

Sociology 1911

Climate Change and Society

MW 9:45-11:00 AM, HHH 184

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1026 Social Science Building (SSB) Phone: 624-1828
Office Hrs. W: 2:30-4:00 PM or by appointment

Syllabus

Over the past 200 years, the burning of fossil fuels to power industrial expansion has brought many benefits, but has also caused a terrible problem: **Anthropogenic (human-caused) Global Climate Change (AGCC)**. If humanity continues to emit large amounts of greenhouse gasses such as carbon dioxide into the atmosphere, it will create intensifying disasters. How has human society created this problem and why is it having such a difficult time solving the problem? Can we create a sustainable world with prosperity for all?

Requirements

Student Presentation*:"Climate Change in the Media"	2@5(S/N)	.10
Response Paragraph** on Discussion Questions(DQ):	20@2 (S/N)	.40
Exercise:	2@5.	.10
Quiz:	5@1	.05
Midterm:		.15
Final:		.20
Total		100

*Sign up for two class periods. Give **3 minute** presentation showing some clip of climate change in the media and telling class how it relates to the topic of that day's class.

Response Paragraphs (RP) must show your understanding of and use **key terms in readings, but **explain them in your own words** (no plagiarism). Up to 200 words max. Submit RP via website(type in/cut & paste) by noon the day after the class. 20 RP required out of 25 possible. No late or make-up. Can skip any 5. Over 20 get extra credit at 0.5 apiece. Grading: 2=A, 1.5=B, etc.

Class internet website (on Moodle)

Use this site to see your credited work, grades, lecture slides and submit RPs. To access: Go to <http://myu.umn.edu>, Log in with your UMN Internet ID and password, Click the My Courses tab. You may need to select Active tab to find this course, Enter our class website. Lecture slides posted after RP due.

Readings*

*Take notes on terms/ideas needing clarification, ask in class.

Texts available for purchase

***O&C**—Oreskes and Conway, 2014, *Collapse of Western Civilization*.
GWR—McKibben (editor), 2012, *The Global Warming Reader*, Penguin Books

***RCC**—McNall, Scott. 2012. *Rapid Climate Change*.

*Available for free on-line reading at <https://reserves.lib.umn.edu>.

Readings on our Moodle Website

Readings starred * will be on our class website.

Class Schedule

Week 1: Introduction

Wednesday, September 6: L1 Introduction

Reading: *"Harvey is What Climate Change Looks Like"

Week 2: The Physical Science Problem

Monday September 11: L2 The Growth of Climate Change Science

Video: "Science of Climate Change"; "Degrees of Warming"

Reading:

- RCC, Chp. 1. "Why the Earth is Getting Warmer" (ix-11)
- GWR, 38-54 (Revelle and Seuss, Keeling Curve, Hansen)
- *IPCC, Fifth report 2013, Physical Science SPM, pp.3-14.
(scan, focus on tan box summary conclusions)

Wednesday September 13: L3 The Physical Science of Global Climate Change (GCC) –Latest IPCC Report and US 2017 Report

Video: "IPCC 2013 Physical Science summary"

Reading:

- *IPCC, Fifth report 2013, Physical Science, SPM, pp.15-29.
(scan, focus on tan box summary conclusions)
- *Executive Summary US Climate Science Special Report June 2017 pp. i, ii, 9, 10, 12-37. Read thoroughly.

Discussion Topic: bring a list of questions about the concepts and ideas used in the readings on climate change physical science for Sept 11 and 13.

Assignment: Submit Thursday Sept 14 by noon on class page. Response Paragraph 1 (RP1) to the discussion question (DQ) "What are the physical causes of AGCC and what are the immediate as well as anticipated effects of this climate change?" (one day grace period on first RP)

Week 3: A Possible Future?

Monday Sept 18: L4 The Human Problem

Reading:

- RCC, Chp. 1, 11-19;
- RCC, Chp. 2. "The Casandra Problem" (20-34)
- GWR, Oreskes, "Scientific Consensus . . ." (pp. 75-80)

Assignment: Submit Tuesday Sept 19 by noon on class website.

RP2: "why have there been deliberate campaigns of deceit to argue that climate change is not occurring, or if it is, that it is not caused by humans? Who funds such campaigns and why?"

Wednesday Sept 20: L5 Discounting Risk

Reading:

- RCC, Chp. 3 & 4 (35-67).

Assignment: Submit Thursday Sept 21 by noon on class website.

RP3: "Explain the connection between how humans tend to think about risk and the Tragedy of the Commons. In general terms, explain how both of these contribute to the making of AGCC."

Week 4: A View from the Future?

Monday Sept 25: L6 Frenzy of Fossil Fuels

Reading:

- O&C, Introduction through page 33.

Assignment: Submit Tuesday Sept 26 by noon on class website.

RP4: "Why did the Frenzy of Fossil Fuels" occur?"

Wednesday Sept 27: L7 Market Failure

Reading:

- O&C, Page 34 through page 79 including Lexicon.

Assignment: Submit Thursday Sept 28 by noon on class website.

RP5: "What is 'market failure' and what does it have to do with AGCC (anthropogenic global climate change)?"

Quiz 1: Physical Science and RCC chapters Terms:

Exercise 1: The Climate Change Performance of Nations (see class website) due on Wednesday, Oct. 4.

Week 5: Global Perspective

Monday Oct 2 L8 Global Climate Change Negotiations

Reading:

- Christoff, "The promissory note: COP 21 and the Paris Climate Agreement", *Environmental Politics*, pp. 765-784

Assignment: Submit Tuesday Oct 3 by noon on class website.

RP6: "How have global CC coalitions changed from 1997 Kyoto Conference (COP3) to 2015 Paris Conference (COP21)?"

Wednesday Oct 4: L9 The Global Experiment

Reading:

- *Broadbent, "Science and Climate Change Policy Making: A Comparative Network Perspective" (read pp. 187-204) in Akimasa Sumi and Ai Hiramatsu (editors), *Adaptation and Mitigation Strategies for Climate Change*. New York: Springer

Assignment: Submit Thursday Oct 5 by noon on class website.
RP7: "What is the global 'dilemma of collective action' and 'global experiment' caused by global climate change?"

Submit: Exercise 1

Week 6: Social Drivers of Global Climate Change

Monday Oct 9: L10 Driving Forces-IPAT

Reading:

- *Rosa, et. al., 2015, "The Human (Anthropogenic) Driving Forces of Global Climate Change" (pp. 32-53) in Dunlap and Brulle (editors), *Climate Change and Society* (2015)

Assignment: Submit Tuesday Oct 10 by noon on class website.
RP8: "What are the main anthropogenic driving forces of global climate change according to the IPAT/STIRPAT models? Do you think this model omit any significant factors? If so, what? Explain"

Wednesday Oct 11: L11 Economic Growth

Reading:

- *Sachs, Jeffrey, 2015, "A Brief History of Economic Growth" (pp. 71-99), in Jeffrey Sachs, *The Age of Sustainable Development* (2015).

Assignment: Submit Thursday Oct 12 by noon on class website.
RP9: "What are the main driving factors of economic growth and why do they tend to ignore environmental impacts?"

Week 7: Capitalism and Technology

Monday Oct 16: L12 Capitalist Markets

Reading:

- *Perrow and Pulver, pp 61-85

Assignment: Submit Tuesday Oct 17 by noon on class website.
RP10: "Will markets act independently to reduce emissions? Explain your answer."

Wednesday Oct 18: L13 "T"echnology and Decarbonization

Reading:

- *Fischer-Kowalski, M., Haberl, H. (1997) "Modes of Production and their Sustainability Problems" *Society and Natural Resources* 10 (1) 61-85.

Assignment: Submit Thursday Oct 19 by noon on class website.

RP11: "In what ways have human societies become more dependent upon energy use over history? Explain what aspects of social life, social structure & culture are most dependent upon levels of energy use. What if any any aspects remain unaffected by energy use?"

Week 8: Affluence and Population

Monday Oct 23: L14 "A"ffluence, Prosperity, Well-Bring and Decarbonization

Reading:

- *Karen Ehrhardt-Martinez, "Consumption and Climate Change" (pp. 93-117) in Dunlap and Brulle (editors), *Climate Change and Society*.

Assignment: Submit Tuesday Oct 24 by noon on class website.

RP12: "Do many or most U.S. consumers buy and use more than they really need? If so or if not, explain your answer."

Wednesday Oct 25: L15 "P"opulation

Reading:

- *Bell Ch. 4, pp. 95-120
GWR, Mombiot, "The Population Myth"

Assignment: Submit Thursday Oct 26 by noon on class website.

RP13: "Is the total size of the global population a major contributor to emissions and climate change or just certain portions of that population? Explain your answer."

Week 9: Inequality and Midterm

Monday Oct 30: L16 Global and Social Inequality

Reading:

- *Klein, *Sharing the Sky*
- *ZeroCarbonZeroPoverty
- *Fair Shares

Assignment: Submit Tuesday Oct 31 by noon on class website.

RP14: "Should developing societies have a *carbon right* to continue burning as much fossil fuels as they need in order to make economic progress and become more prosperous? Explain your reasoning"

Wednesday Nov 1: Midterm Exam

Week 10: Framing GCC 1

Monday Nov 6: L17 Social Constructionism—Framing Climate change

Reading:

- *Zehr, S., "The Sociology of global climate change," Read pages 134 to 144 (end).

Assignment: Submit Tuesday Nov 7 by noon on class website.

RP15: "How do the causal factors contributing to AGCC considered in the social constructionist explanation of AGCC differ from those in the IPAT model?"

Wednesday Nov 8: L18 Climate Change Denialist Frame

Reading:

- *Gelbspan (GWR)
- *McCright and Dunlap, "Challenging Global Warming as a Social Problem: An Analysis of the Conservative Movement's Counterclaims" pp. 499-519 (ER)
- *Inhofe, The Science of Climate Change: Senate Floor Statement (GWR)

Video: [Senator Inhofe](#)

http://www.youtube.com/watch?feature=player_embedded&v=EKd6UJPghUs

Assignment: Submit Thursday Nov 9 by noon on class website.

RP16: "What are the main denialist counter-claims?"

Exercise 2: on class website

Submit Ex 2: in class on Monday Nov 13.

Week 11: Framing GCC 2

Monday, Nov 13: L19 Political Frame Wars

Reading:

- *McCright and Dunlap,
- *Jasny, et al. (2015) An empirical examination of echo chambers . . ." Nature Climate Change.
- *Fisher, et. a. (2015) "Not A Snowball's Chance for Science"

Assignment: Submit Tuesday Nov 14 by noon on class website.

RP17: "How do 'echo chambers' affect US political discussion of AGCC in Congress and in the public?"

Submit:

Exercise 2 on denialist claims

Wednesday Nov 15: L20 A Positive Moral Frame

Reading:

- *Pope Francis, (2015) Encyclical on Climate Change and Inequality, Introduction by Naomi Oreskes (pp. vii through xxiv) and Chapters One, three and Four (pp. 13-38, 63-99).

Assignment: Submit Thursday Nov 16 by noon on class website.

RP18: "Why does Pope Francis say that the global climate is a 'common good'?"

Week 12: Framing and Sustainable Development

Monday Nov 20: L21 Newspaper GCC Framing—Global Comparison

Reading:

- *Broadbent, Sonnett, et. al.

Assignment: Submit Tuesday Nov 21 by noon on class website.

RP19: "What are the major dimensions of difference of framing GCC by newspapers around the world? What countries occupy the poles of those dimensions? Briefly explain why they do."

Wednesday Nov 22—NO CLASS

Thursday-Friday Nov 23 24 Thanksgiving Vacation

U closed

Week 13: Sustainable Possibilities

Monday, Nov 27: L22 Sustainable Development

Reading:

- *Sachs, Jeffrey, 2015, "An Introduction to Sustainable Development" (pp. 1-44), in Jeffrey Sachs, *The Age of Sustainable Development* (2015).
- *Moran, Measuring Sustainable Development pp. 470-474

Assignment: Submit Tuesday Nov 28 by noon on class website.

RP20: "What is sustainable development? Is this a contradiction in terms? How can development possibly be sustainable? Define both terms and explain this puzzle."

Wednesday, Nov 29: L23 Prosperity without Growth?

Reading: Submit Thursday Nov 28 by noon on class website.

- * Jackson, Prosperity without Growth, pp. 143-185.

Assignment: Submit Thursday Nov 30 by noon on class website.

RP21: "Discuss several of the (many) suggestions that Jackson makes for bringing about a society and economy that can feel prosperous and satisfied without continuous "growth" (increase in GDP per person). How feasible do you think these are? Explain your reasoning."

Week 14: Politics of Possibility

Monday, Dec 4: L24 Policies for Mitigation

Reading:

- *Giddens, *Politics of Climate Change*, Chp 6.
- *Editorial Staff, New York Times, "Proof that a Price on Carbon Works," January 19, 2016

Assignment: Submit Tuesday Dec 5 by noon on class website.

RP22: "Citing from the readings (Giddens and the NYT article), define a carbon tax and assess how well it would work in the US. What is its chance of being used in US?"

Wednesday, Dec 6: L25 Politics of Mitigation in Germany and China

Reading:

- *Michaelowa, *Politics of Climate Change in Germany*, Wiley Online
- * Qi, *Politics of Climate Change in China*, Wiley Online

Assignment: Submit Thursday Dec 7 by noon on class website.

RP23: "Describe the distinctive aspects of Germany's and China's increases in green sources of energy. Explain the different societal factors enabling these two cases behavior"

Week 15: Movements for Mitigation: Local to Global

Monday, Dec 11: L26 Local to Global Movements

Reading:

- *Caniglia et al, "Civil Society, Social Movements and Climate change" pp. 235-262.

Assignment: Submit Tuesday Dec 12 by noon on class website.

RP24: "How much effect have climate change movements had on national and international efforts to reduce carbon emissions?"

Wednesday, Dec 13: L27 Social theory and climate change

Reading:

- *Antonio and Clark, "The Climate Change Divide in Social Theory" pp. 333-361

Assignment: Submit Thursday Dec 14 by noon on class website.

RP25: "Citing from the reading, explain which side of the realist/constructivist debate you support and why, or if you support both and why."

Final Exam

1:30 p.m.-3:30 p.m., Tuesday, December 19 in regular classroom

COLLEGE OF LIBERAL ARTS POLICIES

GRADES: University academic achievement is graded under two systems: A-F (with pluses and minuses) and S-N. Choice of grading system and course level (1xxx/3xxx/4xxx) is indicated on the registration website; changes in grade scale may not be made after the second week of the semester. Some courses may be taken under only one system; limitations are identified in the course listings. The Department of Sociology requires A-F registration in courses required for the major/minor. University regulations prescribe the grades that will be reported on your transcript.

- A Represents achievement that is outstanding relative to the level necessary to meet course requirements (4.00 grade points)
- A- 3.67 grade points
- B+ 3.33 grade points
- B Achievement significantly above the level necessary to meet course requirements (3.00 grade points)
- B- 2.67 grade points
- C+ 2.33 grade points
- C Achievement that meets the basic course requirements in every respect (2.00 grade points)
- C- 1.67 grade points
- D+ 1.33 grade points
- D Achievement worthy of credit even though it fails to meet fully the course requirements (1.00 grade point)
- F Performance that fails to meet the basic course requirements (0 grade points)
- S Represents achievement that is satisfactory, which is equivalent to a C- or better.
- N No credit. Its use is now restricted to students not earning an S on the S-N grade base
- I Incomplete, a temporary symbol assigned when the instructor has a "reasonable expectation" that you 1) can successfully complete unfinished work on your own no later than one year from the last day of classes and 2) believes that legitimate reasons exist to justify extending the deadline for course completion. The instructor may set date conditions for make-up work. If a course is not completed as prescribed or not made up as agreed within the year, the I will lapse to an F if registered on the A-F grade base or an N if registered on the S-N grade base.
- W Official withdrawal from a course after the end of the second week of the semester. You must file a course cancellation request before the end of the sixth week of the semester to ensure that the W, rather than the F, will be formerly entered on your record.

FINAL EXAMINATIONS (see schedule on the Calendar web site at <http://onestop.umn.edu/onestop/Calendars/FinalExams.html>): You are required to take final examinations at the scheduled times. Under certain circumstances, however, you may request final examination schedule adjustment in your college office. Instructors are obligated to schedule make-up examinations within the final examination period for students who have three final examinations within a 16-hour period. Instructors also are encouraged to reschedule examinations for students with religious objections to taking an examination on a given day. You must submit your request for an adjustment in your schedule at least two weeks before the examination period begins. For assistance in resolving conflicts, call the CLA Student Information Office at 625-2020. If you miss a final, an F or N is recorded. You must obtain the instructor's permission to make up the examination. Final examinations may be rescheduled by the instructor only through the official procedure for that purpose (as noted on the above web page). Final examinations may not be scheduled for the last day of class or earlier or for Study Day. If an examination is rescheduled at the instructor's request, and you have an examination conflict because of it, you are entitled to be given the final examination at an alternative time within the regularly scheduled examination period for that semester.

CLASS ATTENDANCE: As a CLA student, you are responsible for attending class and for ascertaining the particular attendance requirements for each class or department. You should also learn each instructor's policies concerning make-up of work for absences. Instructors and students may consult the CLA Classroom, Grading, and Examination Procedures Handbook for more information on these policies (<http://advisingtools.class.umn.edu/cgep/>).

COURSE PERFORMANCE AND GRADING: Instructors establish ground rules for their courses in conformity with their department policies and are expected to explain them at the first course meeting. This includes announcement of office hours and location, the kind of help to be expected from the instructor and teaching assistants, and tutorial services, if available. The instructor also describes the general nature of the course, the work expected, dates for examinations and paper submissions, and expectations for classroom participation and attendance. Instructors determine the standards for grading in their classes and will describe expectations, methods of evaluation, and factors that enter into grade determination. The special conditions under which an incomplete (I) might be awarded also should be established. The college does not permit you to submit extra work to raise your grade unless all students in the class are afforded the same opportunity.

CLASSROOM BEHAVIOR: You are entitled to a good learning environment in the classroom. Students whose behavior is disruptive either to the instructor or to other students will be asked to leave (the policies regarding student conduct are outlined in the CLA Classroom, Grading, and Examination Procedures on-line at <http://advisingtools.class.umn.edu/cgep/>).

ELECTRONIC DEVICES: University instructors may restrict or prohibit the use of personal electronic devices in his or her classroom, lab, or any other instructional setting. For the complete policy, visit: <http://policy.umn.edu/education/studentresp>

SCHOLASTIC CONDUCT: The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic Dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. Students cannot evade (intentionally or unintentionally) a grade sanction by withdrawing from a course before or after the misconduct charge is reported. This also applies to late withdrawals, including discretionary late cancellation (also known as the "one-time-only drop"). For the complete policy, visit: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf

STUDENT MENTAL HEALTH AND STRESS MANAGEMENT: As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you

may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via <http://www.mentalhealth.umn.edu/>.

A REMINDER OF RELEVANT POLICIES AND PROCEDURES

*** SOCIOLOGY DEPARTMENT POLICIES ***

GRADE INFORMATION: Grades are due in the Office the Registrar within 3 business days after the final examination. No information regarding grades will be released by the department office staff to anyone except designated personnel in Records and college offices. Students may access their own grades through their computer account. They may do this by following the directions on the One Stop web site at <http://onestop.umn.edu/>.

INCOMPLETES: It is the instructor's responsibility to specify conditions under which an Incomplete (I) grade is assigned. Students should refer to the course syllabus and talk with the instructor as early as possible if they anticipate not completing the course work. Coursework submitted after the final examination will generally be evaluated down unless prior arrangements are made in writing by the instructor. University policy states that if completion of the work requires the student to attend class in substantial part a second time, assigning an "I" grade is NOT appropriate. Incompletes are appropriate only if the student can make up the coursework independently with the same professor.

MAKE-UP EXAMINATIONS: Arrangements for special examinations must be made directly with the instructor who taught the course and who is responsible for approving and supervising the examination or making individual arrangements. Circumstances for missing an exam include, but are not necessarily limited to: verified illness, participation in athletic events or other group activities sponsored by the University, serious family emergencies, subpoenas, jury duty, military service, and religious observances. It is the responsibility of the student to notify faculty members of such circumstances as far in advance as possible.

GRADE CHANGES: Grades properly arrived at are not subject to renegotiation unless all students in the class have similar opportunities. Students have the right to check for possible clerical errors in the assignment of grades by checking with the instructor and/or teaching assistant.

Students with justifiable complaints about grades or classroom procedures have recourse through well-established grievance procedures. You are expected to confer first with the course instructor. If no satisfactory solution is reached, the complaint should be presented in writing to the department Director of Undergraduate Studies or the Coordinator of Undergraduate Advising (909 Soc Sci). If these informal processes fail to reach a satisfactory resolution, other formal procedures for hearing and appeal can be invoked. See the departmental advisor in 923 Social Sciences to explore options.

DISABILITY SERVICES: Students with disabilities that affect their ability to participate fully in class or to meet all course requirements are encouraged to bring this to the attention of the instructor so that appropriate accommodations can be arranged. For more info contact Disability Resource Center in 180 McNamara.

SEXUAL HARASSMENT: University policy prohibits sexual harassment as defined in the December 1998 policy statement, available at the Office of Equal Opportunity and Affirmative Action. Questions or concerns about sexual harassment should be directed to this office in 419 Morrill Hall.

SOCIOLOGY PROGRAMS INFORMATION: The Sociology Department offers two options for the Bachelor of Arts degree and a Bachelor of Science degree. Students interested in majoring in Sociology should view the online-information session about the major. Further information can be obtained from the following persons and offices or online at <http://cla.umn.edu/sociology>

General information, Sociology Department, 909 Social Sciences - 624-4300
Coordinator of Undergraduate Advising, Bobby Bryant, 923 Social Sciences – 624-4300
Director of Undergraduate Studies, Professor Joe Gerteis, 1125 Social Sciences - 624-1615
Soc Honors Faculty Representative, Prof. Joachim Savelsberg, 1144 Social Sciences - 624-0273
Director of Graduate Studies, Professor Jeylan Mortimer, 1014B Social Sciences – 624-4064 and/or
Graduate Program Associate, Becky Drasin, 927 Social Sciences - 624-2093

Undergraduate jobs, internships, volunteer and research opportunities, scholarships, and much more can be found in the Undergraduate Resources site - <https://sociologyundergrad.wordpress.com/>

Comparing Student Counseling Services and the Boynton Mental Health Clinic

	Student Counseling Services	Boynton Mental Health Clinic
Therapy	SCS offers confidential short-term individual counseling, focusing on mental health and life concerns.	Boynton offers confidential short-term individual counseling. Boynton also offers couples therapy.
Crisis	SCS offers same-day counseling for crises or urgent care.	Boynton also offers same-day counseling for crises or urgent care.
Groups	SCS offers a range of support groups. For a list, see z.umn.edu/SCSGroups .	Boynton also offers several support groups. For a list, see z.umn.edu/BoyntonGroups .
Medication	SCS does not prescribe or manage medication. Counselors often refer students to Boynton for medication evaluations and coordinate care.	Boynton offers medication assessment and management. Therapists coordinate with psychiatrists and primary care physicians to prescribe medication.
Chemical Health	SCS does not have a program specifically aimed at chemical health.	Boynton offers alcohol and chemical health counseling, focusing on substance use.
Academic Support	SCS offers Student Academic Success Services, geared toward greater efficiency and effectiveness.	Boynton does not have a program specifically aimed at academic support.
Career Support	SCS offers support through the process of selecting and developing a career.	Boynton does not specifically focus on career support.
Cost/Insurance	SCS has no co-pay and does not bill insurance.	Insurance is billed, and you may have a co-pay depending on your plan. Graduate students on the Grad Assistant Health Plan have a \$10 co-pay per visit.
Session Limit	Depending on their needs, students are allotted up to 15 visits per year, with a 25 visit lifetime total. However, SCS will consider further visits on a case-by-case basis.	Depending on their needs, students are allotted up to 11 visits per year. However, Boynton will consider further visits on a case-by-case basis.
Contact & Location	East Bank: 340 Appleby Hall St. Paul: 199 Coffey Hall 612-624-3323 counseling@umn.edu	East Bank: 3rd Floor of Boynton St. Paul: Coffey Hall 612-624-1444

FAQ

Q: I am a course instructor or teaching assistant. Do I need to worry about running into one of my students at therapy or group sessions?

A: There are not separate waiting rooms for undergraduates and graduates, so there is the possibility you will encounter students. However, if you join a therapy group and one of your students is in the group, alert SCS and Boynton and they will address the issue.

Q: Will I receive therapy from a grad student or other trainee?

A: Boynton does not typically have graduate student trainees. SCS does train counseling graduate students. However, counselors do not work with clients with whom they have a preexisting relationship.

Q: When is the busiest time?

A: At both SCS and Boynton, the busiest time is between October - finals/mid-December. Spring and summer are generally less busy than Fall.

Q: How do I set up an appointment?

A: First appointments need to be made in person at both Boynton and SCS. At your first appointment, you will fill out paperwork and an online survey related to your medical and personal histories. You will then meet with a clinician to assess your needs and to decide on the next best step for you.

Q: I am a member of a minority demographic group. How will my specific needs be met?

A: Both SCS and Boynton employ counselors with a variety of backgrounds. While scheduling your initial appointment, you can ask to work with someone with a particular gender, race, ethnic background, sexual orientation, or spoken language. All counselors at both SCS and Boynton are also allies.

Where to Ask for Help at UMN Twin Cities

If there is an emergency of any kind, start by calling 911.

Help for Suicidality and Mental Health Concerns

- 911
- [Student Counseling Service](#): 612-624-3323
- [Boynton Mental Health Clinic](#): 612-624-1444
- Not sure whether to contact the Student Counseling Service or the Boynton Mental Health Clinic? More information on the differences is here: z.umn.edu/CounselingOptions.
- [Disability Resource Center](#): 612-626-1333
- [International Student and Scholar Services](#): 612-626-7100
- [University of Minnesota Police Department](#): 612-624-3550

Help for Sexual Assault

- 911
- [The Aurora Center](#): legal, medical, academic, and training support for survivors, victims, and individuals concerned about another concerning sexual assault, relationship violence, or stalking

- Mon-Fri 8:00-4:30: text “TALK” to 612-615-8911
- 24-hour Hotline: 612-626-9111
- [Gender and Sexuality Center for Queer and Trans Life](#): 612-625-0537
- Kimberly Hewitt, [Title IX Coordinator in Equal Opportunity and Affirmative Action](#): 612-624-9547
- [National Sexual Assault 24-hour Hotline](#): 1-800-656-4673
- [Trevor Project](#) Helpline, which is especially LGBT-focused:
 - Text “Trevor” to 202-304-1200
 - 24-hour Helpline: 866-488-7386
- [University of Minnesota Police Department](#): 612-624-3550

Help for Prejudice and Hate Crimes

- 911
- [University of Minnesota Police Department](#): 612-624-3550
- [Equal Opportunity and Affirmative Action](#): 612-624-9547
- [The Aurora Center](#): legal, medical, academic, and training support for survivors, victims, and individuals concerned about another concerning sexual assault, relationship violence, or stalking
 - Mon-Fri 8:00-4:30: text “TALK” to 612-615-8911
 - 24-hour Hotline: 612-626-9111

Help for Access, Disability, or Mental Health Accommodations

- [Disability Resource Center](#): reports that over half of students they work with list mental health as their primary disability: 612-626-1333

Help for Students who are Parents

- [Student Parent Help Center](#): 612-626-6015

Help for International Students

- [International Student and Scholar Services](#): 612-626-7100
- [Multicultural Center for Academic Excellence](#): 612-624-6386
- [Student Cultural Centers](#): Second floor of Coffman Union

Help for LGBTQ Students

- [Gender and Sexuality Center for Queer and Trans Life](#): 612-625-0537
- [Trevor Project](#): Helpline for suicidality
 - Text “Trevor” to 202-304-1200
 - 24-hour Helpline: 866-488-7386

Help for Students of Color

- [Office for Diversity in Graduate Education](#): 612-625-6858
- [Equal Opportunity and Affirmative Action](#): 612-624-9547

Help for Women

- [Women's Center](#): 612-625-9837
- Kimberly Hewitt, [Title IX Coordinator in Equal Opportunity and Affirmative Action](#): 612-624-9547

Help for Professional and Student Conflicts

- [Student Conflict Resolution Center](#): 612-624-7272

Help for Academic Stress & Support

- [Student Counseling Service](#): 612-624-3323
- [Writing Center](#): 612-626-7579 [Disability Resource Center](#): 612-626-1333

Help for Complex Cases & Coordination of Services

- Emily O'Hara, Care Manager at the Office for Student Affairs: 612-625-2517