



### **Class meetings:**

**IN PERSON: Mondays, 1:25-2:45, GC 1570;**

**ONLINE: Wednesdays, 1:25-2:45,**

**Instructor:** Rachel Mason Dentinger

**Contact:** [rachel.mason.dentinger@utah.edu](mailto:rachel.mason.dentinger@utah.edu)

**Office hours:** Zoom, W, 3-4:00pm or by appointment

### **BlockU Support**

**Peer Mentor:** Carly Shepherd, [u1225836@utah.edu](mailto:u1225836@utah.edu)

**Student Success Advocate:** Christine Contestable, [christine.contestable@utah.edu](mailto:christine.contestable@utah.edu)

**Librarian:** Alfred Mowdood, [alfred.mowdood@utah.edu](mailto:alfred.mowdood@utah.edu)

### **Course Description**

What's normal? Are you normal? Medicine traditionally draws a clear line between the healthy and the diseased, the functional and the dysfunctional, the able and the disabled, the normal and the abnormal. These traditional dichotomies, however, are being challenged by science and culture. Members of the Deaf community vehemently defend their Deaf culture and argue that they do not suffer from hearing loss but instead benefit from "Deaf gain." Intersex humans are actively challenging physicians to avoid performing surgeries on newborns born with ambiguous genitalia. And still others are seeking to be better than normal with performance enhancing drugs designed to improve cognition or athletic performance.

In the Medical Humanities BlockU course we will discuss specific cases like these and embed them in larger questions about normalcy: Is there even such a distinction to be made between normal and abnormal? What does science and the humanities have to say about the matter? How can (or should) medicine intervene on the "abnormal"? And who decides on such interventions?

**\*\*Please note: The most accurate and complete reading and assignment details will always be found on our Canvas homepage.\*\***

1/16

## Course Objectives

1. Students will learn about historical attempts to determine and enforce "normalcy" and the experience of those who were/are deemed "abnormal."
2. Students will become familiar with a variety of medical cases which challenge the traditional dichotomy between "normal" and "abnormal."
3. Students will critically engage literature from medicine.
4. Students will develop their ability to work effectively and responsively in teams.

## Required text for purchase (available in the bookstore or at online retailers):

Ellen Forney. *Marbles: Mania, Depression, Michelangelo, and Me. A Graphic Memoir*. Avery, 2012.

## Work Required-- Check Canvas regularly, so that you are apprised of any changes.

Wednesday Group Discussions, (in class, online) 11 x 3 pts each = 33 pts

Short Essays (2-3 double-spaced pages), 4 x 10 pts each = 40 pts

Final Project – Models of Disease Essay

Essay plan – 10 pts

Annotated bib and outline – 20 pts

Final Project - DUE 12 December – 60 pts

Presentation on Final Project

MAY BE DONE IN GROUP – 15 points

Presentation reports & other 3-pt discussion postings – 4 x 3pts = 12 pts

Extra credit opportunities, 1-2 double-spaced pages written up on relevance of experience to class = 3 pts each

## Grading Scale, by % of points possible

A >93.5>A->89.5

79.5>C+>76.5

66.5>D>63.5

89.5>B+>86.5

76.5>C>73.5

63.5>D->59.5

86.5>B>83.5

73.5>C->69.5

59.5>E

83.5>B->79.5

69.5>D+>66.5

## Attendance

Zoom sessions will be recorded, but you are expected to join, with video on, during scheduled class times. If you need to miss class, please contact me.

## Finding Required Readings

All readings are available electronically, except for Ellen Forney's *Marbles*, **which you must purchase**. The rest of the required readings are posted as pdfs on Canvas or linked in the syllabus.

## Relationship between the fall and spring semester of BlockU: Medical Humanities

Fall semester will feel more like a typical course, in which you will gain a basic foundation of knowledge on the topics noted in the course description. In Spring, however, you will delve more deeply into a narrower topic (or coherent set of topics) that we work on as a group and develop into a project with the potential to reach the broader University community or beyond.

\*\*Please note: The most accurate and complete reading and assignment details will always be found on our Canvas homepage.\*\*

## Fall 2020 Weekly Schedule

### WEEK 1 – Welcome and what are we doing in this class?

**M 24 Aug – IN PERSON:** Introduction to this course and to each other

**Introducing:** Christine Contestable, your Student Success Advocate, and Carly Shepherd, your peer mentor.

**W 26 Aug – ONLINE: What is “medical humanities” and why should you care?**

**Reading assignment for today (2):** Wellcome Trust, “Why should I care about medical humanities?” **AND** Alexander Green, “Why the disease-based model of medicine fails our patients,” *West J Med* 176 (2002):141-143.

**In class:** What is “medical humanities”? What is the difference between *disease* and *illness*? What is the difference between the “medical model” and the “social model” of disease?

**\*Introductory discussion post due—video or text + pic(s)**

**\*Wednesday Group Discussion**

### WEEK 2 – How do we understand disease and its causes?

**M 31 Aug – IN PERSON: Personal stories of diagnostic quests**

**Before class, read:**

-Siri Hustvedt, excerpt from *The Shaking Woman or a History of My Nerves*.

-Ross Simonini, “Trapped inside my body”: <https://story.californiasunday.com/escape-body>

-Michael Sappol, “My Quest for Health”

**\*Short Essay 1 due at beginning of class**

**W 2 Sept – ONLINE: Epidemic diseases in history**

**Before class, read:**

-Steven Johnson, *The Ghost Map*, “Monday, August 28: The Night-Soil Men” and “Saturday, September 2: Eyes Sunk, Lips Dark Blue”

**\*Wednesday Group Discussion in class**

### WEEK 3 – How do we understand disease and its causes?

**M 7 Sept: NO CLASS – Labor Day**

**W 9 Sept – ONLINE: Cholera, continued**

**Before class, read:**

-Steven Johnson, *The Ghost Map*, “Sunday, September 3: The Investigator,” “Monday, September 4: That is to say, Jo has not yet died,” & “Friday, September 8: The Pump Handle”

**\*Wednesday Group Discussion in class**

## **WEEK 4 – Disease and the personal illness experience**

**M 14 Sept – IN PERSON: HIV as disease, HIV as illness experience**

**Before class, read:**

- Caron, *Nearness of Others: Searching for Tact and Contact in the Age of HIV*, pp 31-38
- Cohen, "'Patient Zero' no more," *Science* 2016, vol.351, p1013.
- Czerwiec, *Taking Turns: Stories from the HIV/AIDS Care Unit 371*, pp 17-30 + 43-64

**Before class, listen to at least one hour of:**

- UofU Professor Elizabeth Clement's interview with Bill Olson

<https://drive.google.com/file/d/1aeylV4Fu3nY5DukPPVSqdJ3JniPJ7b4R/view>

**In class, we will watch part of the documentary, *Quiet Heroes*.**

**W 16 Sept – ONLINE: Being Black in the American medical system**

**Before class, take the Race IAT at: <https://implicit.harvard.edu/implicit/>**

**Before class, read:**

- Kahn, "Pills for Prejudice: Implicit Bias and the Technical Fix for Racism," *American Journal of Law and Medicine* 43 (2017): 263-278.
- Villarosa, "Why are black mothers & babies in the U.S. dying at more than double the rates of white mothers and babies?," 15 April 2018, *The New York Times Magazine*.

**\*Wednesday Group Discussion in class**

## **WEEK 5 – Disability and**

### **Health care in the US**

**M 21 Sept– IN PERSON: deaf vs. Deaf**

**Before class, read:**

- Davis, "Disability, Normality, and Power," pp 1-8.
- Solomon, Foreword of *Deaf Gain*, pp ix-xi.
- Mundy, "A World of their Own."

**\*Short Essay 2 due at beginning of class**



**W 23 Sept – ONLINE: The Case for Universal Health Care**

**Before class you will be assigned one of the following to read and will be presenting its content in class:**

- Colton, *The Case for Universal Health Care*, Ch 3, "How We Pay for Health Care"
- Colton, Ch 11: "The Ethical & Moral Case for Universal Health Care"
- Colton, Ch 12, "The Economic Case for Universal Health Care"

**\*Wednesday Group Discussion in class**

**PLUS: Evening Ethics extra credit opportunity:**

<https://uofuhealth.utah.edu/calendar/?trumbaEmbed=view%3devent%26eventid%3d146941791>

## **WEEK 6 – Health care in the US**

**M 28 Sept – ONLINE: Universal health care wrap-up and COVID19**

**Before class, read:**

- <https://www.nytimes.com/interactive/2020/07/05/us/coronavirus-latinos-african-americans-cdc-data.html>

- <https://www.cdc.gov/mmwr/volumes/69/wr/mm6928e1.htm>

**W 30 Sept – ONLINE: COVID19 and VP Debate preparation**

**Reading TBA**

**In class: Select VP debate research topics**

**\*Wednesday Group Discussion in class**

## **WEEK 7 – Health care in US –VP Debate**

**M 5 Oct – ONLINE: VP Debate preparation**

**Reading TBA**

**W 7 Oct – ONLINE: VP Debate prep**

**Reading TBA**

**\*Wednesday Group Discussion in class**

## **WEEK 8: Launching your own research**

**M 12 Oct– IN PERSON: VP Debate wrap-up and introduction to final project AND next semester project**

**\*Short Essay 3 due at beginning of class**

**W 14 Oct – ONLINE: Library research with Alfred Mowdood**

## **WEEK 9 – Disease, disability, and stigma**

**M 19 Oct– IN PERSON: HIV and stigma**

**\*Special guest, Melissa Watt, UofU Population Health Sciences**

**Before class, read:**

-Stangl, pages 1-3 only

-Nolen, pages 1-11 and 19-30

**\*Essay plan due at beginning of class**

**W 21 Oct – ONLINE: Disability and stigma**

**Before class, read:**

- Jonathan Mack, "The Right Way to Be Crippled and Naked."
- Elliot, *Better than Well*, pp 14-18

**Before class, watch Stella Young's TED talk:**

[https://www.ted.com/talks/stella\\_young\\_i\\_m\\_not\\_your\\_inspiration\\_thank\\_you\\_very\\_much/transcript?language=en](https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much/transcript?language=en)

**About the Elliot reading, focused on Kate Jirik:**

Kate has a PhD in the history of science, technology, and medicine, and she has published and presented on her research on turn-of-the-20<sup>th</sup>-century American institutions for people with cognitive impairments. In November, she will be speaking to us about her research and about her own experiences as a person with severe cerebral palsy. We are preparing questions in advance, as it takes Kate a good deal of time to type.

**In class: Develop a list of questions for Kate Jirik**

**\*Wednesday Group Discussion in class**



**Photo of Kate meeting Stephen Hawking!**

**WEEK 10 – What's a "normal" human brain?**

**M 26 Oct – IN PERSON: Invisible disabilities**

**Before class, read:**

- Greenberg, *The Book of Woe?*, p 1-16;
- Deibler, "The DSM-5 Is Not Crazy," *Slate*, 17 May 2013; AND
- World Health Organization, "Gaming disorder," January 2018:  
<http://www.who.int/features/qa/gaming-disorder/en/>

**W 28 Oct – ONLINE: Depression and anxiety amongst your peers**

**Before class, read:**

-Denizet-Lewis, "The Kids Who Can't," 15 Oct 2017, *New York Times Magazine*.

**In class: Next semester project discussion**

**\*Final Project plan due at beginning of class**

**\*Wednesday Group Discussion**

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**WEEK 11 – Invisible Disabilities,**

**Continued**

**M 2 Nov – IN PERSON: Personal narrative of bipolar**

**Before class, read:**

-Forney, *Marbles: Mania, Depression, and Michelangelo, & Me*, Chapters 1-4

NOTE: pp 30-38 contain sexualized nudity



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**W 4 Nov – ONLINE: *Marbles*, continued**

**Before class, read:**

-Remaining chapters of *Marbles*

**\*Wednesday Group Discussion in class**

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**WEEK 12 –**

**M 9 Nov – Disability in film**

**NO reading assigned**

**Before class, complete:**

-Worksheet on disability in film

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**W 11 Nov – ONLINE: Meeting Kate Jirik**

**NO reading assigned**

**\*Annotated bibliography and essay outline due at beginning of class**

### **WEEK 13 – Building better babies?**

**M 16 Nov – IN PERSON: Genetic engineering and human enhancement**

Reading TBA

**W 18 Nov – ONLINE: Genetic engineering and human enhancement**

Reading TBA

**\*Wednesday Group Discussion**

### **WEEK 14: Working on your final project**

**M 23 Nov – ASYNCHRONOUS: Meet with Rachel to discuss final project – sign up online**

**W 25 Nov – ASYNCHRONOUS: Meet with Rachel to discuss final project – sign up online**

### **WEEK 15: Presenting what you've learned**

**M 30 NOV – ONLINE: Presentations, sign up online.**

**In Class: One presentation report (3pts)**

**W 2 Dec – ONLINE: 5-min presentations, sign up online.**

**In Class: One presentation report (3pts)**

### **FINALS WEEK – Final meeting of 2020: FRI 11 DEC – 1:00-3:00pm**

Finish presentations, Final Quiz (5 pts)

DUE: Final project paper

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## University Policies

1. **The Americans with Disabilities Act.** 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 this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.
2. **University Safety Statement.** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). 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).
3. **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).
4. **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](http://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.**

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

162 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

5. **Undocumented Student Support Statement.** 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 to 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. To learn more, please contact the Dream Center at 801.213.3697 or visit [dream.utah.edu](http://dream.utah.edu).
6. **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.
7. Other important information to consider including:
  - a. Student Code: <http://regulations.utah.edu/academics/6-400.php>
  - b. Accommodation Policy (see Section Q):  
<http://regulations.utah.edu/academics/6-100.php>
8. **Wellness Statement.** 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 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

9. ***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](https://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](https://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

### ***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/](http://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](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)

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

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