

University of Utah

SURVEY OF JAZZ 1236-90

3 credits

(There are no co- or pre-requisites for this course)

Professor: Cathryn Clayton, D.M.A.

Office: 158 DGH

Office Hours: by email or phone (please give me 24 hours to reply to emails)

Phone: 801-699-3446

Email: c.clayton@utah.edu

COURSE DESCRIPTION: A survey of jazz from the 1890s to the present. You will learn about the various styles of jazz and the fascinating musicians who created them. One of the greatest of all American art forms, jazz developed, however, for many decades in a racist America that viewed most of its performers as less than human. Race relations between whites and blacks provide the context for jazz's history and will be investigated in depth in this course. As today's jazz trumpeter, Wynton Marsalis, has said, "Jazz music is at the center of the American mythology. It necessarily deals with race."^{[L][L][L]}_{[SEP][SEP][SEP]}

COURSE OBJECTIVES: The objectives of this course lie in two fields of endeavor: the Fine Arts and Diversity Studies. From this study of music, you will acquire the tools, aural and intellectual, to comprehend all that comprises musical masterpieces, those from the jazz repertoire in particular. From the field of diversity studies, you will learn about the various experiences of black jazz performers who dealt with institutional racism, Jim Crow era political disenfranchisement and violence, white privilege, and various forms of bigotry, from the 1890s to the present. From this study by the end of this course, you will be able to establish methodologies for the creation of a thriving multi-cultural American society.

CONTENT OVERVIEW: In terms of music, Survey of Jazz 1236 explores the roots of jazz, New Orleans jazz, jazz in the 1920s, swing, bebop, cool, hard bop, avant-garde jazz, fusion, and historicism. In terms of Diversity Studies, it examines race relations with the "Jim Crow" laws, musicians' protests against inequities, black pride, exploitation of black musicians, discrimination against black musicians, and the Civil Right Movement. In the final analysis, however, jazz is the story of the triumph of black artists through their music and of their fruitful collaboration with supportive white jazz artists, a beneficial model for a multi-cultural society.

TEACHING AND LEARNING METHODS: Textbook Readings, Discussion, Additional Readings, Listening, Videos, Examinations, and Written Projects.

PROJECTS TO FULFILL OBJECTIVES:

FOR DUE DATES SCROLL TO BOTTOM OF THIS PAGE IN CANVAS. DUE DATES POSTED BY EACH COURSE ASSIGNMENT.

Writing Project 1 (3 pages) SUBJECT: Billie Holiday's singing of the protest song Strange Fruit, the anti-lynching song that became one of the most influential protest songs ever written. From watching the most interesting and thorough source of information on this subject, the video Strange Fruit (California Newsreel, 2002) (57 minutes), discuss the following:

1. The multiple contexts for this song, its text, its music, its performer, and its social message.
2. What is it about the text and the music of this song that makes it such a haunting work?

Writing Project 2 *(3 pages) Jazz musicians of the 20th century have often been praised for possessing the personal qualities of ideal citizens in an ideal multi-cultural democracy. This is a unique form of praise given the forms of racial oppression experienced by black jazz musicians.

- 1) Write an essay on this topic, including four of these personal qualities. For each personal quality, discuss an instance in the history of jazz in which a specific jazz musician studied in this course exhibited that quality and link this to the experiences of the specific musician's experience of racial inequity (1 1/2 pages)
- 2) How do you see these qualities plus additional measures that you might propose moving present-day America toward a thriving multi-cultural society given this history of racial oppression in our country? (3/4 page)
- 3) What do you see as your role in this thriving multi-cultural society which still exhibits multiple forms of racial inequity? (3/4 page)

Listening Tracks and Journal: Students will be expected to listen to tracks associated with each chapter and then identify some of these on the exams. A list of tracks that will be included on exams will be posted in an exam review. Additional songs for listening are posted in Canvas. You will complete a very brief (2-3 sentences) observation of these songs. Tell me what type of jazz they are, and what your thoughts are about these songs. (2-3 points each)

Concert Attendance: You will be required to watch **YouTube** two jazz concerts this semester and complete a separate concert report about each.

* You may watch a third concert and write a third concert report for 10 points of extra credit. Links to jazz concerts on YouTube are posted on Canvas.

REQUIRED TEXTBOOK: *Jazz 2nd ed.* by Scott Deveau and Gary Giddins's and access to listening examples (Norton, 2015) When you registered for this course, you automatically purchased an e-book which will be charged to your tuition. You may opt out of this by calling the bookstore. The e-book is automatically linked under Modules in Canvas.

ADDITIONAL MATERIALS: (Links to the following materials are on Canvas.)

1) Because the history of jazz and the African-American experience since Emancipation has been so well documented through photographs and film, the collection of outstanding videos/video clips carefully assembled for this course and listed on this syllabus will function as a textbook. (These videos/video clips are all on Marriott Library's Video Streaming and are linked in Canvas under Modules.)

2) Readings from the literature on jazz that center on topics of diversity and listed on this syllabus will also function as a textbook. (These readings are all on the Canvas site. You can access them under "Modules" or "Files".)

Grading Scale:

Listening Posts	40 points
Discussion Postings	20 points
Concert Reports	50 points
Written Project 1	25 points
Written Project 2	25 points
Chapter Quizzes	150 points
Video Quizzes	90 points
Midterm Exam 1	200 points
Midterm Exam 2	200 points
Final (not comprehensive)	<u>200 points</u>
Total Points possible	1000 points

Grading Scale: % out of 1000 points

A 93-100 %	A- 90-92 %	B+ 87-89 %
B 83-86 %	B- 80-82 %	C+ 77-79 %
C 73-76 %	C- 70-72 %	D+ 67-69 %
D 63-66 %	D- 60-62 %	E< 60 %

GENERAL CALENDAR: For exact due dates, please scroll to the bottom of this web page in Canvas. The material below is also listed under "Modules" with due dates and assignment descriptions etc.

WEEK 1: Introduce yourself to the class on Discussion Posting. (5 Points)

READ: pages xi-xxxi Jane Daley's "The Age of Jim Crow", Read Chapter 1 in *Jazz: Instruments and Musical Concepts: Timbre, Rhythm, Melody, and Harmony*, **Take Chapter 1 Quizzes**. Additional Listening for Chapter 1 on CDs, which accompany text. (Be sure to listen to all tracks provided for each chapter. A list of those required for the exam will be posted on the exam review.)

VIDEO: Joanne Falletta's *Behind the Scenes* (Link on Canvas)

Read Chapter 2 in *Jazz*. Take Chapter 2 Quiz.

Take Chapter 2 Quizzes

WEEK 2 Read Chapter 3 in *Jazz*:

ADDITIONAL READING: Frederick Turner, "A History of Hot" from *Remembering Song: Encounters with the New Orleans Jazz Tradition* (Da Capo Press, 1994), pages 12-31 (20 pages) about what the earliest jazz meant to blacks, whites, and Creoles. **Take Chapter 3 Quizzes.**

VIDEO: Ken Burns's *Jazz* (2000): Episode 1 (Gumbo): DVD Scenes 2, 3, and 4 entitled "Gumbo" about the multi-racial roots of African-American jazz, "The Roux" about the sociological meaning of the blues, and "The Big Noise" about Buddy Bolden (Start at 8 minutes and 3 seconds and Stop at 48 minutes and 6 seconds). **TO ACCESS THIS VIDEO AND ALL FUTURE KEN BURNS' JAZZ VIDEOS, CLICK ON THE VIDEO IN MODULES AND THEN TYPE "KEN BURN'S JAZZ" IN THE SEARCH WINDOW. THIS WILL GIVE YOU ALL OF THE EPISODES. SCROLL DOWN TO THE EPISODE YOU ARE LOOKING FOR.**

WEEK 3 : Read Chapter 4 in *Jazz*. **Take Chapter 4 Quizzes.**

READING: Jim Haskins's *The Cotton Club* (Random House, 1977), excerpts (7 pages) -- about black entertainers performing for white audiences.

DISCUSSION: Post a Response to Discussion Question # 1.

VIDEOS: 1) Ken Burns's *Jazz*: Episode 2 (The Gift): DVD's last scene from 1 hour 36 minutes 17 seconds to 1 hour 43 minutes 13 seconds about the sociological significance of Louis Armstrong

2) Ken Burns's *Jazz*: Episode 3 (Our Language): 1 hr. 06 min. 40 sec. to 1 hr. 21 min. 35 sec. about Duke Ellington: the Cotton Club and as a Race Man

3) Ken Burns's *Jazz*: Episode 4 (True Welcome): jazz and freedom and jazz breaking down barriers between blacks and whites (5 min. 40 sec. to 7 min. 35 sec.)

WEEK 4: Read Chapter 5 in *Jazz*. **Take Chapter 5 Quizzes.**

ADDITIONAL READING: None. Instead, begin work on Project 1 (Billie Holiday's singing of the song *Strange Fruit*). (Streamed in Modules under Chapter 9)

VIDEOS:

1) Ken Burns's *Jazz*: Episode 4 (True Welcome): Louis Armstrong sings the protest song "Black and Blue," and future Civil-Rights attorney Charles Black first sees Louis Armstrong perform (26 min. 50 sec. to 31 min. 15 sec.)

2) Ken Burns's *Jazz*: Episode 4 (True Welcome): John Hammond, white agent for black performers (1 hr. 06 min. 03 sec. to 1 hr. 11 min. 01 sec.)

3) Ken Burns's *Jazz*: Episode 4 (True Welcome): Duke Ellington and his celebration of black culture (1 hr. 32 min. 30 sec. to 1 hr. 40 min. 05 sec.)

Week 5: Read Chapter 6 in *Jazz*. **Take Chapter 6 Quizzes.**

READING: Billie Holiday's (with William Dufty) *Lady Sings the Blues* (1956), pages 70-79 and 80-82 (10 ½ pages) = the account of a black female singer in a white band during the 1930s.

DISCUSSION: Post a Response to Discussion Question # 2.

VIDEOS: 1) Ken Burns's *Jazz*: Episode 5 (Swing: Pure Pleasure): Dance and the Depression (3 min. 57 sec. to 7 min. 09 sec.)

2) Ken Burns's *Jazz*: Episode 5 (Swing: Pure Pleasure): Benny Goodman's contribution to swing in the 1930s (8 min. 28 sec. to 14 min. 11 sec.)

3) Ken Burns's *Jazz*: Episode 5 (Swing: Pure Pleasure): Benny Goodman and his integrated trio and quartet (1 hr. 01 min. 18 sec. to 1 hr. 05 min. 51 sec.)

4) Ken Burns's *Jazz*: Episode 5 (Swing: Pure Pleasure): Billie Holiday (1 hr. 07 min. 26 sec. to 1 hr. 15 min. 07 sec.)

5) Ken Burns's *Jazz*: Episode 6 (Swing: The Velocity of Celebration) Count Basie (5 min. 54 sec. to 8 min. 5 sec.) and Kansas City (19 min. 49 sec. to 21 min. 57 sec. and 24 min. 18 sec. to 28 min. 50 sec.)

WEEK 6: Midterm Exam 1

WEEK 7: Read Chapter 7 in *Jazz*. **Take Chapter 7 Quizzes.**

READING: 1) Scott DeVeaux's *The Birth of Bebop* (University of California Press, 1997), pages 248-253 (4 ½ pages) = about "Jim Crow" Laws and Bus Tours

2) David W. Stowe's *Swing Changes* (Harvard University Press, 1994), pages 167-74 (7 pages) = about women jazz musicians, both black and white

VIDEOS:

1) Ken Burns's *Jazz*: Episode 6 (Swing: The Velocity of Celebration): Coleman Hawkins (8 min. 13 sec. to 12 min. 54 sec.)

2) Ken Burns's *Jazz*: Episode 6 (Swing: The Velocity of Celebration): Lester Young (12 min. 55 sec. to 18 min. 03 sec.)

3) Ken Burns's *Jazz*: Episode 6 (Swing: The Velocity of Celebration): Billie Holiday sings *Strange Fruit* (1 hr. 19 min. 44 sec. to 1 hr. 27 min. 13 sec.)

WEEK 8: Read Chapter 8 in *Jazz*. **Take Chapter 8 Quizzes.**

VIDEOS:

1) Ken Burns's Jazz: Episode 7 (Dedicated to Chaos): Duke Ellington's Black, Brown, and Beige (1 hr. 27 min. 17 sec. to ^[1]_[SEP]1 hr. 32 min. 46.

READING: "The Birth of Bebop", p. 25-27

WEEK 9: Read Chapter 9 in *Jazz*. **Take Chapter 9 Quizzes.**

READINGS: None.

DISCUSSION: Post a Response to Discussion Question # 3.

****WRITTEN PROJECT 1 DUE (on Billie Holiday's singing of the song Strange Fruit (Documentary video streamed under Modules in Canvas) (Please turn in on Assignment link) Click on Assignment in Canvas for more detailed instructions**

VIDEOS:

1) Ken Burns's Jazz: Episode 7 (Dedicated to Chaos): Charlie Parker and Bebop (21 min. 58 sec. to 23 min. 45 sec. and 1 hr. 47 min 36 sec. to 1 hr. 52 min. 34 sec.)

2) Ken Burns's Jazz: Episode 7 (Dedicated to Chaos): Jazz and World War II (30 min. 02 sec. to 31 min. 17 sec. and 47 min. 45 sec. to 49 min. 38 sec.)^[1]_[SEP]^[1]_[SEP]

3) Ken Burns's Jazz: Episode 7 (Dedicated to Chaos): "Jim Crow" Laws and World War II (57 min. 27 sec. to 1 hr. 01 min.25 sec.)

4) Ken Burns's Jazz: Episode 8 (Risk): Charlie Parker (2 min. 01 sec. to 5 min. 18 sec. and 8 min. 14 sec. to 9 min. 10 sec.)

5) Ken Burns's Jazz: Episode 8 (Risk): Heroine (46 min. 36 sec. to 54 min. 00 sec.)

6) Ken Burns's Jazz: Episode 8 (Risk): Bud Powell (1 hr. 08 min. 40 sec. to 1 hr. 09 min. 16 sec.)

7) Ken Burns's Jazz: Episode 8 (Risk): Miles Davis and Cool (58 min. 13 sec. to 1 hr. 06 min. 42 sec.)

8) Ken Burns's Jazz: Episode 8 (Risk): John Lewis and the Modern Jazz Quartet (1 hr. 10 min. 05 sec. to 1 hr. 12 min. 17 sec.)

9) Ken Burns's Jazz: Episode 8 (Risk): Gerry Mulligan and Dave Brubeck (1 hr. 18 min. 33 sec. to 1 hr. 40 min. 09 sec.)

WEEK 10: Read Chapter 11 in *Jazz*. (*Chapter 10 optional, will not be on Midterm 2*) **Take Chapter 11 Quizzes.**

VIDEOS:

2) Ken Burns's Jazz: Episode 9 (The Adventure): Art Blakey and Horace Silver (50 min. 44 sec. to 1 hr. 01 min. 34 sec.)

- 3) 1) Ken Burns's Jazz: Episode 9 (The Adventure): Miles Davis (1 hr. 13 min. 29 sec. to 1 hr. 27 min. 47 sec.)
- 2) Ken Burns's Jazz: Episode 9 (The Adventure): John Coltrane (1 hr. 29 min. 53 sec. to 1 hr. 37 min. 32 sec.)

WEEK 11:

Read Chapter 12 in Jazz. **Take Chapter 12 Quizzes.**

ADDITIONAL READINGS: None

VIDEOS:

- 1) Ken Burns's Jazz: Episode 8 (Risk): Thelonious Monk (1 hr. 18 min. 23 sec. to 1 hr. 29 min. 03 sec.)

WEEK: 12 MIDTERM EXAM 2

WEEK 13: Read Chapter 13(only pages 287-299) and Chapter 14 in Jazz. **Take Chapter 14 Quizzes.**

READINGS: 1) Ingrid Monson's Freedom Sounds: Civil Rights Call Out to Jazz and Africa (Oxford University Press, 2007), excerpts (6 1/2 pages) = defines the contributions of jazz performers to the Civil Rights Movement

2) "A Jazz Summit Meeting" (1964), excerpt (5 1/2 pages) = interview with famous black and white jazz performers of the 1960s on their experiences with race relations during the 1960s

VIDEOS:

- 1) Ken Burns's Jazz: Episode 10 (A Masterpiece by Midnight): Charles Mingus (15 min. 00 sec. to 17 min. 27 sec.)
- 2) Ken Burns's Jazz: Episode 10 (A Masterpiece by Midnight): Civil Rights Activists: Max Roach, Charles Mingus, and Archie Shepp (13 min. 18 sec. to 18 min. 49 sec.)
- 3) Ken Burns's Jazz: Episode 10 (A Masterpiece by Midnight): John Coltrane (36 min. 52 sec. to 46 min. 17 sec.)
- 4) Ken Burns's Jazz: Episode 10 (A Masterpiece by Midnight): Miles Davis (46 min. 18 sec. to 57 min. 38 sec.)

****WRITTEN PROJECT 2 DUE** (On Jazz Musicians of the 20th Century)

WEEK 14: Read Chapters 16 and 17 in *Jazz*. **Take Chapters 16 and 17 Quizzes.**

READING: Penny von Eschen's *Satchmo Blows up the World: Jazz Ambassadors Play the Cold War* (Harvard University Press, 2004), pages 58-65 and excerpts from 250-260 (10 ½ pages) about the tours taken to Africa, Europe, and Asia by jazz musicians for the U.S. State Department (1950s to 1990s): how these jazz performers abroad dealt with the issue of black-and-white relations in late 20th-century America.

VIDEOS:

- 1) Ken Burns's *Jazz*: Episode 10 (A Masterpiece by Midnight): Cecil Taylor (21 min. 41 sec. to 25 min. 59 sec.)
- 2) Ken Burns's *Jazz*: Episode 10 (A Masterpiece by Midnight): Bossa nova (26 min. 00 sec. to 28 min. 33 sec.)
- 3) Ken Burns's *Jazz*: Episode 10 (A Masterpiece by Midnight): Wynton Marsalis on jazz and on the ideal American democracy (1 hr. 20 min. 21 sec. to 1 hr. 31 min. 25 sec.)

WEEK 15: Read Chapters 18 in *Jazz*. **Take Chapter 18 Quizzes.**

Review for final exam.

WEEK 16: DEC. 11, 2020 by 11:59 pm FINAL EXAM - (This exam is not comprehensive.)

Email: Please check your Canvas email frequently as I will often send you reminders of when assignments are due. I will communicate with students in the class via email or announcements. I will check my email at least once every day, except on weekends. Please don't hesitate to email me with any questions that you might have. I have listed my phone number as well. If you have a question, and you need an immediate response, don't hesitate to call me.

CALENDAR/DUE DATES:

FOR ASSIGNMENT, DISCUSSION, AND EXAM DUE DATES PLEASE SCROLL TO THE BOTTOM OF THIS WEB PAGE IN CANVAS.

Non-Contract Note

"Note: The syllabus is not a binding legal contract. It may be modified by the instructor when the student is given reasonable notice of the modification."

COVID 19 Policy

Students are required to self-report if they test positive for COVID-19. To report, please contact:

COVID-19 Central @ The U

801-213-2874

coronavirus.utah.edu (Links to an external site.)

To reduce the spread of COVID-19 on campus, face coverings are required in all in-person classes for both students and faculty.

Based on CDC guidelines, the University requires everyone to wear face coverings in shared public spaces on campus. If you repeatedly fail to wear a face covering in class, you may be referred to the Dean of Students for a possible violation of the Student Code.

Some courses may require attendance due to hands-on coursework. Please read the syllabus and attendance requirements for the course thoroughly.

Some students may qualify for accommodations & exemptions from these guidelines through the Americans with Disabilities Act (ADA). Accommodations should be obtained prior to the first day of class.

If you believe you meet these criteria, contact:

Center for Disability & Access

801-581-5020

disability.utah.edu (Links to an external site.)

162 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Add Drop Policy

Students may drop a course within the first two weeks of a given semester without any penalties.

Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A “W” grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade “W” is not used in calculating the student’s GPA.

For deadlines to withdraw from full-term, first, and second session classes, see the U's [Academic Calendar](#) (Links to an external site.).

Campus Safety

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 (Links to an external site.)

1735 E. S. Campus Dr.
Salt Lake City, UT 84112

Cheating and Plagiarism Policy

It is assumed that all work submitted to your instructor is your own work. When you have used ideas of others, you must properly indicate that you have done so.

Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, and/or failure in the course. Academic misconduct, according to the University of Utah Student Code,

“...Includes, but is not limited to, cheating, misrepresenting one’s work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.”

For details on plagiarism and other important course conduct issues, see the U's [Code of Student Rights and Responsibilities \(Links to an external site.\)](#).

ADA Statement

“The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.” (www.hr.utah.edu/oeo/ada/guide/faculty/).

Faculty and Student Rights and 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, and I will do so, 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

Accommodations Policy

Some of the writings, lectures, films, or presentations in this course may include material that conflicts with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with me at your earliest convenience

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which Includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential

consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

ASUU Tutoring Center

The ASUU Tutoring Center provides individual tutoring (\$7 per hour) and group tutoring sessions (\$4 per hour) for currently enrolled University of Utah students. Students can receive assistance for a wide range of subjects at a reasonable rate, thanks to the Associated Students of the University of Utah who help defray the cost of tutoring. Tutoring is very flexible. Depending on the availability of the tutor you select, appointments may be set for any time including evenings and weekends, and always at a location that is convenient for the tutor and student. For additional information call 801-581-5153 or visit the ASUU Tutoring Center in Rm. 330 SSB. <http://tutoringcenter.utah.edu>.

Learners of English as an Additional/Second Language

If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Department of Linguistics ESL Program (<http://linguistics.utah.edu/esl-program/>); the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.

Office of Equity and Diversity

The University of Utah is deeply committed to enhancing the success of diverse faculty, students, and staff, as part of our broader goal to enrich the educational experiences and success of all members of our University community. We recognize that a diverse and inclusive University enriches the educational experiences of all students, and enhances our excellence as a world-class institution for 21st Century learners. The Office for Equity and Diversity is proud to lead the University's efforts to support the success and achievement of faculty, students, and staff who self-identify as African American, Latina/o or Chicana/o, Asian American, Pacific Islander, American Indian, members of the Lesbian, Gay, Bisexual, Transgender and Questioning community, and women in underrepresented fields. <http://diversity.utah.edu>, 801-581-7569.

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). 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, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected. If you need assistance getting your preferred name on your UIDcard, please visit the LGBT Resource Center Room 409 in the Olpin Union Building, or email bpeacock@sa.utah.edu to schedule a time to drop by. The LGBT Resource Center hours are M-F 8am-5pm, and 8am-6pm on Tuesdays.

Wellness

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.

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 ([Links to an external site.](#))

Room 2075

1901 E. S. Campus Dr.

Salt Lake City, UT 84112

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 ([Links to an external site.](#))

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 ([Links to an external site.](#))

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 (Links to an external site.)

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 (Links to an external site.)

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/ (Links to an external site.)

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

English for Academic Success (EAS) Program

801-581-8047

linguistics.utah.edu/eas-program [\(Links to an external site.\)](#)

2300 LNCO

255 S. Central Campus Dr.

Salt Lake City, UT 84112

English Language Institute

801-581-4600

continue.utah.edu/eli [\(Links to an external site.\)](#)

540 Arapeen Dr.

Salt Lake City, UT 84108

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:

LGBTQ+ Resource Center

801-587-7973

lgbt.utah.edu ([Links to an external site.](#))

409 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

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.](#)) ([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 ([Links to an external site.](#))

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.) (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

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