

SOCIOLOGY 3480-090 ENVIRONMENTAL SOCIOLOGY
FALL 2024
ASYNCHRONOUS, ONLINE COURSE
3 CREDITS

Instructor: Sarah Dyer

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Office Hours: online, by appointment

Course Summary: This course is designed to introduce you to the subdiscipline of environmental sociology which focuses on the relationships between human society and the natural world. We will interrogate the ways that human societies interact with and affect that biophysical world and how human societies are shaped by environmental conditions. More specifically, we will focus on the social drivers of environmental degradation and the social consequences of environmental change. We will accomplish this by studying the major theoretical perspectives of environmental sociology and the various approaches sociologists have taken to understanding human/social relationships and environmental problems.

Course Objectives:

By the end of this course, you should be able to:

- Outline the defining parameters of the field of environmental sociology.
- Explain the concepts and ideas of the major theories within environmental sociology.
- Evaluate the utility of the various traditions in conceptualizing and explaining environmental problems.
- Understand changes in the biophysical world through a sociological lens, and critically analyze the relationship between nature and society.
- Conceptualize social drivers of ecological crises.
- Identify and explore necessary social changes for addressing environmental problems and creating sustainable alternatives and the challenges to implementing various environmental solutions.

Required Reading:

There is no textbook for this course. All readings are available on Canvas in PDF format under the week's module. Other course materials, such as films, podcasts, reports, and essays, can be accessed through the Marriott Library or on the internet with a link on the syllabus or Canvas.

Course Requirements:

Quizzes: (30% total, points vary from quiz to quiz) Throughout the semester, you will have 3 quizzes consisting of short answer, true/false, fill-in-the-blank, short answer, and multiple-choice questions. These quizzes will not be cumulative but will only cover the readings from the previous quiz onward. Quizzes are open note and book, but you will have limited time for each quiz because I expect that you have read the material prior to taking the quiz. I will open the quiz a few days

before it is due, and you have until that day at midnight to complete it, on Canvas. Quizzes will not be re-opened after the due date, so please make sure you pay attention to deadlines.

Quiz 1: Due **September 30 (on material from weeks 1-6)**

Quiz 2: Due **November 4 (on material from weeks 7-10)**

Quiz 3: Due **December 2 (on material from weeks 11-14)**

Reading Responses: (15% each, 30% total) You are required to write 2 reading response papers during the semester. These papers should be around two pages (single-spaced) and critically engage with the weekly readings. The first response must be written on weekly readings from a single week between weeks 2-7, and your second response must be written on weekly readings from a single week between weeks 8-14.

The first response is due **no later than October 6 at 11:59 PM**

The second response is due **no later than December 1 at 11:59 PM**

A detailed description of this assignment can be found under the Assignments tab in Canvas.

Group Discussion: (7%) For this assignment, you will be split into groups in Canvas, and it is your job to discuss the readings for **Week 12 (November 11-17)**. More details under the assignment tab on Canvas.

Final Paper Proposal: (3%) This short assignment is **due November 7 at 11:59 PM**. For this assignment, please submit a preliminary proposal of what you plan to research and write about for the final paper. A description of this assignment can be found under the assignments tab on Canvas.

Final Paper: (30%) A final research paper is **due December 10 at 11:59 PM**. The final paper will be 4 pages single-spaced. This essay is designed to be a comprehensive response to the course materials. More details are available under the “Final Paper assignment” on Canvas.

Course policies:

Course Format: This class is an asynchronous, online course delivered on Canvas. Materials will be posted to our Canvas page under weekly modules. Work at your own pace, but please keep deadlines in mind as you set your pace through the course. The university advises 3 hours of work outside of class time for every credit hour. This class is 3 credits, so be prepared to spend around 9 hours/week outside of class to study, read, complete assignments, etc. I would advise creating a work schedule and completing a module/week to stay on top of the class assignments.

Contacting me: My office hours are by appointment, but I am more than happy or meet with you over Zoom. The best way to reach me is through Canvas email. I will check my Canvas inbox throughout the week (not on weekends) and do my best to respond within 48 hours. Therefore, please do not wait until the last minute to email me about something important. Additionally, please write your emails in a formal manner with a greeting (Dear) and a closing (Sincerely, Best, Thank you, Yours, etc.). Please stay respectful and frame your emails as questions or concerns rather than demands. See your email correspondence with me as an opportunity to develop professional communication skills. Thank you!

Late Work: I will never accept late quizzes, and I do not accept late reading responses or papers without prior approval. If there's the slightest chance that travel, a family situation, or work for another class might cause you to miss a deadline, let me know **BEFORE** the deadline has passed, and I will **almost always** give you an extra day or three to work on something.

Changes to Syllabus: This syllabus is meant to serve as an outline and guide for our course. Please note that I might modify the syllabus to meet the needs of the class and that I retain the right to make changes to the course syllabus, course schedule, assignments, due dates, and readings. All changes will be posted on Canvas.

COURSE SCHEDULE

Week 1 Introduction to Environmental Sociology, an Orientation to the Field (August 19-25)

Readings:

Catton, William R. Jr., and Riley E. Dunlap. 1978. "Environmental Sociology: A New Paradigm." *The American Sociologist* 13:41-49.

Carson, Rachel. 1962. *Silent Spring*. Boston: Houghton Mifflin. (Selection) **Chp 3 6 7**

Commoner, Barry. 1972. *The Closing Circle*. New York: Bantam Books. (Selection) **p 14-48**

Steffen, Will, Paul J. Crutzen, and John R. McNeill. 2007. "The Anthropocene: Are Humans Now Overwhelming the Great Forces of Nature?" *Ambio* 36(8): 614-621.

Week 2 Ecological Modernization (August 26-September 1)

Readings:

Mol, Arthur P.J. and Martin Janicke. 2009. "The Origins and Theoretical Foundations of Ecological Modernisation Theory." Pp. 17-27 in *The Ecological Modernisation Reader*, edited by Arthur P.J. Mol, David A. Sonnenfeld, and Gert Spaargaren. London: Routledge.

Mol, Arthur P. J., Gert Spaargaren, and David A. Sonnenfeld. 2009. "Ecological Modernisation: Three Decades of Policy, Practice and Theoretical Reflection." Pp. 3-14 in *The Ecological Modernisation Reader: Environmental Reform in Theory and Practice*, edited by A. P. J. Mol, D. A. Sonnenfeld, and G. Spaargaren

Huber, Joseph. 2009. "Upstreaming Environmental Action." Pp. 334-345 in *The Ecological Modernisation Reader*, edited by Arthur Mol, Gert Spaargaren, and David Sonnenfeld. London: Routledge.

York, Richard and Eugene A. Rosa. 2003. "Key Challenges to Ecological Modernization Theory: Institutional Efficacy, Case Study Evidence, Units of Analysis, and the Pace of Eco-efficiency." *Organization & Environment* 16(3): 273-288.

Week 3 Political Economy and the Environment (September 2-8)

Readings:

Foster, John Bellamy. 2011. "The Ecology of Marxian Political Economy." *Monthly Review* 63(4): 1-16.

Foster, John Bellamy. 2015. "The Great Capitalist Climacteric." *Monthly Review* 67(6): 1-18.

Shiva, Vandana. 1989. "Development, Ecology and Women." Pp. 1-13 in *Staying Alive*. London: Zed Books.

York, Richard. 2012. "Do Alternative Energy Sources Displace Fossil Fuels?" *Nature Climate Change* 2(6): 441-443.

York, Richard and Shannon Elizabeth Bell. 2019. "Energy Transitions or Additions? Why a Transition from Fossil Fuels Requires More than the Growth of Renewable Energy." *Energy Research and Social Science* 51: 40-43.

Week 4 Political Economy—Treadmill of Production (September 9-15)

Readings:

Gould, Kenneth A., David N. Pellow, and Allan Schnaiberg. 2004. "Interrogating the Treadmill of Production: Everything You Wanted to Know About the Treadmill but Were Afraid to Ask." *Organization & Environment* 17(3): 296-316.

Bell, Shannon Elizabeth and Richard York. 2010. "Community Economic Identity: The Coal Industry and Ideology Construction in West Virginia." *Rural Sociology* 75(1): 111-143.

Driscoll, Adam and Bob Edwards. 2014. "From Farms to Factories: The Social and Environmental Consequences of Industrial Swine Production in North Carolina." Pp. 209-230 in *Twenty Lessons in Environmental Sociology*, edited by Kenneth A. Gould and Tammy L. Lewis. New York: Oxford Press.

Watch: The Story of Stuff (link in module)

Week 5 Political Economy—Metabolic Rift (September 16-22)

Readings:

Clark, Brett and John Bellamy Foster. 2022. "Marx's Ecology and Metabolic Analysis." In *The Routledge Handbook on Ecosocialism*, Leigh Brownhill, Salvatore Engel-Di Mauro, Terran Giacomini, Ana Isla, Michael Löwy, and Terisa E. Turner, eds. London:

Routledge, pp. 89-98.

Foster, John Bellamy. 1999. "Marx's Theory of the Metabolic Rift: Classical Foundation for Environmental Sociology." *American Journal of Sociology* 105(2): 366-405.

Holleman, Hannah. 2018. *Dust Bowls of Empire*. New Haven: Yale University Press. (Selection).

Auerbach, Daniel and Brett Clark. 2018. "Metabolic Rifts, Temporal Imperatives, and Geographical Shifts: Logging in the Adirondack Forest in the 1800s." *International Critical Thought* 8(3): 468-486.

Clausen, Rebecca. 2007. "Healing the Rift." *Monthly Review* 59(1): 40–52.

Week 6 Political Economy—World Systems Theory and Unequal Ecological Exchange (September 23-29)

Readings:

Givens, Jennifer E., Xiaorui Huang, and Andrew Jorgenson. 2019. "Ecologically Unequal Exchange: A Theory of Global Environmental Injustice." *Sociology Compass* 13(5): e12693.

Dunaway, Wilma A. and M. Cecilia Macabuac. 2007. "'The Shrimp Eat Better Than We Do': Philippine Subsistence Fishing Households Sacrificed for the Global Food Chain." *Review* 30(4): 313-337.

Austin, Kelly F. 2017. "Brewing Unequal Exchanges in Coffee: A Qualitative Investigation into the Consequences of the Java Trade in Rural Uganda." *Journal of World-Systems Research* 23(2): 326-352.

Clark, Brett, Stefano B. Longo, Rebecca Clausen, and Daniel Auerbach. 2019 "From Sea Slaves to Slime Lines: Commodification and Unequal Ecological Exchange in Global Marine Fisheries." In *Ecologically Unequal Exchange*, pp. 195-219. Palgrave Macmillan, Cham.

Assignments:

Quiz 1: Due September 30 (on material from weeks 1-6)

Week 7 Treadmill of Destruction—Militarism and the Environment (September 30- October 6)

Readings:

Hooks, Gregory and Chad Smith. 2004. "The Treadmill of Destruction: National Sacrifice Areas and Native Americans." *American Sociological Review* 69(4): 558-575.

Hooks, Gregory and Chad Smith. 2005. "Treadmills of Production and Destruction:

Threats to the Environment Posed by Militarism.” *Organization & Environment* 18(1):19-37.

Clark, Brett and Andrew K. Jorgenson. 2012. “The Treadmill of Destruction and the Environmental Impacts of Militaries.” *Sociology Compass* 6(7): 557-569.

LaDuke, Winona. 1999. *All Our Relations*. Cambridge: South End Press. (Selection.)

Frey, R. Scott. 2013. “Agent Orange and America at war in Vietnam and Southeast Asia.” *Human Ecology Review* 20(1): 1-10

Lawrence, Michael J., Holly L. J. Stemberger, Aaron J. Zolderdo, Daniel P. Struthers, and Steven J. Cooke. 2015. “The Effects of Modern War and Military Activities on Biodiversity and the Environment.” *Environmental Reviews* 23: 443-460.

Assignments:

The first response is due **no later than October 6 at 11:59 PM**

No class October 7-13 for Fall Break

Week 8 Risk Society (October 14-20)

Beck, Ulrich. 1992. *From Industrial Society to the Risk Society: Questions of Survival, Social Structure and Ecological Enlightenment*. 9: 97-123.

Murphy, Raymond. *Managing Risk Under Uncertainty. Risk and Social Theory in Environmental Management*

Auyero, Javier and Debora Swistun. 2008. *The Social Production of Toxic Uncertainty. American Sociological Review*. 73: 357-379.

Week 9 Environmental Racism and (In)justice (October 21-27)

Readings:

Mohai, Paul, David Pellow, and J. Timmons Roberts. 2009. “Environmental Justice.” *Annual Review of Environment and Resources* 34: 405-430.

Pellow, David N. 2000. “Environmental Inequality Formation: Toward a Theory of Environmental Injustice.” *American Behavioral Scientist* 43(4): 581-601.

Bullard, Robert. 1983. “Solid Waste Sites and the Black Houston Community.” *Sociological Inquiry* 53: 273-288.

Bell, Shannon Elizabeth and Yvonne A. Braun. 2010. "Coal, Identify, and the Gendering of Environmental Justice Activism in Central Appalachia." *Gender & Society* 24(6): 794-813.

Week 10 Settler Colonialism and Environmental (In)justice (October 28-November 3)

Curley, Andrew. 2021. "Infrastructures as Colonial Beachheads: The Central Arizona and the Taking of Navajo Resources." *Society and Space* 39(3):387-404.

Dunbar-Ortiz, Roxanne. 2014. *An Indigenous Peoples' History of the United States*. Boston: Beacon Press. (Selection.).

Spice, Anne. 2018. "Fighting Invasive Infrastructures." *Environment and Society* 9:40-59.

Whyte, Kyle Powys. 2016. "Indigenous Experience, Environmental Justice and Settler Colonialism." In B. Bannon (Ed.), *Nature and Experience: Phenomenology and the Environment*. Rowman & Littlefield.

Yazzie, Melanie. 2018. "Decolonizing Development in Diné Bikeyah." *Environment and Society*, Vol. 9: 25-39.

Assignments:

Quiz 2: Due November 4 (on material from weeks 7-10)

Week 11 Climate Change (November 5-10)

Readings:

Lacis, Andrew A., Gavin A. Schmidt, David Rind, and Reto A. Ruedy. 2010. "Atmospheric CO₂: Principal Control Knob Governing Earth's Temperature." *Science* 330: 356-359.

Intergovernmental Panel on Climate Change. 2022. *Climate Change 2022: Impacts, Adaptation and Vulnerability. Working Group II Contribution to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change. Summary for Policymakers*. Geneva: IPCC

Norgaard, Kari Marie. 2012. "Climate Denial and the Construction of Innocence: Reproducing Transnational Privilege in the Face of Climate Change." *Race, Gender & Class* 19(1-2): 104-130.

Whyte, Kyle Powys. 2013. "Justice Forward: Tribes, Climate Adaptation and Responsibility." *Climatic Change* 120(3): 517-530.

York, Richard. 2010. "The Paradox at the Heart of Modernity: The Carbon Efficiency of the Global Economy." *International Journal of Sociology* 40(2): 6-22.

Thombs, Ryan P. and Xiaorui Huang. 2019. "Uneven Decoupling: The Economic Growth–CO₂ Emissions Relationship in the Global North, 1870 to 2014." *Sociology of Development* 5(4): 410-427.

Assignments:

Final paper proposal is due November 7 at 11:59 PM

Week 12 Agriculture (November 11-17)

Readings:

Magdoff, Fred. 2007. "Ecological Agriculture: Principles, Practices, and Constraints." *Renewable Agriculture and Food Systems* 22(2): 109-117.

Penniman, Leah. 2018. *Farming While Black: Soul Fire's Practical Guide to Liberation on the Land*. White River Junction: Chelsea Green Publishing. (Selection.)

Rosset, Peter Michael, Braulio Machín Sosa, Adilén María Roque Jaime, and Dana Rocío Ávila Lozano. 2011. "The Campesino-to-Campesino Agroecology Movement of ANAP in Cuba: Social Processes Methodology in the Construction of Sustainable Peasant Agriculture and Food Sovereignty." *The Journal of Peasant Studies* 38(1): 161-191.

Altieri, Miguel A. and Clara I. Nicholls. 2017. "The Adaptation and Mitigation Potential of Traditional Agriculture in a Changing Climate." *Climatic Change* 140(1): 33-45.

Week 13 Oceans & Fisheries (November 18-24)

Readings:

Earle, Sylvia A. 2009. *The World is Blue*. Washington DC: National Geographic. (Selection)

Longo, Stefano B. and Rebecca Clausen. 2011. "The Tragedy of the Commodity: The Overexploitation of the Mediterranean Bluefin Tuna Fishery." *Organization and Environment* 24(3): 312-328.

Clark, Brett and Rebecca Clausen. 2008. "The Oceanic Crisis: Capitalism and the Degradation of Marine Ecosystems." *Monthly Review* 60(3): 91-111.

Casey, Susan. 2007. "Plastic Ocean." Pp. 9-20, in *The Best American Science and Nature Writing 2007*, edited by Mary Roach. New York: Houghton Mifflin.

United Nations Educational, Scientific and Cultural Organization. 2022. *State of the Ocean Report 2022*. Executive Summary.

Pauly, Daniel. 2019. *Vanishing Fish*. Vancouver: Greystone Books.

Week 14 Global Environmental Movements (November 25-December 1)

Readings:

LaDuke, Winona. 1999. *All Our Relations*. Boston: South End Press. (Selection.)

Simpson, Leanne Betasamosake. 2017. *As We Have Always Done: Indigenous Freedom Through Radical Resistance*. Minneapolis: University of Minnesota Press. (Selection.)

Estes, Nick. 2019. *Our History is the Future*. London: Verso. (Selection.)

Akuno, Kali and Ajamu Nangwaya. 2017. *Jackson Rising*. Daraja Press. (Selection.)

Leonard, Annie. 2010. "Epilogue: Writing the New Story." Pp. 237-252, in *The Story of Stuff*. New York: Free Press.

Foster, John Bellamy. 2022. "Ecology and the Future of History." *Monthly Review* 74(3): 119-134.

Assignments:

The second response is due **no later than December 1 at 11:59 PM**

Final paper is due December 10 at 11:59PM

Quiz 3: Due December 2 (on material from weeks 11-14)

Week 15 No class, optional Zoom consults with professor about final paper (November 25-December 5)

Grades

A Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations.

A- Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.

B+ Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.

B Good work. Student performance meets designated course expectations and demonstrates

understanding of the course materials at an acceptable level.

B- Marginal work. Student performance demonstrates incomplete understanding of course materials.

C Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials.

D Unacceptable work.

Grade Scale and Academic Misconduct:

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

Academic Misconduct Policy: Per University of Utah regulations (Policy # 6-400). “A student who engages in academic misconduct,” as defined in Part I.B. and including, but not limited to, cheating, falsification, or plagiarism, “may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the student's degree or certificate. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing.” Please refer to the Student Code for full elaboration of student academic and behavioral misconduct policies (<http://regulations.utah.edu/academics/6-400.php>).

Statement on AI: It is expected that students adhere to University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah’s Student Code: <https://regulations.utah.edu/academics/6-410.php> (<https://regulations.utah.edu/academics/6-410.php>)

Americans with Disabilities Act (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.

University Accommodation Policy (6-100): No content accommodations will be made for this course. It is the student’s obligation to determine, before the last day to drop courses without penalty, if the requirements of this course conflict with the student's sincerely-held core beliefs. If

there is such a conflict, the student should consider dropping the class. Please visit the Administration Policy and Procedures Website (<http://www.admin.utah.edu/facdev/index.html>) and look under Accommodations Policy for complete details.

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).

Veterans Center: If you are a student veteran, I want you to know that the U of Utah has a Veterans Support Center on campus. They are located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>.

LGBT Resource Center: If you are a member of the LGBTQ community, I want you to know that my classroom is a safe zone*. Additionally, please know that the U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Oplin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu/>.

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/>).

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.

Wellness Statement: 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. Please feel welcome to reach out to your instructor or TA's to handle issues

regarding your coursework. For helpful resources contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.

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 trio.utah.edu or call at 801-581-7188.

American Indian Resource Center: 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 diversity.utah.edu/centers/airc or call at 801-581-7019.

Black Cultural Center: 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 diversity.utah.edu/centers/bcc or call at 801-213-1441.

Center for Childcare & Family Resources: 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 childcare.utah.edu or call at 801-585-5897.

Center for Ethnic Student Affairs: 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 diversity.utah.edu/centers/cesa/ or all at 801-581-8151.

Learners of English as an Additional/Second Language: If you are an English language learner, there are 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 (We recommend this to anyone and everyone – ELL or not: <http://writingcenter.utah.edu/>) ; the Writing Program (<http://>

LGBT Resource Center: The U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Olpin Union Building. Hours: M-F 8-5pm. For more information about the resources they offer, along with a list of ongoing events, please visit <http://lgbt.utah.edu/>.

Veterans Center: If you are a student veteran, the U of Utah has a Veterans Support Center on campus. They are located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. For more information about the resources they provide to our student veterans please visit <http://veteranscenter.utah.edu/>.

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. Contact the Women's Resource Center at womenscenter.utah.edu or 801-581-8030.

Additional resources and student groups can be found on the course Canvas page and at studentsuccess.utah.edu/resources/student-support and getinvolved.utah.edu/

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 utah.edu