

Econ 7560: Economic Development

Francisco Pérez

Spring 2023

E-mail: f.j.perez@utah.edu

Office Hours: W 1-3pm

Office: GC 4031

Web: [Canvas site](#)

Class Hours: W 3:05-6:05pm

Class Room: BEH S 108

Course Description

This course has two goals: to give you a broad perspective of (mostly) macro issues of development in the Global South and to introduce you to the main theoretical perspectives and models of development. Development economics, needless to say, is a wide-ranging subject which uses tools and approaches from all fields of economics. Therefore, in one semester we will touch only on a selected few of the building blocks of development economics. I chose the readings such that you are exposed to ideas and perspectives from heterodox and mainstream economists alike, although most of the research we will engage is from the heterodox and classical schools of economic thought.

Course Objectives

By the end of this course, a successful student will:

1. Become familiar with the tenets of the main schools of thought on economic development.
2. Understand the general principles and approaches to economic development based on a review of economic history and the history of economic policies. Within this objective the student will gain familiarity with issues of development facing citizens, governments and social movements in the Global South.
3. Become familiar with the main models of growth and development especially in the context of structural change.

4. Develop the skills necessary in conducting original research on topics of economic development.

Course Policies

Attendance & Punctuality

Given the nature of this course, attendance is required and adjustments cannot be granted to allow non-attendance. However, if you need to seek an Americans with Disabilities Act (ADA) accommodation to request an exception to this attendance policy due to a disability, please contact the Center for Disability and Access (CDA). CDA will work with us to determine which, if any, ADA accommodations are reasonable and appropriate.

Participation

This course is discussion-based therefore please come to class prepared to review that week's readings. You are expected to ask lots of questions and to share what you know. We can all learn a lot from one another!

Electronic Devices in Class

No electronic devices unless you have a CDA-approved exemption.

Assignments

Response Papers

You are expected to write five (5) short papers this semester in response to the readings for that week. Response papers must be between 1000 and 1500 words. They are due at 9 am the day of class. All readings are posted on Canvas. All assignments should also be submitted via Canvas.

Term Paper

A paper dealing with a specific topic/question, involving some original research, to be developed in consultation with me. Ideally it should be a potentially publishable paper.

Grading Policy

- 25% of your grade will be determined by the five response papers (5% each).

- 25% of your grade will be determined by participation.
- 50% of your grade will be determined by your term paper.

Course Schedule

This schedule is tentative and subject to change.

Week	Topic
Week 1	Defining Development
Week 2	Measuring Poverty
Week 3	Convergence & Divergence
Week 4	History of Development Economics
Week 5	Neoclassical Growth Theory
Week 6	Structuralism
Week 7	The Developmental State
Week 8	Dependency & Delinking
Week 9	Neo-Institutionalism
Week 10	Spring Break
Week 11	Randomization
Week 12	Trade
Week 13	Finance
Week 14	Gender
Week 15	Ecology
Week 16	The Agrarian Question

Reading List

Week 01, 01/09 - 01/13: Defining Development

Main Readings:

- Myrdal, G. (1974). What Is Development? *Journal of Economic Issues*, 8(4), 729–736.
- O'Hearn, D. (2009). Amartya Sen's Development as Freedom: Ten Years Later. *Policy & Practice: Education for Sustainable Development*, 9–15.
- Peet, R., & Hartwick, E. (2015a). Introduction: Growth and Development. In *Theories of Development: Contentions, Arguments, Alternatives* (pp. 1–22). Guilford Publications.

- Peet, R., & Hartwick, E. (2015b). Poststructuralism, Postcolonialism, and Postdevelopmentalism. In *Theories of Development: Contentions, Arguments, Alternatives*. Guilford Publications.
- Sen, A. (2004). Development as Capability Expansion. In *Readings in Human Development* (pp. 41–58). Oxford University Press.

Suggested Readings:

- Sen, A. (2011). *Development as Freedom*. Knopf Doubleday Publishing Group.

Week 02, 01/16 - 01/20: Measuring Poverty

Main Readings:

- Bourguignon, F. (2004). The Poverty-Growth-Inequality Triangle. *Indian Council for Research on International Economic Relations*, 1–30.
- Deaton, A. (2010). Price Indexes, Inequality, and the Measurement of World Poverty. *American Economic Review*, 100(1), 5–34.
- Pogge, T. W., & Reddy, S. G. (2010). How Not to Count the Poor. In *Debates on the Measurement of Poverty* (pp. 42–85). Oxford University Press.
- Ravallion, M. (2010). How Not to Count the Poor? A Reply to Reddy and Pogge. In *Debates on the Measurement of Poverty* (pp. 86–101). Oxford University Press.

Suggested Readings:

- Banerjee, A. V., & Duflo, E. (2007). The Economic Lives of the Poor. *Journal of Economic Perspectives*, 21(1), 141–168.
- Chen, S., & Ravallion, M. (2010). The Developing World is Poorer than We Thought, But No Less Successful in the Fight Against Poverty. *The Quarterly Journal of Economics*, 125(4), 1577–1625.
- Fischer, A. M. (2019). *Poverty as Ideology: Rescuing Social Justice from Global Development Agendas*. Zed Books.

Week 03, 01/23 - 01/27: Convergence & Divergence

Main Readings:

- Kremer, M., Willis, J., & You, Y. (2021). Converging to Convergence. *National Bureau of Economic Research, Working Paper 29484*, 1–49.
- Milanovic, B. (2012). Global Inequality: From Class to Location, from Proletarians to Migrants: Global Inequality. *Global Policy*, 3(2), 125–134.
- Milanovic, B. (2022). *The three eras of global inequality, 1820-2020 with the focus on the past thirty years* (preprint). SocArXiv.

- Patel, D., Sandefur, J., & Subramanian, A. (2021). The new era of unconditional convergence. *Journal of Development Economics*, 152, 1–28.
- Pritchett, L. (1997). Divergence, Big Time. *Journal of Economic Perspectives*, 11(3), 3–17.

Suggested Readings:

- Barro, R. J., & Sala-i-Martin, X. (1992). Convergence. *Journal of Political Economy*, 100(2), 223–251.
- Weisbrot, M., Baker, D., & Rosnick, D. (2006). The Scorecard on Development: 25 Years of Diminished Progress. *UN/DESA Working Paper*, (31), 1–18.

Week 04, 01/30 - 02/03: History of Development Economics

Main Readings:

- Peet, R., & Hartwick, E. (2015). From Keynesian Economics to Neoliberalism. In *Theories of Development: Contentions, Arguments, Alternatives*. Guilford Publications.
- Reinert, E. S. (2005). German Economics as Development Economics: From the Thirty Years' War to World War II. In K. Jomo & E. S. Reinert (Eds.), *The Origins of Development Economics: How Schools of Economic Thought Have Addressed Development* (pp. 48–68). Zed Books.
- Reinert, E. S., & Reinert, S. (2005). Mercantilism and Economic Development: Schumpeterian Dynamics, Institution-Building and International Benchmarking. In K. Jomo & E. S. Reinert (Eds.), *The Origins of Development Economics: How Schools of Economic Thought Have Addressed Development*. Zed Books.
- Reinert, S. (2005). The Italian Tradition of Political Economy: Theories and Policies of Development in the Semi-Periphery of the Enlightenment. In K. Jomo & E. S. Reinert (Eds.), *The Origins of Development Economics: How Schools of Economic Thought Have Addressed Development* (pp. 24–47). Zed Books.
- Szentes, T. (2005). Development in the History of Economics. In K. Jomo & E. S. Reinert (Eds.), *The Origins of Development Economics: How Schools of Economic Thought Have Addressed Development* (pp. 146–158). Zed Books.
- Toye, J. (2003). Changing Perspectives in Development Economics. In H.-J. Chang (Ed.), *Rethinking development economics* (pp. 21–40). Anthem Press.

Suggested Readings:

- Bardhan, P. (1993). Economics of Development and the Development of Economics. *Journal of Economic Perspectives*, 7(2), 129–142.
- de Janvry, A., & Sadoulet, E. (2014). Sixty Years of Development Economics: What Have we Learned for Economic Development?: *Revue d'économie du développement*, Vol. 22, 9–19.
- Hirschman, A. O. (2014). The Rise and Decline of Development Economics. In J. Adelman (Ed.), *The Essential Hirschman* (pp. 49–73). Princeton University Press.

Week 05, 02/06 - 02/10: Neoclassical Growth Theory**Main Readings:**

- Basu, K. (2003). Growth and Development. In *Analytical Development Economics: The Less Developed Economy Revisited* (pp. 43–64). MIT Press.
- Ros, J. (2001). A Mature Economy: Growth and Factor Accumulation. In *Development Theory and the Economics of Growth* (pp. 37–68). University of Michigan Press.

Suggested Readings:

- Banerjee, A. V., & Duflo, E. (2005). Chapter 7 Growth Theory through the Lens of Development Economics. In *Handbook of Economic Growth* (pp. 473–552). Elsevier.
- Deraniyagala, S. (2006). Analysis of Technology and Development. A Critical Review. In K. Jomo & B. Fine (Eds.), *The New Development Economics* (pp. 123–143). Tulika Books & Zed Books.
- Romer, P. M. (1986). Increasing Returns and Long-Run Growth. *The Journal of Political Economy*, 94(5), 1002–1037.
- Solow, R. M. (1956). A Contribution to the Theory of Economic Growth. *The Quarterly Journal of Economics*, 70(1), 65.

Week 06, 02/13 - 02/17: Structuralism**Main Readings:**

- Ocampo, J. A., Rada, C., & Taylor, L. (2009). *Growth and Policy in Developing Countries: A Structuralist Approach*. Columbia University Press.
- Ros, J. (2005). The Pioneers of Development Economics and Modern Growth Theory. In K. Jomo & E. S. Reinert (Eds.), *The Origins of Development Economics: How Schools of Economic Thought Have Addressed Development* (pp. 81–98). Zed Books.

Suggested Readings:

- Hirschman, A. O. (1958). *The Strategy of Economic Development*. Yale University Press.
- Kaldor, N. (1957). A Model of Economic Growth. *The Economic Journal*, 67(268), 591.
- Lewis, W. A. (1954). Economic Development with Unlimited Supplies of Labour. *The Manchester School*, 22(2), 139–191.
- Murphy, K. M., Shleifer, A., & Vishny, R. W. (1989). Industrialization and the Big Push. *Journal of Political Economy*, 97(5), 1003–1026.
- Myrdal, G. (1957). *Rich Lands and Poor*. Harper.
- Nurkse, R. (1961). *Problems of capital formation in underdeveloped countries*. Oxford University Press.
- Rada, C. (2007). Stagnation or transformation of a dual economy through endogenous productivity growth. *Cambridge Journal of Economics*, 31(5), 711–740.

- Rosenstein-Rodan, P. N. (1943). Problems of Industrialisation of Eastern and South-Eastern Europe. *The Economic Journal*, 53(210/211), 202.
- Taylor, L. (1983). *Structuralist Macroeconomics*. Basic Books.
- Taylor, L., & Bacha, E. L. (1976). The Unequalizing Spiral: A First Growth Model for Belindia. *The Quarterly Journal of Economics*, 90(2), 197.
- Thirlwall, A. P. (1983). A Plain Man's Guide to Kaldor's Growth Laws. *Journal of Post Keynesian Economics*, 5(3), 345–358.

Week 07, 02/20 - 02/24: The Developmental State

Main Readings:

- Amsden, A. H. (1989). *Asia's Next Giant: South Korea and Late Industrialization*. Oxford University Press.
- Cherif, R., & Hasanov, F. (2019). The Return of the Policy That Shall Not Be Named: Principles of Industrial Policy. *IMF Working Papers*, 19(74), 1.
- Johnson, C. (1999). The Developmental State Odyssey of a Concept. In M. Woo-Cumings (Ed.), *The Developmental State* (pp. 32–60). Cornell University Press.
- Mkandawire, T. (2001). Thinking about developmental states in Africa. *Cambridge Journal of Economics*, 25(3), 289–314.
- Wade, R. (2018). *Governing the Market: Economic Theory and the Role of Government in East Asian Industrialization*. Princeton University Press.

Suggested Readings:

- Amsden, A. H. (2003). *The Rise of "The Rest": Challenges to the West from Late-Industrializing Economies*. Oxford University Press.
- Gerschenkron, A. (1962). *Economic Backwardness in Historical Perspective*. Belknap Press: An Imprint of Harvard University Press.
- Jomo, K. (2002). State and Market in Economic Development: Southeast Asian industrial policy in comparative East Asian perspective, 28.
- Mazzucato, M. (2018). *The Entrepreneurial State: Debunking Public Vs. Private Sector Myths*. Penguin Books.
- Onis, Z., Amsden, A. H., Deyo, F. C., Johnson, C., & Wade, R. (1991). The Logic of the Developmental State. *Comparative Politics*, 24(1), 109.

Week 08, 02/27 - 03/03: Dependency & Delinking

Main Readings:

- Amin, S. (1990). The Problematic of Delinking. In *Delinking: Towards a Polycentric World* (pp. 41–84). Zed Books.

- Amin, S. (2014). Understanding the Political Economy of Contemporary Africa. *Africa Development / Afrique et Développement*, 39(1), 15–36.
- Peet, R., & Hartwick, E. (2015). Marxism, Socialism, and Development. In *Theories of Development: Contentions, Arguments, Alternatives*. Guilford Publications.
- Saad-Filho, A. (2005). The Rise and Decline of Latin American Structuralism and Dependency Theory. In K. Jomo & E. S. Reinert (Eds.), *The Origins of Development Economics: How Schools of Economic Thought Have Addressed Development* (pp. 128–147). Zed Books.
- Santos, T. D. (1970). The Structure of Dependence. *The American Economic Review*, 60, 231–236.

Suggested Readings:

- Amin, S. (1976). *Unequal Development: An Essay on the Social Formations of Peripheral Capitalism* (B. Pearce, Trans.; 1st edition). Monthly Review Press.
- Amin, S. (2010). *The law of worldwide value*. Monthly Review Press.
- Baran, P. A. (1952). On the Political Economy of Backwardness. *The Manchester School*, 20(1), 66–84.
- Baran, P. A. (1957). *The Political Economy of Growth* (unknown edition). Monthly Review Press.
- Brenner, R. (1977). The Origins of Capitalist Development: A Critique of Neo-Smithian Marxism. *New Left Review*, 25–92.
- Cardoso, F. H. (1977). The Consumption of Dependency Theory in the United States. *Latin American Research Review*, 12(3), 7–24.
- Dietz, J. L. (1980). Dependency Theory: A Review Article. *Journal of Economic Issues*, 14(3), 751–758.
- Kay, C. (2010). *Latin American Theories of Development and Underdevelopment*. Routledge.
- Lall, S. (1975). Is ‘dependence’ a useful concept in analysing underdevelopment? *World Development*, 3(11-12), 799–810.
- Palma, G. (1978). Dependency: A Formal Theory of Underdevelopment or a Methodology for the Analysis of Concrete Situations of Underdevelopment? *World Development*, 6, 881–924.

Week 09, 03/06 - 03/10: Neo-Institutionalism

Main Readings:

- Acemoglu, D., Johnson, S., & Robinson, J. A. (2002). Reversal of Fortune: Geography and Institutions in the Making of the Modern World Income Distribution. *The Quarterly Journal of Economics*, 117(4), 1231–1294.
- Austin, G. (2008). The ‘reversal of fortune’ thesis and the compression of history: Perspectives from African and comparative economic history. *J. Int. Dev.*, 32.

- Chang, H.-J. (2011). Institutions and economic development: Theory, policy and history. *Journal of Institutional Economics*, 7(4), 473–498.
- Glaeser, E. L., La Porta, R., Lopez-de-Silanes, F., & Shleifer, A. (2004). Do Institutions Cause Growth? *Journal of Economic Growth*, 9(3), 271–303.
- Pande, R., & Udry, C. (2006). Institutions and Development: A View from Below. In R. Blundell, W. K. Newey, & T. Persson (Eds.), *Advances in Economics and Econometrics* (pp. 349–412). Cambridge University Press.

Suggested Readings:

- Acemoglu, D., Johnson, S., & Robinson, J. A. (2001). The Colonial Origins of Comparative Development: An Empirical Investigation. *The American Economic Review*, 91(5), 1369–1401.

Week 10, 03/13 - 03/17: Spring Break

Week 11, 03/20 - 03/24: Randomization

Main Readings:

- Banerjee, A. V., & Duflo, E. (2009). The Experimental Approach to Development Economics. *Annual Review of Economics*, 1(1), 151–178.
- Bardhan, P. (2005). Theory or Empirics in Development Economics. *Economic and Political Weekly*, 40(40), 4333–4335.
- Basu, K. (2014). Randomisation, Causality and the Role of Reasoned Intuition. *Oxford Development Studies*, 42(4), 455–472.
- Deaton, A. (2010). Instruments, Randomization, and Learning about Development. *Journal of Economic Literature*, 48(2), 424–455.
- Kabeer, N. (2020). Women’s Empowerment and Economic Development: A Feminist Critique of Storytelling Practices in “Randomista” Economics. *Feminist Economics*, 26(2), 1–26.
- Reddy, S. G. (2012). Randomise This! On Poor Economics, 60–73.

Suggested Readings:

- Banerjee, A. V., & Duflo, E. (2012). *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. PublicAffairs.

Week 12, 03/27 - 03/31: Trade

Main Readings:

- Bacha, E. L. (1978). An interpretation of unequal exchange from Prebisch-Singer to Emmanuel. *Journal of Development Economics*, 5(4), 319–330.
- Dutt, A. (2005). International Trade in Early Development Economics. In K. Jomo & E. S. Reinert (Eds.), *The Origins of Development Economics: How Schools of Economic Thought Have Addressed Development* (pp. 99–127). Zed Books.
- Loungani, P., Arezki, R., Hadri, K., & Rao, Y. (2013). Testing the Prebisch-Singer Hypothesis since 1650: Evidence from Panel Techniques that Allow for Multiple Breaks. *IMF Working Papers*, No. 2013/180, 1–37.
- Ricci, A. (2019). Unequal Exchange in the Age of Globalization. *Review of Radical Political Economics*, 51(2), 225–245.
- Weber, I. (2021). What You Exported Matters: Persistence in Productive Capabilities across Two Eras of Globalization. *Economics Department Working Paper Series*, (299), 1–43.

Suggested Readings:

- Emmanuel, A. (1972). *Unequal Exchange: A Study of the Imperialism of Trade* (B. Pearce, Trans.; 1st edition). Monthly Review Press.
- Klein, M. C., & Pettis, M. (2021). *Trade Wars Are Class Wars: How Rising Inequality Distorts the Global Economy and Threatens International Peace*. Yale University Press.
- Lutz, M. G. (1999). A General Test of the Prebisch-Singer Hypothesis. *Review of Development Economics*, 3(1), 44–57.
- Prebisch, R. (1950). The economic development of Latin America and its principal problems.
- Sarkar, P., & Singer, H. (1991). Manufactured exports of developing countries and their terms of trade since 1965. *World Development*, 19(4), 333–340.
- Singer, H. W. (1950). The Distribution of Gains between Investing and Borrowing Countries. *The American Economic Review*, 40, 473–485.

Week 13, 04/03 - 04/07: Finance

Main Readings:

- Epstein, G. (2007). Central Banks as Agents of Economic Development. In H.-J. Chang (Ed.), *Institutional Change and Economic Development*. United Nations University and Anthem Press.
- Lucas, R. E. (1990). Why Doesn't Capital Flow from Rich to Poor Countries? *The American Economic Review*, 80, 92–96.
- Ocampo, J. A. (2014). The Provision of Global Liquidity. *WIDER Working Paper*, (47), 1–27.
- Ocampo, J. A. (2015). Reforming the global monetary non-system. *WIDER Working Paper*, 1–26.

- Ocampo, J. A. (2016). A brief history of the international monetary system since Bretton Woods. *WIDER Working Paper*, (97), 1–34.
- Rey, H. (2015). *Dilemma not Trilemma: The Global Financial Cycle and Monetary Policy Independence* (w21162). National Bureau of Economic Research. Cambridge, MA.

Suggested Readings:

- Chandrasekhar, C. P. (2016). National development banks in a comparative perspective. In *Rethinking Development Strategies after the Financial Crisis* (pp. 21–30). United Nations.
- Ghosh, J. (2005). The Economic and Social Effects of Financial Liberalization: A Primer for Developing Countries. *UN/DESA Working Paper*, (4), 1–19.
- Kregel, J. (2015). Emerging Markets and the International Financial Architecture: A Blueprint for Reform. *Levy Economics Institute of Bard College Working Papers*, (833), 1–25.
- Ocampo, J. A. (2018). *Resetting the International Monetary (Non)System*. Oxford University Press.
- Ocampo, J. A., & Griffith-Jones, S. (2007). *A Counter-Cyclical Framework for a Development-Friendly International Financial Architecture* (UN Department of Economic and Social Affairs (DESA) Working Papers No. 39).
- Vernengo, M. (2006). Technology, Finance, and Dependency: Latin American Radical Political Economy in Retrospect. *Review of Radical Political Economics*, 38(4), 551–568.
- Wolfson, M. H., & Epstein, G. A. (Eds.). (2015). *The Handbook of the Political Economy of Financial Crises*. Oxford University Press.

Week 14, 04/10 - 04/14: Gender

Main Readings:

- Berik, G., Rodgers, Y. v. d. M., & Seguino, S. (2009). Feminist Economics of Inequality, Development, and Growth. *Feminist Economics*, 15(3), 1–33.
- Braunstein, E., Seguino, S., & Altringer, L. (2021). Estimating the Role of Social Reproduction in Economic Growth. *International Journal of Political Economy*, 50(2), 143–164.
- Ghosh, J. (2012). Women, Labor, and Capital Accumulation in Asia. *Monthly Review*, 63(8), 1.
- Peet, R., & Hartwick, E. (2015). Feminist Theories of Development. In *Theories of Development: Contentions, Arguments, Alternatives*. Guilford Publications.

Suggested Readings:

- Elson, D. (2018). Intersections of gender and class in the distribution of income. *The Japanese Political Economy*, 44(1-4), 7–24.

- Folbre, N. (2021). *The Rise and Decline of Patriarchal Systems*. Verso.
- Ghosh, J. (2018). Is a gender perspective necessary for understanding the economy? *The Japanese Political Economy*, 44(1-4), 1–6.

Week 15, 04/17 - 04/21: Ecology

Main Readings:

- Boyce, J. K. (2020). Political Economy of the Environment: A Look Back and Ahead. *PERI Working Papers*.
- Hickel, J., & Kallis, G. (2020). Is Green Growth Possible? *New Political Economy*, 25(4), 469–486.
- Mathews, J. A., & Reinert, E. S. (2014). Renewables, manufacturing and green growth: Energy strategies based on capturing increasing returns. *Futures*, 61, 13–22.
- Pollin, R. (2018). De-Growth vs a Green New Deal. *New Left Review*, (112), 5–25.

Suggested Readings:

- Boyce, J. K. (2004). Green and Brown? Globalization and the Environment. *Oxford Review of Economic Policy*, 20(1), 105–128.
- Boyce, J. K. (2007). Is inequality bad for the environment? In *Research in Social Problems and Public Policy* (pp. 267–288). Emerald.

Week 16, 04/24 - 04/28: The Agrarian Question

Main Readings:

- Basole, A. (2022). The Agrarian Question in India. In R. Kumar (Ed.), *Contemporary Readings in Marxism: A Critical Introduction*. Routledge.
- Moyo, S., Jha, P., & Yeros, P. (2013). The Classical Agrarian Question: Myth, Reality and Relevance Today. *Agrarian South: Journal of Political Economy: A triannual Journal of Agrarian South Network and CARES*, 2(1), 93–119.
- Vijayabaskar, M. (2020). Land questions in the 21st Century Postcolony. *Journal of Agrarian Change*, 20(4), 682–689.

Suggested Readings:

- Basu, K. (2003). Section IV: The Rural Economy. In *Analytical Development Economics: The Less Developed Economy Revisited* (pp. 223–316). MIT Press.
- Bernstein, H. (1996). Agrarian questions then and now. *Journal of Peasant Studies*, 24(1-2), 22–59.
- Byres, T. J. (1986). The Agrarian Question, Forms of Capitalist Agrarian Transition and the State: An Essay with Reference to Asia. *Social Scientist*, 14(11/12), 3.
- de Janvry, A. (1981). *The Agrarian Question and Reformism in Latin America* (2nd edition). Johns Hopkins University Press.

Week 17, 05/01 - 05/05: Term Paper Due

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.
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 Spring 2023 Statement.** The COVID-19 guidelines for the

University of Utah are adapted often due to the ever-changing status of the pandemic. For the most up-to-date information regarding the campus guidelines, visit <https://coronavirus.utah.edu>.

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.
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. **Student Mental Health Resources.** Rates of burnout, anxiety, depression, isolation, and loneliness have noticeably increased during the pandemic. If you need help, reach out for campus mental health resources, including counseling, trainings and other support. Consider participating in a Mental Health First Aid or other wellness-themed training provided by our Center for Student Wellness and sharing these opportunities with your peers, teaching assistants and department colleagues

Diverse Student Support

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

Student Support Services

(TRIO) TRIO federal programs are targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities. Student Support Services (SSS) is a TRIO program for current or incoming undergraduate university students who are seeking their first bachelor's degree and need academic assistance and other services to be successful at the University of Utah. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact: Student Support Services (TRIO) 801-581-7188 trio.utah.edu Room 2075 1901 E. S. Campus Dr. Salt Lake City, UT 84112

American Indian Students

The AIRC works to increase American Indian student visibility and success on campus by advocating for and providing student centered programs and tools to enhance academic success, cultural events to promote personal well-being, and a supportive "home-away-from-home" space for students to grow and develop leadership skills. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact: American Indian Resource Center 801-581-7019 diversity.utah.edu/centers/airc Fort Douglas Building 622 1925 De Trobriand St. Salt Lake City, UT 84113

Black Students

Using a pan-African lens, the Black Cultural Center seeks to counteract persistent campus-wide and global anti-blackness. The Black Cultural

Center works to holistically enrich, educate, and advocate for students, faculty, and staff through Black centered programming, culturally affirming educational initiatives, and retention strategies. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact: Black Cultural Center 801-213-1441 diversity.utah.edu/centers/bcc Fort Douglas Building 603 95 Fort Douglas Blvd. Salt Lake City, UT 84113

Students with Children

Our mission is to support and coordinate information, program development and services that enhance family resources as well as the availability, affordability and quality of child care for University students, faculty and staff. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact: Center for Childcare & Family Resources 801-585-5897 childcare.utah.edu 408 Union Building 200 S. Central Campus Dr. Salt Lake City, UT 84112

Students with Disabilities

The Center for Disability Services is dedicated to serving students with disabilities by providing the opportunity for success and equal access at the University of Utah. They also strive to create an inclusive, safe, and respectful environment. For more information about what support they provide and links to other resources, view their website or contact: Center for Disability Services 801-581-5020 disability.utah.edu 162 Union Building 200 S. Central Campus Dr. Salt Lake City, UT 84112

Students across Intersectional Identities and Experiences

The Center for Equity and Student Belonging (CESB) creates community and advocates for academic success and belonging for students across inter-sectional identities and experiences among our African, African American, Black, Native, Indigenous, American Indian, Asian, Asian American, Latinx, Chicanx, Pacific Islander, Multiracial, LGBTQ+, Neurodiverse and

Disabled students of color. 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 Equity and Student Belonging (CESB) 801-581-8151 diversity.utah.edu/centers/CESB/ 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 2701 Marriott Library 295 S 1500 E Salt Lake City, UT 84112 English Language Institute 801-581-4600 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 1120 Annex (Wing B) 1901 E. S. Campus Dr. Salt Lake City, UT 84112

LGBTQ+ Students

The LGBTQ+ Resource Center acts in accountability with the campus community by identifying the needs of people with a queer range of

[a]gender and [a]sexual experiences and responding with university-wide services. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact: LGBTQ+ Resource Center 801-587-7973 lgbt.utah.edu (Links to an external site.) 409 Union Building 200 S. Central Campus Dr. Salt Lake City, UT 84112

Veterans & Military Students

The mission of the Veterans Support Center is to improve and enhance the individual and academic success of veterans, service members, and their family members who attend the university; to help them receive the benefits they earned; and to serve as a liaison between the student veteran community and the university. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Veterans Support Center

801-587-7722 **Veterans Center** 418 Union Building 200 S. Central Campus Dr. Salt Lake City, UT 84112

Women

The Women's Resource Center (WRC) at the University of Utah serves as the central resource for educational and support services for women. Honoring the complexities of women's identities, the WRC facilitates choices and changes through programs, counseling, and training grounded in a commitment to advance social justice and equality. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact: Women's Resource Center 801-581-8030 womenscenter.utah.edu 411 Union Building 200 S. Central Campus Dr. Salt Lake City, UT 84112

Inclusivity at the U

The Office for Inclusive Excellence is here to engage, support, and advance an environment fostering the values of respect, diversity, equity, inclusivity, and academic excellence for students in our increasingly global campus community. They also handle reports of bias in the classroom as outlined below: Bias or hate incidents consist of speech, conduct, or some other form of expression or action that is motivated wholly or in part by prejudice or bias whose impact discriminates, demeans, embarrasses, assigns stereotypes, harasses, or excludes individuals because of their race, color, ethnicity, national origin, language, sex, size, gender identity or expression, sexual orientation, disability, age, or religion. For more information about what support they provide and links to other resources, or to report a bias incident, view their website or contact: Office for Inclusive Excellence 801-581-4600 inclusive-excellence.utah.edu (Links to an external site.) 170 Annex (Wing D) 1901 E. S. Campus Dr. Salt Lake City, UT 84112

Other Student Groups at the U

To learn more about some of the other resource groups available at the U, check out: getinvolved.utah.edu/ studentsuccess.utah.edu/resources/student-support