



## **HONOR 2951**

### **Fundamentals of Global Health**

Spring 2021

Tuesday & Thursday 12:25 - 1:45pm

TBD: Online *or* Warnock Engineering Bldg, L103

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#### **Dr. Melissa Watt**

Research Associate Professor, Department of Population Health Sciences

Associate Professor, Honors College

[melissa.watt@hsc.utah.edu](mailto:melissa.watt@hsc.utah.edu)

**Office Hours:** Immediately before or after class, or by appointment

#### **COURSE DESCRIPTION:**

This course uses an interdisciplinary perspective to examine the major global health problems facing the world today. We will first establish a common foundation for global health, including a history of global health, the global burden of disease, sustainable development, and social determinants of health. We will then apply these concepts to take a deeper look at health issues, organized by the global burden of disease (Category 1, Infectious, maternal and neonatal conditions; Category 2, Non-communicable diseases; and Category 3, Injuries). Student-led case studies throughout will provide country-specific examples of how both upstream and downstream approaches can influence health outcomes, and successful strategies for reducing health disparities. In a final project you'll have the opportunity to write an independent paper on a topic in global health of your choosing.

#### **LEARNING OUTCOMES:**

Upon completing this course, students will be able to do the following:

1. Articulate fundamental global health concepts, tools, and frameworks
2. Analyze global health disease burden, determinants, policies, and actors
3. Integrate analysis, research, and planning to solve global health challenges
4. Discern how values and belief systems (including our own) impact global health
5. Be prepared to engage in future applied learning in global health

#### **COURSE FORMAT:**

This course is designated as a "hybrid" course, and a room is reserved on the University campus, which will allow for social distancing. However, initially the course will be hosted remotely via Zoom, until we all feel comfortable returning safely to in-person instruction.

The course will include lectures that address the key fundamental concepts in global health, and case study analyses presented by student groups that provide opportunities for application of knowledge.

Throughout the course, students will be expected to actively engage with current events, in order to gain an appreciation of the current issues and debates in global health. When relevant global health events and speakers at the U, I will encourage you to attend.

**READINGS:**

Students are required to purchase (or have access to) the following books.

Hans Rosling (2018). *Factfulness: Ten reasons we're wrong about the world – and why things are better than you think*. Flatironbooks. ISBN 978-1250123824

Glassman & Tenim (2016). *Millions Saved: New Cases of Proven Success in Global Health*. Center for Global Development. ISBN 978-1933286884

All other readings will be available on Canvas prior to class.

**GRADING:**

Attendance and Participation	10%
Case Study Presentation	15%
Assignments	20%
Mid-term exam	20%
Quizzes	10%
Final Project	25%

**OVERVIEW OF GRADED CONTENT:**

**Attendance and participation**

You are expected to attend all class meetings. Zoom recordings will be available, but are not meant to substitute class attendance. Attendance will be taken at all classes. If you are unable to attend class, please email me in advance. For absences that are not illness related, I will ask you to complete a brief reflection after watching the Zoom video in order to get credit for class attendance. I expect that students will keep their videos on at all times during class, but I understand that there may be reasons to turn them off periodically (for example, if you have a roommate who starts dancing in the background).

Participation will be assessed by looking at not just quantity, but also quality. If you are an extroverted or highly engaged student, I encourage you to step back to give others a space to speak. If you are an introverted student, I encourage you to find ways to comfortably engage. I am always happy to speak to you about the quality of your participation.

## **Case study presentation (Group)**

I will put you in groups of 2-3 students. Your group will be responsible for a 20 minute case study presentation from the textbook *Millions Saved*. Note that presentations will require outside research, so the team should plan time for sufficient preparation. You must email a copy of the presentation, along with your notes, to me by 8pm on the day before your presentation date. Instructions will be posted on Canvas.

## **Assignments**

Throughout the course, you will be given approximately 10-12 assignments. You should plan to spend approximately 1-2 hours per assignment. Assignments will include reflection questions, contributions to discussion boards, and pre-class quizzes. The assignment deadlines are outlined on the course overview below, and can be linked to on the Canvas page for that class. Assignments are always due at 11am, so that I have an opportunity to review them before class. All assignments will be equally weighted to contribute to your grade.

## **Midterm exam**

In Section 1 of the course, a midterm exam will assess your understanding of the course content. Details about the structure and location of the exam will be given in advance.

## **In-class quizzes**

In Section 2 of the course, quizzes assess your preparation for class. On each of the case study days, there will be a two-question quiz from the assigned case studies. Additionally, I may do “pop quizzes” on other days during Section 2. Quizzes will be relatively easy, with a goal to assess whether you have done the reading. The quizzes are closed book, and will include an honor code question. If you are late for class and miss a quiz, you will not have an opportunity to make it up unless you have prior approval. Your lowest quiz score (which may be a missing “0” score) will be dropped, and all other scores will be equally weighted to contribute to your grade.

## **Final paper**

For your final project, you will have an opportunity to develop expertise on a specific health issue in a distinct geographic location. More details about the paper will be given as the course progresses. You should begin thinking about the focus of your paper early in the semester, and consult with me for input.

## **COURSE POLICIES**

### **Inclusive and Supportive Learning Environment**

I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). The diversity that students bring to this class is a resource, strength and benefit. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you. In addition, if something was said in class (by me or a fellow student) that made you feel uncomfortable, please talk to me about it. While our intention may not be to cause discomfort or offense, the impact of what

happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. I greatly benefit from student feedback, so please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

## **Mental Health**

College is a challenging time, and on top of that we are all dealing with the impacts and uncertainties of the global COVID-19 pandemic. I fully expect that you'll have times during the semester that are simply tough for you, and that personal stressors and mental health problems can interfere with your academic performance. In the appendix, you'll find resources related to wellness and safety. In addition, please know that I am personally available to talk through personal challenges and how we can make reasonable accommodations for you to succeed and flourish in this class.

## **Staying engaged in the “Classroom”**

When you attend class, I hope you will be fully engaged. When I teach in-person classes, I typically discourage use of laptops in class, in order to liberate you from “virtual” temptations, and to enhance memory and comprehension of the material. Of course, in a remote class this is not possible. I would encourage all of you to try and identify the best ways to maximize your engagement in class. Find a quiet place where you are minimizing distractions, put your phone on silence, and close all the other browsers on your computer. I am going to try my very best to make the class engaging, through polls, discussions, chats, and break out sessions. If you have other ideas – or things that have worked in other classes – please send them my way.

## **Email Policy**

Please send me emails via the email function on Canvas. I will respond to e-mails as promptly as possible. Please ensure that emails are professional and clear. If a more nuanced response is required, I will likely ask you to set up a time for a phone or videoconference call.

## **Canvas**

My goal this semester is to have everything clearly accessible to you on Canvas. I will review the way I have laid out the Canvas class on the first day, but please don't hesitate to reach out to me (or crowdsource with your classmates) if there is something you can't find.

## **Poll Everywhere**

I will be using Poll Everywhere as a way to take attendance in class, administer quizzes, and make the classroom interactively. Prior to the first course, please sign up for Poll Everywhere (instructions are available on the Page for the first class).

## **UNIVERSITY POLICIES**

At the end of this document, I include an appendix of University policies. This appendix includes a comprehensive list of resources available across campus. Please do not hesitate to contact me if I can provide assistance on any of these issues, or connect you to appropriate resources on campus.

**COURSE SCHEDULE**

Below is a tentative schedule for the semester. Readings and assignments will be continuously reviewed and updated throughout the course of the semester, so be sure to refer to Canvas for the most current.

			Topic	Preparation before class
1	Tu	Jan 19	Course overview and getting to know one another	Watch: " <a href="#">Bending the Arc</a> " film (Netflix)
<b>I. BASIC CONCEPTS</b>				
2	Th	Jan 21	Global Health: An historical context (I)	<p>Read: <a href="#">Koplan</a> et al (2009) Towards a common definition of global health. <i>Lancet</i> 373: 1993-95.</p> <p>Read: Pai (2020) <a href="#">Can we reimagine global health in the post-pandemic world?</a> <i>Forbes</i> April 6, 2020.</p> <p>Watch: Ted talk with <a href="#">Chimamanda Adichie: Danger of a single story</a></p> <p><b>Assignment 1 due</b></p>
3	Tu	Jan 26	Global Health: An historical context (II)	<p>Watch: <a href="#">PBS film on Ebola</a></p> <p>Do independent research on the history of this region (North Kivu, DRC)</p> <p><b>Assignment 2 due:</b> What is the political and historical context in which the Ebola outbreak in E Congo is occurring?</p> <p>Class: bring together these issues</p>
4	Th	Jan 28	The Global Burden of Disease (GBD): Basic goals, concepts & measurement	<p>Spend some time on the <a href="#">GBD website</a></p> <p>Read: <a href="#">Lancet on the 2019 GBD study</a></p> <p>Watch: <a href="#">Causes of death: Global Burden on Disease Study 2015</a></p> <p>Watch: <a href="#">The DALY Show, Disability-Adjusted Life ear</a></p> <p>Class: introduce assignment</p>

5	Tu	Feb 2	Working with global health data	<p>Review readings from last week</p> <p>Watch: <a href="#">Tutorial on using GBD Compare data</a></p> <p>Watch: Using Stat Compiler to access DHS Data <a href="#">Part 1</a> &amp; <a href="#">Part 2</a></p> <p><b>Assignment 3 due:</b> Work in small groups, then meet together on ZOOM for presentations</p>
6	Th	Feb 4	Health and sustainable development	<p>Watch: <a href="#">The Sustainable Development Goals – Action Towards 2030</a></p> <p>Do independent research on the sustainable development goals</p> <p><b>SDG pre-class quiz due</b></p>
7	Tu	Feb 9	Social determinants of health (I)	<p>Read: <a href="#">Diderichsen (2001) The social basis of disparities in health</a></p> <p>Read: <a href="#">Marmot (2005) Social determinants of health inequalities</a></p> <p>Download <a href="#">this PPT</a></p> <p>Class: breakout groups to report back on SDGs (Ghana specific?)</p>
8	Th	Feb 11	Social determinants of health (II)	<p>Read: <a href="#">Egede et al (2020) Structural racism, social risk factors and COVID-19: A dangerous convergence for Black Americans <i>New England Journal of Medicine</i></a></p> <p>Read: <a href="#">Gray (2020) COVID-19 and the other pandemic: Populations made vulnerable by systemic inequity. <i>Nature</i></a></p> <p>Watch: <a href="#">Coronavirus in Navajo Nation</a></p> <p><b>Assignment 4 due</b></p>
9	Tu	Feb 16	Discussion of <i>Factfulness</i>	<p>Finish <i>Factfulness</i></p>

				<b>Assignment 5 due</b>
10	Th	Feb 18	Global health delivery and universal health coverage	Read: <a href="#">Skolnik (2020) Global Health 101, Chapter 6, Introduction to Health Systems</a>  Watch: <a href="#">TED talk with Agnes Biagwaho</a>
11	Tu	Feb 23	Midterm Exam	Study the PPTs and readings
<b>II. KEY CHALLENGES</b>				
12	Th	Feb 25	Category I GBD: Infectious/Communicable Diseases	Read: <a href="#">Skolnik (2020) Global Health 101, Ch 13: Communicable Diseases</a>
13	Tu	Mar 2	Category I GBD: COVID-19	TBD
14	Th	Mar 4	Student Case Study Presentations: Groups 1 & 2	Read: Chapter 1, Eliminating meningitis across Africa's meningitis belt  Read: Chapter 2, Botswana's mass antiretroviral therapy program  Be prepared for case study quizzes
15	Tu	Mar 9	Category I GBD: Vaccines	Get to know <a href="#">GAVI, the Global Alliance for Vaccines and Immunizations</a>  Watch: <a href="#">The Eradication of Smallpox</a>  Watch: <a href="#">How can India eradicate polio?</a>  <b>Assignment 6 due</b>
16	Th	Mar 11	Category I GBD: Malaria	Read: <a href="#">CDC materials "How can malaria cases and deaths be reduced?"</a> (be sure to follow the links)  Watch: <a href="#">Malaria: Human Host</a>  Watch: <a href="#">Malaria: Mosquito Host</a>
17	Tu	Mar 16	Student Case Study Presentations: Groups 3 & 4	Read: Chapter 4, Zambia's national malaria control program

				Read: Chapter 7, Eliminating polio in Haiti Be prepared for case study quizzes
18	Th	Mar 18	Category I GBD: Reproductive, Maternal and Child Health	Read: <a href="#">Thaddeus &amp; Maine (1994) Too far to walk: Maternal mortality in context</a>  Watch: <a href="#">Let's put birth control back on the agenda</a>
19	Tu	Mar 23	Student Case Study Presentations: Groups 5 & 6	Read: Chapter 8, Integrated management of childhood illness in Bangladesh  Read: Chapter 6, Mexico's Piso Firme Program  Be prepared for case study quizzes
20	Th	Mar 25	Discuss Final Project	<b>Assignment 7 due</b>
21	Tu	Mar 30	NO CLASS	Mental Health Day – do something relaxing, catch up on work, recharge
22	Th	Apr 1	Category II GBD: Non-Communicable Diseases (NCDs)	Read: <a href="#">Skolnik (2020) Global Health 101. Chapter 14, Non-communicable diseases</a>
23	Tu	Apr 6	Student Case Study Presentations: Groups 7 & 8	Read: Chapter 11, Brazil's Programa Saude de Familia  Read: Chapter 18, Thailand's campaign for tobacco control  Be prepared for case study quizzes
24	Th	Apr 8	Category II GBD: Mental health	Read: <a href="#">Wainberg (2017) Challenges and opportunities in global mental health. Current Psychiatry Report</a>  Watch: <a href="#">TED talk with Dr. Vikram Patel</a>  Watch: <a href="#">TED talk with Dr. Dixon Chibanda</a>  <b>Assignment 8 due</b>
25	Tu	Apr 13	Category III GBD: Injury, Violence and Disaster	Read: <a href="#">Norton et al (2013) Injuries. New England Journal of Medicine</a>

				Read: <a href="#">Michau et al (2015) Prevention of violence against women and girls. <i>Lancet</i></a>
26	Th	Apr 15	Student Case Study Presentations: Groups 9 & 10	Read: Chapter 19, Vietnam's comprehensive helmet law  Read: Chapter 15, Punjab's female school stipend
27	Tu	Apr 20	Global environmental health and climate change	TBD  <b>Assignment 9 due</b>
<b>III. WHAT THE FUTURE HOLDS</b>				
28	Th	Apr 22	The Future of Global Health	<b>Assignment 10 due</b>

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## APPENDIX 1: UNIVERSITY OF UTAH POLICIES

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### COVID-19 Campus Guidelines

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](https://coronavirus.utah.edu)

To reduce the spread of COVID-19 on campus, face coverings are required in all in-person classes for both students and faculty. Face coverings are required to cover both your mouth and your nose. Please note that face shields alone are not an acceptable form of face covering unless also worn with a covering or mask for the nose and mouth.

Based on CDC guidelines, the University requires everyone to wear face coverings in shared public spaces on campus, including our classroom. As a reminder, when I wear a face covering, I am protecting you. When you wear a face covering, you are protecting me and all of your classmates. If you forget your face covering, I will ask you to leave class to retrieve it. If you repeatedly fail to wear a face covering in class, I will refer you to the Dean of Students for a possible violation of the Student Code.

Note that some students may qualify for accommodations through the Americans with Disabilities Act (ADA). If you think you meet these criteria and desire an exception to the face covering policy, contact the [Center for Disability and Access](#) (CDA). Accommodations should be obtained prior to the first day of class so that I am notified by CDA of any students who are not required to wear a face covering.

If you believe you meet these criteria, contact:

**Center for Disability & Access**

801-581-5020

[disability.utah.edu](https://disability.utah.edu)

162 Union Building

200 S. Central Campus Dr

Salt Lake City, UT 84112

Everyone is encouraged to wash their hands, use hand sanitizer, and clean their desks with wipes, which will be available at classroom entrances and at “sanitizing stations” in multi-use buildings, including Marriott Library. Read more information about the building cleaning schedule on [coronavirus.utah.edu](https://coronavirus.utah.edu) ([Links to an external site.](#)).

### Drop/Withdrawal Policies

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](#).

## **Plagiarism & Cheating**

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](#).

## **Course Material Copyright**

The Content is made available only for your personal, noncommercial educational and scholarly use. You may not use the Content for any other purpose, or distribute, post or make the Content available to others, unless you obtain any required permission from the copyright holder. Some Content may be provided via streaming or other means that restrict copying; you may not circumvent those restrictions. You may not alter or remove any copyright or other proprietary notices included in the Content.

Please see the [Code of Student Rights and Responsibilities](#), Section III.A.5 regarding use and distribution of class Content and materials.

<https://regulations.utah.edu/academics/6-400.php>

Section III.A.5. prohibits the following:

Sale or distribution of information representing the work product of a faculty member to a commercial entity for financial gain without the express written permission of the faculty member responsible for the course. (“Work product” means original works of authorship that have been fixed in a tangible medium and any works based upon and derived from the original work of authorship.)

## **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](http://safeu.utah.edu).

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](http://dps.utah.edu)

1735 E. S. Campus Dr.

Salt Lake City, UT 84112

**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](http://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](http://womenscenter.utah.edu)

411 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

**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 university officials:

**Title IX Coordinator & Office of Equal Opportunity and Affirmative Action**

801-581-8365

[oeo.utah.edu](http://oeo.utah.edu)

135 Park Building

201 Presidents' Cir.

Salt Lake City, UT 84112

DRAFT: December 6, 2020

**Office of the Dean of Students**

801-581-7066

[deanofstudents.utah.edu](http://deanofstudents.utah.edu)

270 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

To file a police report, contact:

**Campus Police & Department of Public Safety**

801-585-COPS (801-585-2677)

[dps.utah.edu](http://dps.utah.edu)

1735 E. S. Campus Dr.

Salt Lake City, UT 84112

If you do not feel comfortable reporting to authorities, the U's Victim-Survivor Advocates provide free, confidential and trauma-informed support services to students, faculty, and staff who have experienced interpersonal violence.

To privately explore options and resources available to you with an advocate, contact:

**Center for Student Wellness**

801-581-7776

[wellness.utah.edu](http://wellness.utah.edu)

328 Student Services Building

201 S. 1460 E.

Salt Lake City, UT 84112

**American 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](http://disability.utah.edu)

162 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

## **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](http://trio.utah.edu)

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](http://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](http://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](http://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](http://disability.utah.edu)

162 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Student 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/](http://diversity.utah.edu/centers/cesa/)

235 Union Building

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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](http://writingcenter.utah.edu)

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](http://linguistics.utah.edu/eas-program)

2300 LNCO  
255 S. Central Campus Dr.  
Salt Lake City, UT 84112

#### **English Language Institute**

801-581-4600

[continue.utah.edu/eli](http://continue.utah.edu/eli)

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](http://dream.utah.edu)

1120 Annex (Wing B)

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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](http://lgbt.utah.edu)

409 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

### Veteran & 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](http://veteranscenter.utah.edu)

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](http://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](http://inclusive-excellence.utah.edu)

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/](http://getinvolved.utah.edu/)

[studentsuccess.utah.edu/resources/student-support](http://studentsuccess.utah.edu/resources/student-support)