Composing a Community

Honors 2850-001/002/003 - Fall 2020: Mon/Weds
Section 001: 1:25-2:45pm > Meets in: https://utah.zoom.us/j/95793240613
Section 002: 3:00-4:20pm > Meets in: https://utah.zoom.us/j/95307447805
Section 003: 4:35-5:55pm > Meets in: https://utah.zoom.us/j/93036278958
Phillip Bimstein: Office hours on Zoom by appointment
email phillip.bimstein@utah.edu

Course Description

*Composing a Community* is a unique student-centered, community-cultivating course, where you will engage and critically assess music as a socially-reflective art. Music is our vehicle for a journey into multiple dimensions of human behavior, with side-trips through rhetoric, political theory, sociology, narrative, improvisation, ideology and identity.

Flowing from a wide variety of cultural texts and a pan-historic genre-busting playlist, you will correlate musical forms, processes and expressions with the societies from which they spring—including your own. Cross-cutting themes include: music as dialogue; music as thought; music as identity; music as ideology; music as a mirror of government; music and social movements; and music's evolutionary role in human development.

You are expected to have intellectually rigorous and personally meaningful discussions about music, dialogue and community. The goals are for you to:

1. achieve a more articulated experience of music through the filters of other disciplines
2. to gain an enriched understanding of community through musical manifestations of participatory democracy.

In addition, you will develop community-building skills in two ways:

1. drawing upon examples from musical improvisation, you will study and rehearse *listening, understanding*, and creatively *responding* as both musical and dialogical skills
2. you will develop your potential to heal the body politic and transform your communities through the formal practices of mindfulness and loving-kindness.

A touchstone for our course is the Navajo *songdog* myth (about a coyote who “sings” the world into existence) coupled with Benjamin Barber’s conception of citizens as “makers” who “create a common future.” At the end of the course, you will be able to develop, combine and apply your musical and political potential to metaphorically “sing” your world into existence.

The first phase of *Composing a Community* is devoted to musical *Voices* and rhetorical forms, as we explore both *The Dialogue of Music* and *The Music of Dialogue.*
The middle phase of the course examines *Our Musical Selves*, both by “listening” to ourselves (through the music of many cultures and genres) and by “articulating” ourselves (by applying musical processes and analyses to our own lives and identities).

In the third and culminating phase of the course we will explore the ways students can “act in concert” to improvise and orchestrate our *Voices* and *Selves* together, as we collaboratively—and mindfully—*Compose our Community*.

**Course Assignment Schedule**

*Composing a Community* includes lectures, performances, demonstrations, discussions, and assignments: *Readings* (pdfs on e-reserve), *Listenings* (sound files online) and *Viewings* (videos and films online). Most will be assigned; others may be proposed or selected by the student with my approval. The content and materials may be modified to match the flow of the class and to respond to the needs/interests of individual students.

The best, easiest and most up-to-date way to see, navigate and fulfill your assignments is via the [Module link](#) on our course Canvas page.

In addition to the brief responses to your weekly class assignments, you will write three short papers (Think Pieces) and one Final Paper. These are detailed in the modules mentioned above, but to help you plan ahead their due dates are:

- Think Piece 1  Due Sept 28
- Think Piece 2  Due Nov 2
- Think Piece 3  Due Nov 16
- Final Paper  Due Dec 2

**Goals and Objectives**

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4. you will develop your potential to heal the body politic and transform your communities through the formal practices of mindfulness and loving-kindness.
Required Materials

Materials required for this course are:

- The Art of Is: Improvisation as a Way of Life (Links to an external site.)
- Various readings (pdfs), videos, audio, links, films—each provided in daily class assignments
- Webcam & microphone

Policies and Statements

Teaching Methods and Goals

In a Navajo legend a coyote, or “songdog,” emerged from a hole in the ground and sang the world into existence. The songdog story, and the feeling of possibility it engenders, has inspired all my work as composer, mayor and citizen. My goal as teacher is to spark that feeling and develop that capability in my students, helping them to become conscious and intentional co-creators—songdogs—singing ourselves and our communities into existence.

My experiences as a musician and a mayor dispose me to think of learning taking place within collaborative frameworks, where ideas are proposed, elaborated, tested, counterpointed and reprised like themes in a classical sonata or issues at a town meeting. It is key that each participant interacts with the subject from his own experience, and speaks with her own voice.

I teach like I lead a band or conduct a meeting: Create the welcoming space, put a “song” on the table, propose an agenda, and have at it together. I present when useful and I listen always, my ears tuned to response, whether silent or spoken. The subject is then articulated in collaboration with one another. My students and I create a community of learning, and we learn in concert with each other.

My goals for my students and myself are to achieve critical understanding in three areas – music, community, and participatory democracy:

(1) I want us to become curious about, and familiar with, varying musical styles, genres and practices from different cultures and historical periods, and to enter into the forms and processes of the music in ways that make sense within our own experience.

(2) I want us to ferret out and understand relationships between musical texts and the communities that produce and express them, and therefore be able to interpret and understand different communities.

(3) I want us to develop dialogue skills in tandem with music listening/participating skills—to develop citizenship skills though musical analogy. I want us to become more conscious of, and better at performing, our roles in our communities as “composer/citizens”—songdogs singing the world.
Students are graded on class preparation/participation, three Think Pieces, and one paper:

- Attendance, engagement, discussion and/or written response to assignments 33%
- Three Think Pieces 33%
- Final paper (on collaborative community) 33%

Students will be graded on standards rather than a curve. Specific criteria will be given for the final paper. Each student will have the opportunity to successfully meet the criteria in their own way. Pre-discussion of formats and topics is welcome.

Although specific criteria will be given for the final paper, the following is the general grading rubric that applies to all assignments, class work and participation in this course:

**A**
Outstanding achievement. Student performance demonstrates full command of the course materials—including thorough reflection, thoughtful critique, insightful interpretation, and meaningful application of the substantive knowledge gained in the course to a variety of topics, disciplines or situations. Student superbly communicates her or his ideas and interpretations in multiple class sessions and online discussions, and comments on, counterpoints or develops the thoughts of other students. Student also evinces a high level of imagination, originality and/or creativity that far surpasses course expectations.

**A-**
Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner. Student effectively communicates his or her ideas and interpretations in multiple class sessions and online discussions, and comments on, counterpoints or develops the thoughts of other students.

**B+**
Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations in all areas as described in the course syllabus. Student clearly communicates his or her ideas and interpretations in multiple class sessions and online discussions.

**B**
Good work. Student performance meets designated course expectations and demonstrates understanding of the course materials at an acceptable level. Student participates adequately in class sessions and online discussions.

**B-**
Marginal work. Student performance demonstrates incomplete understanding of course materials. Student participation in class and online discussions is minimal, unengaged and unenlightening.
C
Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials. Student participation in class and online discussions is weak.

D
Unacceptable work.

All of the evaluations above are also affected by the student’s demonstrated effort and investment, and by what the student both puts into and takes out of the course—as evidenced by papers, Think Pieces and class participation. All higher grade levels also require that work be submitted on time.

Key Evaluative Criteria

Your papers, discussion and online comments will be evaluated using the following criteria:

1. To what extent do you demonstrate a thorough and deep understanding (and/or critique of) our Readings and discussions?

2. To what extent do you fully engage concepts from our Readings and discussions and articulate them with your own?

3. To what extent do you meaningfully express your interpretation and application of the concepts we have studied to the topic you have chosen?

Be sure to note the underlined words above:

The purpose of the underlining is to emphasize that papers and comments which truly demonstrate a considered understanding and interpretation of course topics (as developed in lectures, sources, class discussion and your own thought) will tend to earn the better grades. On the other hand, papers and commentary that skim the surface (for example, simply reciting the basic analogies we’ve discussed but not developing, exploring or analyzing them), demonstrating only a superficial, narrow or limited understanding and interpretation of course topics, will tend to earn lower grades.

The most important thing for you to know and keep in mind:

Make sure that your writing and discussion are well-grounded in the topics we explore.

Attendance and Participation

In this collaborative, seminar-style class Attendance and class participation are highly important—and required. Some material is presented only in class, and student participation is key to achieving the course goals.

Therefore, each student is expected to attend and participate in ALL* classes (including the guest presentations). In rare cases where class participation is not possible due to an unavoidable absence, an explanation is expected (when possible, in advance). I will excuse such absences only with a doctor’s note or other form of official documentation.
In any case, **makeup work will be required** (and it is the student’s responsibility to contact me to find out what must be done, and to complete the work in a timely fashion).

**Lack of student participation will affect the final grade.**

Students are expected to arrive before class begins and remain until class ends. Coming to class significantly late or leaving significantly early may be factored into attendance.

Keep in mind that more than two unexcused absences will begin to affect your final grade.

*Note: if on a particular day you are unable to attend your section but could instead come to another time slot, it would be far better to do that than to miss the entire day. But don’t go to the link for your section. Each of the three sections has its own Zoom room link, and they are all posted on our Canvas home page. However, this is only a rare stopgap solution, not meant to be a regular occurrence, as it is better for you to continue to develop your relationships and build the community in your own section. But again, in rare cases where you need to attend another section, you are welcome and encouraged to do so (just be sure to email me to let me know—whether before, during or after class—so that I can make a record of your attendance).*

**Personal Engagement**

Because deep engagement is such a vital part of this course, and key to your own learning, here are a few thoughts to help you participate and strengthen your contributions:

You are expected to engage deeply, thoughtfully and thoroughly with every assignment—whether it is a book, a shorter reading, a work of art or music, a film, video, audio talk, or an activity. I trust you will bring your own perspectives, insights and interpretations to each one—and share them with your classmates and me.

Light or superficial engagement will be noted; active and deep engagement will be rewarded.

To play to your strengths and invite your preferred method of participation, there are three ways to engage in this class: (1) real-time in class (vocally and/or by chat); (2) uploaded commentary; and (3) online posts.

(1) A valuable and productive way to manifest and express your engagement—and to share your insights with your classmates—is within our live, spoken and chatted, class discussions.

(2) However, if you prefer collecting your thoughts on paper rather than expressing them in class, you may offer your summary, commentary, or other response in a few written sentences and submit your response directly to the assignment on Canvas. I still ask that you contribute to our in-class discussions when you can, but your submitted commentary may help supplement or bolster your in-class participation.
A third way to productively and creatively engage with course assignments and themes is by sharing your comments, perspectives, and insights in posts to the online written discussions for this course on Canvas.

I offer these three ways of engaging and participating in order to build on the strengths of each student. Some of us prefer to speak or chat, while others prefer to write. Some of us prefer the spontaneity of the moment, while others prefer to process and collect their thoughts. Some of us love to jump in and raise our hands, while others prefer to wait and let others have the floor. And we may have different preferences at different times. I want you to be assured that in whatever way you choose to engage, your contributions will be valued and appreciated.

And you don’t need to engage in all three ways in each class session. Just one good comment—if insightful and very relevant to the reading or discussion—will be fine. And you can opt for a different way in different classes and for different assignments.

(Note: while the Canvas assignments will ask you to “Mark when done,” please know that this is only a minimal indication, as much for yourself as for me, that you have finished that particular assignment. It does not take the place of the engagement described above. You still need to respond to the assignments in order to earn full credit for engagement.)

Tips for interactive discussions:

For in-class discussions, depth, relevance and quality (of comment) is more important than quantity, length and frequency.

In other words, it is better to make one good, relevant point—that clearly builds upon or reflects on the assigned text—than to speak multiple times but without strong grounding in the text’s ideas.

Therefore I ask that you pick your moments well, and, once you have spoken, consider giving space for others to share their insights. Of course, when a dialogue develops between you and another student, or in a continuing thread that relates to your original point, you are certainly welcome to continue to speak within that dialogue or thread.

To provide space for students who have not yet spoken, or are taking advantage of time to collect their thoughts, we will at times notice that a pause or moment of quiet enters our discussion. This is perfectly natural and productive, as it gives us time to reflect on what has already been said, and also offers an opportunity for a new voice to enter the dialogue. We can observe such a moment as a gift.

Other Classroom Policies

This course is designed to cultivate a community of learning that is productive, hospitable and fair to all. To support our community of learning, all students are expected to abide by the following policies:
• The use of cell phones or other communication devices, whether for calling, checking news or messages, texting, social networking or any other purpose, is prohibited during class, except for a medical emergency. Students are expected to turn off such devices during class. Students using such devices will be required to leave the classroom for the remainder of the class period.

• Students are permitted to use computers during class for note taking, discussing assigned pdfs and other class-related work ONLY. Students using computers for any purpose not related to our class will be required to leave the classroom for the remainder of the class period.

• Late submissions of Think Pieces and the final paper may cost one letter grade per day.

Zoom Etiquette and Protocols

I will do everything I can to make each of you feel welcome and able to fully participate in our Zoom classroom. I hope that, despite our physical separation, we will feel safe, comfortable and close in our collaboratively composed online community. You will help to make it a better experience for all of us by:

• arriving in our Zoom room on time, staying until the end of each session, and giving your full respectful attention to the subject and to your fellow students. This means (as stated in the policies above) you will not check emails, texts, or any other communications, whether on your phone, tablet, or computer, during our class sessions.

• being visible at all times. To establish a greater sense of connection between you and your fellow students, it is important to see each other’s faces. So keep your video on at all times. (You are of course excused from this if your computer/device does not have a camera; please let me know)

• muting your microphone when you are not speaking. This reduces distracting sounds and allows the Speaker View (see below) to always show the person who is actually speaking, rather than someone who has just sneezed or whose dog has just barked 😽. You will be automatically muted when you enter the classroom, but you can temporarily unmute yourself (in most cases by simply depressing your space bar) as needed or appropriate.

• using Speaker View. Speaker View is recommended so that you can see whoever is speaking in a larger frame. Though Gallery View is nice when you want to see the whole class (or whatever number fits on your screen; your computer will probably show the whole class, but tablets show smaller numbers and then you have to scroll). You can alternate between these views, but Speaker View will be best most of the time.

• letting me know if you have technical difficulties. If your internet connection drops, try to come back to the session when possible, and as soon as you can. If you need help, email me at phillip.bimstein@utah.edu. If it is during class, I may not see it right away, but I will try to keep an eye out at times.
Faculty and Student Responsibilities

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

Student Names & Personal Pronouns

Class rosters are provided to the instructor with the student’s legal name as well as “Preferred first name” (if previously entered by you in the Student Profile section of your CIS account, which managed can be managed at any time). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class or on assignments. Please advise me of any name or pronoun changes so I can help create a learning environment in which you, your name, and your pronoun are respected. If you need any assistance or support, please reach out to the LGBT Resource Center.

https://lgbt.utah.edu/campus/faculty_resources.php

LGBT Resource Center

If you are a member of the LGBTQ+ community, I want you to know that my classroom is a safe zone. Additionally, please know that the University of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Olpin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: http://lgbt.utah.edu/. Please also let me know if there is any additional support you need in this class. Please see more info below.

Diversity / Inclusivity Statement

It is my intent that students from all 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 diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. Please see more info below.
Modifications to the Syllabus

The standards and requirements set forth in this syllabus may be modified at any time by the
course instructor. Notice of such changes will be by announcement in class.

Coda (final notes)

I really look forward to our explorations and discussions of music, dialogue and community. As a
musician and former mayor I am attuned to the flow of a meeting. I encourage us all to listen
and respond to each other. We will mindfully compose our community of learning together.
Content may be shaped or altered to fit students' needs and interests. It is my hope that we will
all leave this course having a richer understanding of music and knowing more about ourselves,
our communities and our world.

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UNIVERSITY POLICIES

SAFETY AT THE U

The University of Utah values the safety of all campus community members. You will
receive important emergency alerts and safety messages regarding campus safety via
text message.

For more information regarding safety and to view available training resources,
including helpful videos, visit safeu.utah.edu (Links to an external site.).

To report suspicious activity or to request a courtesy escort, contact:

Campus Police & Department of Public Safety
801-585-COPS (801-585-2677)
dps.utah.edu
1735 E. S. Campus Dr.
Salt Lake City, UT 84112

AMERICANS WITH DISABILITIES ACT (ADA)

The University of Utah seeks to provide equal access to its programs, services, and
activities for people with disabilities.
All written information in this course can be made available in an alternative format with prior notification to the Center for Disability & Access (CDA). CDA will work with you and the instructor to make arrangements for accommodations. Prior notice is appreciated. To read the full accommodations policy for the University of Utah, please see Section Q of the Instruction & Evaluation regulations.

If you will need accommodations in this class, or for more information about what support they provide, contact:

**Center for Disability & Access**
801-581-5020
disability.utah.edu
162 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

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**DIVERSE STUDENT SUPPORT**

Your success at the University of Utah is important to all of us here! If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, the U is here for you.

**STUDENT SUPPORT SERVICES (TRIO)**

TRIO federal programs are targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities.

Student Support Services (SSS) is a TRIO program for current or incoming undergraduate university students who are seeking their first bachelor’s degree and need academic assistance and other services to be successful at the University of Utah.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

**Student Support Services (TRIO)**
801-581-7188
trio.utah.edu
Room 2075
1901 E. S. Campus Dr.
Salt Lake City, UT 84112

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**AMERICAN INDIAN STUDENTS**

The AIRC works to increase American Indian student visibility and success on campus by advocating for and providing student centered programs and tools to enhance
academic success, cultural events to promote personal well-being, and a supportive “home-away-from-home” space for students to grow and develop leadership skills.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

**American Indian Resource Center**
801-581-7019  
diversity.utah.edu/centers/airc  
Fort Douglas Building 622  
1925 De Trobriand St.  
Salt Lake City, UT 84113

**BLACK STUDENTS**

Using a pan-African lens, the Black Cultural Center seeks to counteract persistent campus-wide and global anti-blackness. The Black Cultural Center works to holistically enrich, educate, and advocate for students, faculty, and staff through Black centered programming, culturally affirming educational initiatives, and retention strategies.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

**Black Cultural Center**
801-213-1441  
diversity.utah.edu/centers/bcc  
Fort Douglas Building 603  
95 Fort Douglas Blvd.  
Salt Lake City, UT 84113

**STUDENTS WITH CHILDREN**

Our mission is to support and coordinate information, program development and services that enhance family resources as well as the availability, affordability and quality of child care for University students, faculty and staff.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

**Center for Childcare & Family Resources**
801-585-5897  
childcare.utah.edu  
408 Union Building  
200 S. Central Campus Dr.  
Salt Lake City, UT 84112
**STUDENTS WITH DISABILITIES**

The Center for Disability Services is dedicated to serving students with disabilities by providing the opportunity for success and equal access at the University of Utah. They also strive to create an inclusive, safe, and respectful environment.

For more information about what support they provide and links to other resources, view their website or contact:

**Center for Disability Services**
801-581-5020
disability.utah.edu
162 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

**STUDENTS OF ETHNIC DESCENT**

The Center for Ethnic Student Affairs offers several programs dedicated to the success of students with varied cultural and ethnic backgrounds. Their mission is to create an inclusive, safe campus community that values the experiences of all students.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

**Center for Ethnic Student Affairs**
801-581-8151
diversity.utah.edu/centers/cesa/
235 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

**ENGLISH AS A SECOND ADDITIONAL LANGUAGE (ESL) STUDENTS**

If you are an English language learner, there are several resources on campus available to help you develop your English writing and language skills. Feel free to contact:

**Writing Center**
801-587-9122
writingcenter.utah.edu

(Links to an external site.)
2701 Marriott Library
295 S 1500 E
Salt Lake City, UT 84112
UNDOCUMENTED STUDENTS

Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles that prevent you from engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center.

Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families.

For more information about what support they provide and links to other resources, view their website or contact:

**Dream Center**
801-213-3697
dream.utah.edu
(Links to an external site.)
1120 Annex (Wing B)
1901 E. S. Campus Dr.
Salt Lake City, UT 84112

LGBTQ+ STUDENTS

The LGBTQ+ Resource Center acts in accountability with the campus community by identifying the needs of people with a queer range of [a]gender and [a]sexual experiences and responding with university-wide services.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:
VETERANS & MILITARY STUDENTS

The mission of the Veterans Support Center is to improve and enhance the individual and academic success of veterans, service members, and their family members who attend the university; to help them receive the benefits they earned; and to serve as a liaison between the student veteran community and the university.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Veterans Support Center
801-587-7722
veteranscenter.utah.edu (Links to an external site.)
418 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

WOMEN

The Women’s Resource Center (WRC) at the University of Utah serves as the central resource for educational and support services for women. Honoring the complexities of women’s identities, the WRC facilitates choices and changes through programs, counseling, and training grounded in a commitment to advance social justice and equality.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Women’s Resource Center
801-581-8030
womenscenter.utah.edu
411 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

INCLUSIVITY AT THE U

The Office for Inclusive Excellence is here to engage, support, and advance an environment fostering the values of respect, diversity, equity, inclusivity, and academic
excellence for students in our increasingly global campus community. They also handle reports of bias in the classroom as outlined below:

*Bias or hate incidents consist of speech, conduct, or some other form of expression or action that is motivated wholly or in part by prejudice or bias whose impact discriminates, demeans, embarrasses, assigns stereotypes, harasses, or excludes individuals because of their race, color, ethnicity, national origin, language, sex, size, gender identity or expression, sexual orientation, disability, age, or religion.*

For more information about what support they provide and links to other resources, or to report a bias incident, view their website or contact:

**Office for Inclusive Excellence**
801-581-4600
inclusive-excellence.utah.edu (Links to an external site.)
170 Annex (Wing D)
1901 E. S. Campus Dr.
Salt Lake City, UT 84112

**OTHER STUDENT GROUPS AT THE U**

To learn more about some of the other resource groups available at the U, check out:

getinvolved.utah.edu/

studentsuccess.utah.edu/resources/student-support

**WELLNESS AT THE U**

Your personal health and wellness are essential to your success as a student. Personal concerns like stress, anxiety, relationship difficulties, depression, or cross-cultural differences can interfere with a student’s ability to succeed and thrive in this course and at the University of Utah.

Please feel welcome to reach out to your instructor or TA's to handle issues regarding your coursework.

For helpful resources to manage your personal wellness and counseling options, contact:

**Center for Student Wellness**
801-581-7776
wellness.utah.edu
2100 Eccles Student Life Center
1836 Student Life Way
Salt Lake City, UT 84112
Women's Resource Center
801-581-8030
womenscenter.utah.edu
411 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112