

ECON 5540/6540: Capitalism & Socialism

University of Utah – Department of Economics
Spring 2022

Instructor: Bruno Miller Theodosio

Department: Economics

Email: bruno.millertheodosio@utah.edu

Office: Gardner Commons 4th floor, study area
(Economics Department)

Office Hours: Send me an email to schedule an appointment.

Location: GC 2675

Time: We 06:00 p.m. – 09:00 p.m.

Credit Hours: 3.0

Course Description:

This course will bring the discussion of different economic systems, focusing on Capitalism and Socialism. Emphasis will be placed on the political economy of these systems by presenting both in terms of theory and historical development. Along with discussing what both Capitalism and Socialism are, it will be discussed what they are *not*. As critical thinking is the core of this course, students will be encouraged to discuss some of the recurrent themes on comparative systems, such as the similarities and differences, limitations and potentialities, and the *really existing* societies in contrast to the theoretical view of them.

Student Learning Outcome:

The aim of this course is to provide the students the ability to critically understand the theory and historical aspects of the emergence of different economic systems. The students will be able to criticize the social formations and develop the understanding that economic systems are social constructs, subject to changes and evolution. This course gives the students the necessary creativity to think about new answers to our society's problems. The main outcome of this course is to understand the connection between the ideas and their material basis. Therefore, the theory reflects society, and history is the judge of human development.

Teaching and Learning Methods:

This course is composed of lectures and class discussions. The expectation is that the students read the material in advance and engage in discussions by bringing questions and critical thinking about the material during the lecture. You can expect from me that the classes with presentations of the authors' ideas, and I discussions that challenge your ideas whether to make you reflect about your beliefs or recycle some misconceptions. Also, if I express my opinion, you will be warned that it is a personal idea. Otherwise, I will follow the philosophy of incarnating the author, presenting the ideas as if I were him. I hope you can take the author's "glasses" and put them into yourselves, so you can understand and reproduce the arguments as you were that person.

Assignments: Students will be required to:

- a) Complete some **written assignments** at the end of each section which helps to track their understanding (40%)
 - a. These assignments will be posted on Canvas with directions after we finish each section.
- b) One **term paper** (60%)
 - a. You must select some discussions we have during the course and write a paper following the APA format. You can find more information about formatting here https://writingcenter.utah.edu/writing-resources/APA_final.pdf
 - b. If you have never written a paper or if you are not sure where to start, visit this website which will give you some ideas <https://campusguides.lib.utah.edu/c.php?g=160665&p=1050559>
 - c. Be careful with plagiarism. You may find the lesson 7 from here helpful on that https://campusguides.lib.utah.edu/research_skills_for_ells/plagiarism
 - d. Your submissions are evaluated by the Turnitin software on Canvas, which is a native tool on Canvas that shows the similarity score that your submission has with a database the software has. To understand how it works, access this <https://help.turnitin.com/integrity/student/canvas.htm>
 - e. Therefore, make sure you use the proper quotation guidelines according to APA. More about students' rights and responsibilities here <https://regulations.utah.edu/academics/6-400.php>.
 - f. To help you with the writing process you may consult the [Writing Center](#) which has free tutoring sessions.
 - g. In their website, you may find interesting to check the "Resources" tab <https://writingcenter.utah.edu/writing-resources/index.php>. Under the section "Writing Organization Handouts" you will find some summaries about how to structure the introduction, your academic arguments and the conclusion.
 - h. My suggestion is that you have your proposal and then you send it to me. The proposal is basically a summary in which you explain to me your idea before you actually start to write the paper.

Some examples:

1. Why did Capitalism exhibit a growing inequality during the 2000s?
 - After reading Marx and the literature on inequality I intend to show the mechanisms of wealth and income concentration as inherent of this mode of production. I will support the idea that the ownership of the means of production generate inequality, but the process of financialization has increased the concentration on the top of the income distribution, enlarging the gap between the owners and the workers.
2. How has the really existing socialism failed in the Soviet Union?
 - After reading the papers I think that the price system is necessary to convey information, therefore, a society that uses central planning is inherently prone to fail. My argument is that the price is the best mechanism to transmit information, while the central planner can never actually know the needs of people. Using the

authors from the course I will support this thesis (prices are better than central planning to transmit information).

3. What mechanisms are necessary for overcoming the capitalist system?
 - The capitalist mode of production is centered on capital and commodities production. Therefore, a socialist society must find a way to organize the material reproduction without the production of the products as commodities. Reading the literature, I will suggest that organizing the production in a different way avoid us to experience the alienated labor. Money will be abolished in this new society and the division of labor will be organized by a group of people using new computational technologies.
4. Can our society be organized as socialist?
 - My thesis is that the human nature is selfish, and we are a self-centered species. The only way to organize a fruitful society is by each of us pursuing our own interests. In that sense, there is no way a socialist economy can prosper and therefore the capitalist organization is the best alternative. Moreover, the state must be reduced playing the only role of establishing the property rights, but not interfering on the economy.

Attendance:

Attendance and punctuality are expected for this course. However, unexpected situations may occur, and you can join the class whenever you arrive. Please, communicate with me if any problems occur during this semester.

Attendance by Zoom:

Make sure you have Zoom installed and updated in your computer. The course is an in-person course, however, be prepared to switch to online instruction at any time during the semester just in case. I will open the option of attending by Zoom for the students who have a reasonable justification. The Zoom participation is an exception, not the rule for this course.

Communication:

All communication will be done through Canvas. Keeping up to date is your responsibility. If you need to talk to me, you have the time before and after class, or any time by email.

Grading Policy:

Assignments (40%), Paper (60%)

Scale	Score
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79

C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
E	0-59

Tentative Course Outline:

1. What is not capitalism?

- 1.1. Ideology
- 1.2. Individual behavior/way of life
- 1.3. Public policy
- 1.4. Free market

2. Different explanations

- 2.1. Weberian (culture)
- 2.2. Neoclassical (market)
- 2.3. Polanyi (double movement)
- 2.4. Friedman (market & freedom)
- 2.5. Marxian (mode of production)

3. Historical Materialism

- 3.1. Method
- 3.2. Labor Theory of Value
- 3.3. Crisis Theory
- 3.4. Historical evolution

4. Origins of Capitalism

- 4.1. Primitive accumulation
- 4.2. Agrarian origins of capitalism
- 4.3. Transition debate: Feudalism → Capitalism

5. Failures of Capitalism

- 5.1. Exploitation
- 5.2. Inequality
- 5.3. Global Environmental Crisis
- 5.4. Human vs. system needs
- 5.5. Free market & Monopoly

6. What is socialism? (Politics driven by science)

- 6.1. Theory
 - 6.1.1. Utopian socialism
 - 6.1.2. Socialist mode of production
 - 6.1.3. “New” human behavior
 - 6.1.4. Labor movement and class consciousness
 - 6.1.5. Communism and worker’s self-emancipation
- 6.2. Transition, reform and revolution
- 6.3. Really existing socialism
 - 6.3.1. Computational problems and calculus debate
 - 6.3.2. Socialist experiences
 - 6.3.2.1. USSR
 - 6.3.2.2. Cuba
 - 6.3.2.3. China
- 7. Capitalism evolution**
 - 7.1. Imperialism
 - 7.2. Neoliberalism & Financialization
- 8. 21st Century Socialism**
 - 8.1. Socialism: Critique of “labor in capitalism”
 - 8.2. In-between (Kibbutzim, Solidarity Economy and Participatory Budgeting)
 - 8.3. Technological fetishism
- 9. Challenges and policies towards a new society**
 - 9.1.1. Green New Deal
 - 9.1.2. Regulation of the working day
 - 9.1.3. Critical Education vs technical education
 - 9.1.4. Universal basic income

Date	Lecture	Topic	Required Readings	Recommended Readings
January 12 th	01	Introduction Syllabus reading Human labor, society, and reproduction	<ul style="list-style-type: none"> • Cockshott (2019) – Introduction 	
		I. What is not Capitalism	<ul style="list-style-type: none"> • Ideology (discussion – no reading required) • Behavior (discussion – no reading required) • Public Policy (discussion – no reading required) • Free market (discussion – no reading required) • Video - The employment 	

January 19 th	02	2. Different Explanations	<ul style="list-style-type: none"> • Weber (2012) - Chapter 2 • Marshall (1890) – Book I • Robbins (1935) – Chapter I • Polanyi (1944) – Chapters 4 & 6 • Friedman (2002) – Chapter I • Bottomore – Mode of Production (379 - 381)
January 26 th	03	3. Historical Materialism 3.1 Method	<ul style="list-style-type: none"> • Grundrisse (Section 3 - Method of Political Economy – p. 33) • A contribution to the critique of Political Economy – Preface • The German Ideology (1932) (Feuerbach) <ul style="list-style-type: none"> • Mandel (1977) – Chapter 17
February 2 nd	04	3.2. Labor Theory of Value	<ul style="list-style-type: none"> • Foley (2009) – Chapters 1, 2, 3, 4 and 5 <ul style="list-style-type: none"> • Marx I – Chapters 1, 2, 3, 4 and 5 • Foley (2009) – Chapters 1, 2, 3, 4 and 5
February 9 th	05	3.3. Crisis Theory	<ul style="list-style-type: none"> • Clarke (1993) – Chapters: <ul style="list-style-type: none"> ○ Introduction ○ First chapter (The Theory of Crisis in the Marxist Tradition) • Fine & Saad-Filho – Chapter 7
		3.4. Historical evolution	<ul style="list-style-type: none"> • Communist Manifesto • Fine et.al. (2012) – chapter 36 (mode of production)
February 16 th	06	4. Origins of Capitalism 4.1 Primitive accumulation	<ul style="list-style-type: none"> • Marx I – Chapters 26 and 27
		4.2 Agrarian origins of capitalism	<ul style="list-style-type: none"> • Wood (2002) – Part 2
		4.3 Transition debate: (Feudalism → Capitalism)	<ul style="list-style-type: none"> • The transition from feudalism to capitalism – Chapter “A Survey of the Debate” from Procacci
February 23 rd	07	5. Failures of Capitalism	<ul style="list-style-type: none"> • Shaikh (exploitation)

		5.1. Exploitation	<ul style="list-style-type: none"> Fine et.al. (2012) – chapter 19 (Exploitation and surplus value) 	
		5.2. Inequality	<ul style="list-style-type: none"> Atkinson & Bourguignon (2015) – Introduction 	
		5.3. Global Environmental Crisis	<ul style="list-style-type: none"> Huesemann (2003) Hahnel (2013) 	
		5.4. Human vs. system needs	<ul style="list-style-type: none"> Jacobin - Capital's Hunger in Abundance 	<ul style="list-style-type: none"> Long et al (2020)
		5.5. Free market & Monopoly	<ul style="list-style-type: none"> Foster & Magdoff (2009) - 3 Monopoly-Finance Capital 	
March 2 nd	08	6. What is Socialism? 6.1.1. Utopian socialism	<ul style="list-style-type: none"> Engels (1880) 	
		6.1.2. Socialist mode of production	<ul style="list-style-type: none"> The Oxford Handbook of Karl Marx (2019) - Marx's Concept of Socialism (p. 358) 	
		6.1.3. "New" human behavior	<ul style="list-style-type: none"> Guevara (1965) 	
		6.1.4. Labor movement and class consciousness	<ul style="list-style-type: none"> Lukacs (1920) 	
		6.1.5. Communism and worker's self-emancipation	<ul style="list-style-type: none"> Lowy (2005) - Introduction 	
March 9 th	No class (Spring Break)			
March 16 th	09	6.2 Transition, reform and revolution	<ul style="list-style-type: none"> Lowy (2005) – Chapter 4 	
		6.3 Really existing Socialism 6.3.1. Computational problems and calculus debate	<ul style="list-style-type: none"> Lopes (2021) 	<ul style="list-style-type: none"> Cottrell & Cockshott (1993)
March 23 rd	10	6.3.2. Socialist experiences 6.3.2.1 USSR	<ul style="list-style-type: none"> Nove (1986) – Chapter 8 	<ul style="list-style-type: none"> Economics in Context Initiative (2021)
		6.3.2.2 Cuba	<ul style="list-style-type: none"> Campbell (2013) – Chapter 2 (Oscar U-Echevarría Vallejo) 	

		6.3.2.3 China	<ul style="list-style-type: none"> • Morrison (2019) – chapters: <ul style="list-style-type: none"> ○ The History of China’s Economic Development ○ Measuring the Size of China’s Economy • Introduction to the Oxford Companion to the Economics of China (2014) – section 2 (Chinese Performance and the China Model) 	
March 30 th	11	7. Capitalism evolution 7.1 Imperialism	• Lenin (1916)	
		7.2 Neoliberalism & Financialization	• Duménil & Lévy. (2011) – Part I (chapters 1 and 2)	
April 6 th	12	8. 21st Century Socialism 8.1. Socialism: Critique of “labor in capitalism”	• Postone (2003) – Pages 7 - 21	
		8.2 In-between	<ul style="list-style-type: none"> • RIPESS (2015) (a summary view may be found here (http://www.ripest.org/what-is-sse/what-is-social-solidarity-economy/?lang=en)) • Marquetti, Silva and Campbell (2012) • Abramitzky (2018) – Chapter 12 	
April 13 th	13	8.3. Technological fetishism	<ul style="list-style-type: none"> • Bastani (2019) • Marx (1973) – pages 612 - 632 	
		9. Challenges and policies towards a new society 9.1.1. Green New Deal	• GND (2008) – Part 2	
April 20 th	14	9.1.2. Regulation of the working day	• Lazy – A manifesto	
		9.1.3 Critical education vs. technical education	• Mészáros (2008) – Chapter 8	
		9.1.4 Universal basic income	• World Bank – UBI	• UBI – A Survey

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Regular lectures

Semester length: January 10th – April 26th

Holidays

Martin Luther King Jr. Day holiday - Monday, January 17

Presidents Day holiday - Monday, February 21

Spring break- Sun.-Sun., March 6-13

University Policies

- 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.

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 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 what, if any, ADA accommodations are reasonable and appropriate

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 Fall 2021 Statement**
*University leadership has urged all faculty, students, and staff to **model the vaccination, testing, and masking behaviors** we want to see in our campus community.*

These include:

- *Vaccination*
- *Masking indoors*
- *If unvaccinated, getting weekly asymptomatic coronavirus testing*

Vaccination

- **Get a COVID-19 vaccination** if you have not already done so. Vaccination is proving highly effective in preventing severe COVID-19 symptoms, hospitalization and death from coronavirus. Vaccination is the single best way to stop this COVID resurgence in its tracks.
- *Many in the campus community already have gotten vaccinated:*
 - *More than 80% of U. employees*

- Over 70% of U. students
- Visit <http://mychart.med.utah.edu/>, <http://alert.utah.edu/covid/vaccine>, or <http://vaccines.gov/> to schedule your vaccination.

Masking

- While masks are no longer required outside of Health Sciences facilities, UTA buses and campus shuttles, **CDC guidelines now call for everyone to wear face masks indoors.**
 - Check the CDC website periodically for masking updates—
<https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated-guidance.html>
 - Treat masks like seasonal clothing (i.e. during community surges in COVID transmission, masks are strongly encouraged indoors and in close groups outside).

Testing

- **If you are not yet vaccinated, get weekly asymptomatic coronavirus tests.** This is a helpful way to protect yourself and those around you because asymptomatic individuals can unknowingly spread the coronavirus to others.
 - Asymptomatic testing centers are open and convenient:
 - Online scheduling
 - Saliva test (no nasal swabs)
 - Free to all students returning to campus (required for students in University housing)
 - Results often within 24 hours
 - Visit alert.utah.edu/covid/testing
- **Remember: Students must self-report if they test positive for COVID-19** via this website: <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.

- 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>

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*

8. **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 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/

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

409 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

Veterans & Military Students

The mission of the Veterans Support Center is to improve and enhance the individual and academic success of veterans, service members, and their family members who attend the university; to help them receive the benefits they earned; and to serve as a liaison between the student veteran community and the university.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Veterans Support Center

801-587-7722

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

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