographical scope of operation to include the greater southeastern United States, particularly the Georgia coast and South Carolina. Honerkamp's research focused on historical archaeology, plantation archaeology, industrial archaeology, and prehistoric/protohistoric sites in the southeast. Honerkamp retired in 2017 as both Director and UC Foundation Professor. He remains Professor Emeritus in SCJS.

Dr. A. Brooke Persons (Ph.D. University of Alabama 2013) joined UTC in 2019, serving as the Director of the JBIA. Persons' experience lies in late prehistoric societies and Colonial archaeology in the Caribbean, particularly in Cuba and the US Virgin Islands, through ceramics and geospatial analysis using GIS. Her most recent publication in an edited volume discusses cultural resource management and new avenues for antiquities legislation. As the only permanent, full-time faculty associated with the institute, she serves as a Principal Investigator for all projects, develops all JBIA proposals/projects, manages associated Geographic Information Systems (GIS) datasets, and is responsible for the production and editing of all associated research reports. In addition to JBIA duties, Persons teaches a range of classes focuses on archaeology, curation, four-field anthropology, historical archaeology, and more. She did so first as an Assistant Research Professor (2019) and later as an Assistant Professor of Anthropology (2024). Persons also serves as an Assistant Director of UTC's Native American Graves Protection Act (NAGPRA) committee, which ensure that sensitive cultural materials and Ancestral remains are repatriated (returned) to tribal nations for reburial or appropriate care. Under her direction, the geographic focus of the Institute expanded internationally to the Caribbean, including the US Virgin Islands, as well as the neighboring state of Alabama. Her research

The JBIA does not maintain permanent employees but staffs projects by working with associated research archaeologists, professional staff, and specialists. Current affiliated research archaeologists include Kate Crossan (MA University of Ireland at Galway 2015), a specialist in historical archaeology of the Caribbean, and Kareen Hawsey (MA University of Alabama 2015), a specialist in prehistoric ceramics and southeastern archaeology. When warranted, the JBIA actively collaborates with partners to incorporate avenues of research not represented by UTC faculty. For example, key partnerships since 2019 include collaborations with Dr. Giovanna Vidoli and Mary Davis (MA) of the University of Tennessee at Knoxville's (UTK) Forensic Anthropology Center. Vidoli and Davis helped excavate and document a historic cemetery. A subsequent partnership with Dr. Alison Damick of UTK's Lab of Environmental Archaeology contributed to the geophysical investigation of an archaeological site on UTC's campus. Overall, the JBIA is meant to provide opportunities for students to apply recently acquired skills in real-world settings, therefore current UTC students and recent graduates form a core part of our research teams in the field, in the lab, and during

project research. Financial support for each position is provided directly through grants, contracts, and sponsored research.

The JBIa maintains equipment and lab facilities to complete all levels of cultural resources management projects and conduct archaeological research. JBIa equipment includes a Topcon total station, a Spectra Nomad data collector, two Trimble Geo X7 Global Positioning System (GPS) units, a TDC6 Android GPS unit, a Trimble Catalyst Receiver, and two iPads, all of which are used in field projects by JBIa staff and UTC faculty. The JBIa and Anthropology program maintain a full suite of field tools and equipment for use in the field, including digital cameras, hand tools, screens, and other specialized equipment. Additionally, the JBIa maintains an archaeological laboratory used for processing artifacts, curation, and research. While the lab was previously located in 104 Brock Hall, in 2022 Brock Hall was selected for campus renovations. The JBIa lab, along with the rest of the department, is now located in Room 104 in the Collins Annex, a temporary modular structure. This temporary lab space has shelving for artifact storage, sinks for washing/processing artifacts, and archival storage cabinets housing reference collections. It serves as a research center for JBIa staff working on sponsored projects, JBIa interns assisting with research, and students working independently on directed research projects. JBIa staff/faculty/interns also use and maintain active GIS licenses in order to implement current mapmaking and data management protocols through ESRI's ArcMap, ArcPro, and ArcGISOnline programs. All equipment is shared and utilized by UTC Anthropology faculty.

The JBIa is a repository for archaeological collections from the region, and therefore curation and management of those collections are an important part of our ethical practices at UTC. These collections include over 550 boxes of prehistoric, historical, and industrial artifacts generated through JBIa research projects, UTC archaeological field schools, contract projects, and donations from regional archaeological sites. The collection largely consists of materials excavated in Chattanooga and the surrounding counties, although there are significant holdings from Georgia and South Carolina as well. The largest collections include the Union Railyards site (TN), a Civil War era Union railroad depot, an 18th and 19th century urban assemblage from the Telfair site (GA), and local collections from a range of projects at Moccasin Bend (TN). Additionally, the JBIa houses the Austin Western Company (AWC) Archive, a railcar and heavy machinery company that operated from 1879 to 1976. This collection includes company patents, notes, contracts, blueprints, advertising films, and more. To ensure appropriate curation of the AWC and ensure longterm care, Persons paired with UTC Special Collections to rehouse and transfer around 50 boxes of materials to the UTC Library. Such efforts will continue in the coming years. Overall, maintenance of the JBIa storage facility located in the basement of the Guerry Center and the longterm care of collections is an ongoing and significant effort. Notable achievements include the implementation and maintenance of accurate inventories, advancing repatriation efforts through UTC's NAGPRA committee, establishing institutional curation policies/procedures, and creating a digital database of collections

through Archives, an online Collections Management System. Ultimately, through ethical curation and collections management we strive to make these important resources available to researchers and students alike. Students actually play a critical role in these effort, assisting with curation through coursework, lab classes, and internships.

The JBIA is supported through grants, sponsored research, and contracts. Between 1981 and 2014, the institute received 88 grant and contract awards for archaeological research totaling \$1,262,249.00. Between 2014 and 2019, the period under review in this report, the JBIA received eight grants and contracts totaling \$453,849.43 for the following projects:

- 2019 - Phase I Survey at of a prehistoric mound site at Seymour Bluff, Baldwin County, AL. \$2,980
- 2020 - Phase I Survey at a historic 19th century plantation/residence at Maho Crossroads, 3-2 Estate Miland, St. John, US Virgin Islands. \$6,847.21
- 2020 - Phase I Survey at WTCI Cell Tower, Signal Mountain, TN. \$1,991.04
- 2021-2023 - Archaeological Monitoring within the Cruz Bay Historic District, Cruz Bay, St. John, US Virgin Islands, which identified 18th through 20th century sites and features associated with this early colonial town. \$171,409.16 and \$20,452.22
- 2023-2024 - Excavations at the Cruz Bay Historic Cemetery, Cruz Bay Historic District, Cruz Bay, St. John, US Virgin Islands, including excavation and reburial of late 19th century burials from a historic cemetery within the historic district. and \$221,353
- 2024-present Cherokee National Forest (CNF) Student Internship Program, an ongoing collaborative effort providing employment and training for Anthropology students and recent graduates working under the direction of CNF curators, archaeologists, and historic preservation professionals. \$18,984.80 and \$9,832

Altogether, funded JBIA research has generated **\$1,716,098.43** in awarded funding since 1981, 26 percent of which was awarded within the last five years. These sponsored projects provided countless opportunities for faculty, students, professional archaeologists, recent graduates, regional graduate students, and affiliated research faculty. The institute has generated over 95 published reports of investigation that outline significant contributions to the communities in which we work, live, and conduct research. Additionally, many reports of investigations provide foundational data that ultimately contributes to published articles, books, edited volumes, as well as numerous presentations at archaeological conferences by faculty and students alike. Thanks to the experience and interests of each director, the JBIA has grown to encompass local, regional, and international research, ensuring our commitment to the preservation and documentation of archaeological heritage at various scales. Working with community

partners, state/federal/territorial governments, we strive to protect archaeological heritage, embody the highest standards of investigation, and provide opportunities for growth for both professional staff and students.

While the JBIA will continue to grow, seek new research projects, and coordinate with partners, current efforts are largely focused on consolidating our collections, ensuring ethical repatriation of sensitive cultural materials and Ancestral remains, and conducting innovative research. In particular, the JBIA has been strengthened by establishing institutional policies related to curation, artifact processing, and curation, as well as the establishment of a Native American Graves Protection Act Policy, which is outlined elsewhere in this report. JBIA will continue to serve as a repository, but it is no longer accepting new collections, and we are working diligently to ensure proper care of the collections falling under our duty of care to bring the prior work in line with current ethical practices. The JBIA has contributed much to our understanding of the prehistory and history of the southeast and the Caribbean in the past, and we look forward to continued growth as the field shifts relative to current concerns in historic preservation, archaeology as a discipline, and resource management as a whole.

Appendix D

Van Cunningham Donations

In 2021, UTC anthropology alum Vann Cunningham began a generous series of donations to the program. These donations began as \$25,000 in 2021, eventually becoming \$30,000 in 2024, and finally, through faculty efforts to demonstrate the impact of his donations, a permanent endowment, the interest of which will guarantee our program \$25,000 a year in perpetuity. This extremely generous support has had a cascading impact, affecting dozens of students. Among those who have received his support are first generation college students, minority students, students from socio-economically disadvantaged backgrounds, veterans, and non-traditional students. Our profile at UTC has expanded as a direct result and we have also gained regional prominence as an up-and-coming program producing students with applied skills. As a result, our degree-related employment rate post-graduation has increased substantially, and we have placed our students in anthropology careers across the Southeast, the American West, and Europe.

Mr. Cunningham's funds are linked to graduating one of our largest classes ever in 2023, students presenting funded research at local and regional academic conferences, support for students employed in the field, recruiting experts to speak with students in class about the realities of employment in anthropology, and hands-on class experiences. Mr. Cunningham's gifts have had perhaps an unexpected but equally profound impact on our faculty. By being able to offer internships and employment to students, competitive with more traditional student jobs, we have built a community of young scholars driven to assist us in tackling problems otherwise insurmountable. Funds have been used to assist in indigenous remains repatriation, organizing UTC's curations space into better shape, assisting faculty with cutting-edge research, preserving knowledge about local historic cemeteries, and working as formal interns with the Tennessee Division of Archaeology and Cherokee National Forest. This has breathed energy into our program, catalyzing growth by encouraging some natural and healthy competition. This generous gift expands our ability to award worthy students during the semester and recruit ambitious, promising students as early as possible with employment and other opportunities to enhance their development as young anthropologists beyond the classroom. Now that this award is established, students are aware that these employment opportunities exist throughout their academic careers with us and, as a result, take studies extra seriously, knowing that they will be selected for these internships and experiences on excellence and can propel their careers through hard work. The result is a culture of steadily increasing academic achievement, resulting in higher student GPA over time, placement of our students in increasingly competitive graduate schools, and employment of our students in an increasingly diverse sector of anthropology related jobs. The benefit for faculty is increased energy in what we do as educators.