

Français 1037: French(es) in Europe: Dialects in Dialogue

French 1037

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Brett David Wells

courriel: wellsb@pitt.edu ou wellsbre@gmail.com

email: wellsb@pitt.edu ou wellsbre@gmail.com

heures de permanence: sur RDV

office hours: by appointment

DESCRIPTION DU COURS: *Il drache ! Dans les années septante... Peux-tu attendre sur ces clients ? Elles refusent de poutzer toute la chambre... On est amis, peut-on faire schmoltz ? Où est-ce que vous entendriez ces tournures ? Font-elles partie du français "standard" ? Qu'est-ce que le français dit "standard" de toute façon ? Dans ce cours nous répondrons à toutes ces questions et à bien d'autres en explorant la diversité linguistique de l'Europe francophone: ses prononciations, ses mots, ses tournures et ses innovations récentes. Car pouvoir dire parler le français suppose forcément pouvoir dire entendre et comprendre le français--dans toutes ses différentes réalisations. Notre approche multilittératies ouvrira la porte à l'étude de la différence dialectale en nous permettant un accès aux textes dans le sens large du terme: textes oraux (balados, radio, enregistrements), textes écrits (extraits littéraires, articles de presse, textes techniques), textes multimédias (télévision, cinéma, publicités, vlogues, youtube).*

COURSE DESCRIPTION: *It is pouring ! In the nineteen seventies... can you wait for these customers? They refuse to clean the whole room. We're friends eh, can we use the familiar (beers in hand with arms together)? Where would you hear these turns of phrase? Are they a part of standard French? What is standard French anyway? In this course, we answer these questions and many more by exploring the linguistic diversity of French-speaking Europe: its pronunciations, its words, its expressions and its recent innovations. Indeed, being able to say you speak French necessarily implies being able to hear and understand French in all its different manifestations. Our multiliteracies approach opens the door to the study of dialectal difference by giving us real access to texts in the widest sense of the term: spoken texts (podcasts, radio, recordings), written texts (literary excerpts, press articles, technical writings), multimedia texts (television, movies, advertisements, vlogs, youtube).*

OBJECTIFS DU COURS :

En abordant la question de variété linguistique en Europe francophone, à la fin du cours, nous voulons pouvoir:

- 1) identifier les dialectes régionaux principaux

- 2) associer auxdits dialectes les caractéristiques linguistiques qui leur sont propres (prononciations, vocabulaire(s), formes des mots (morphologie), constructions particulières (syntaxe), usages particuliers (conventions socio-pragmatiques).
- 3) expliquer la perception sociale des dialectes face au français dit "standard."
- 4) dresser un bilan de la situation actuelle pour lire ensuite l'avenir des différences
- 5) prévoir le futur des dialectes (géographiques et sociaux) en avançant des arguments originaux à l'appui d'une prise de position particulière inspirée des lectures en classe, des observations sur place ainsi que de faits vécus.

COURSE GOALS:

In taking on the question of linguistic variety in French-speaking Europe, at the end of the course, we want to be able to:

- 1) identify the main regional dialects
- 2) associate with said dialects the linguistic characteristics proper to them (pronunciations, vocabularies, word forms, sentence structures, certain usages (socio-pragmatic conventions).
- 3) explain how these dialects are perceived compared to "standard" French.
- 4) summarize the present situation in order to forecast the future of varieties
- 5) predict dialects' future by putting forth arguments from a particular positioning and based on our readings, observations in situ and real-life events.

LECTURES : Toutes les lectures seront disponibles sur canvas. Aucun manuel n'est nécessaire.

READINGS: All readings will be available on canvas. No textbook required.

LES SOURCES: (livres, articles et sites Internet)

SOURCES OF READINGS (books, articles and Websites)

Argod-Dutard, Françoise (2004). *Quelles perspectives pour la langue française ?* Rennes: Presses universitaires de Rennes. 272 p.

Ball, Rodney and Marley Dawn. (2016) *The French-Speaking World: A Practical Introduction to Sociolinguistic Issues*. London: Routledge, 186 p.

Calvet, Louis-Jean. (2007) "Approche sociolinguistique de l'avenir du français dans le monde." *Hérodote*, 126: La Découverte, p. 153-160.

Ferguson, Charles. (1959) "Diglossia" *Word*, 15:2, p. 325-340.

Haddad, Raphaël. (2019) *Manuel d'écriture inclusive*. Paris: Mots clés, 27 p.

Université Laval (Sainte-Foy, Québec) (2023) L'aménagement linguistique dans le monde: SITE INTERNET: <https://www.axl.cefano.ulaval.ca/>

Walter, Henriette. (1988) *Le français dans tous les sens*. Paris: Éditions Robert Laffont, 416 p.

Walter (2), Henriette. (1998) *Le français d'ici, de là, de là-bas*. Paris: JC Lattès, 416 p.

ASSIDUITÉ : Votre présence en classe est obligatoire. Si vous êtes malade, il vous incombe de me le faire savoir AVANT le début du cours que vous manquerez en m'appelant ou en m'envoyant un texto au même numéro. Chaque absence non justifiée entraînera une sanction de -5% sur la note finale. Les absences feront diminuer également votre note de participation.

ATTENDANCE: Your attendance in class is required. If you are sick, it is your responsibility to let me know before the beginning of class by phone or text. Each unjustified absence will beget a sanction of -5% on the final grade. Absences will also negatively impact your participation grade.

PARTICIPATION : Votre participation active aux discussions collectives et aux projets collectifs est très importante. Vous ne ferez pas de progrès si vous ne participez pas activement en classe. Les notes de participation seront calculées tous les huit jours.

PARTICIPATION: Your active participation in group discussions and in group projects is very important. You will not make progress if you are not actively participating in class. Participation grades will be calculated weekly.

ÉPREUVES ÉCRITES: De temps à autre, il aura des interrogations pour contrôler votre compréhension des concepts à l'étude.

QUIZZES: From time to time, there will be quizzes to check your understanding of the concepts we are studying.

PROJETS : Il y en aura deux : un projet partiel et un projet final

PROJECTS: There will be two of them: a midterm project and a final project

PREMIER PROJET: un paysage linguistique à Lille

FIRST PROJECT: a linguistic landscape in Lille

DEUXIÈME PROJET: un problème lié aux pratiques didactiques actuelles (sujet à déterminer en consultation avec le professeur)

SECOND PROJECT: a problem related to French teaching practices today (TBD in consultation with instructor)

PETITES ANALYSES: Vous en ferez quatre. Ces petits devoirs vous feront analyser certains phénomènes (socio)linguistiques dont: les idées reçues sur la langue et les variétés, les paysages linguistiques des villes, des rues, des édifices, des monuments, etc.

SHORT ANALYSES: You will do four of these short exercises in which you will analyze certain sociolinguistic phenomena such as: received ideas about language and varieties of language, urban linguistic landscapes including streets, building and monuments, etc.

CALCUL DES NOTES : Votre note finale vous sera attribuée à la fin du semestre. Votre pourcentage (vos points/points possibles) sera traduit en notes alphabétiques de la façon suivante :

GRADING SCALE: You will receive a final grade at the end of the session abroad. Your percentage will be translated into letter grades as follows:

A+ 98	B+ 88	C+ 78	D+ 68
A 93	B 93	C 73	D 63
A- 90	B- 80	C- 70	D- 60

PONDÉRATION DES NOTES :

GRADE WEIGHTING:

Participation: **Participation:** 20%

Devoirs : **Written Homeworks:** 30%

Épreuves écrites : **Quizzes:** 30%

Projets : **Projects:** 20%

Veuillez noter que ce programme est susceptible d'être changé. En cas de modification, votre professeur vous le fera savoir dans les meilleurs délais.
Please note this calendar may change. Your instructor will inform you of any changes as soon as possible.

CALENDRIER **COURSE CALENDAR**

DATE DATE	EN CLASSE IN CLASSE	PRÉPARATION HOMEWORK
PREMIÈRE SEMAINE FIRST WEEK	Introduction au cours; qu'est-ce que la dialectologie? Les sphères linguistiques et la francosphère. Introduction to course. What is dialectology? Language spheres and the Francosphere.	La place du français dans le monde. Les profils linguistiques des Francophones: mono- bi- tri- multilinguismes. The place of French in the world. Linguistic profiles of Francophones: mono-, bi-, tri-multilingualisms. LECTURE: READING: Calvet, Louis-Jean "Approche

		sociolinguistique de l'avenir du français dans le monde." (p. 153-160)
2	<p>Le français en Europe aujourd'hui: statut(s), usage(s) réel(s) et avenir. French in today's Europe: status(es), real use areas and future.</p> <p>INTRODUCTION À LA CARTOGRAPHIE LINGUISTIQUE: comment lire, interpréter et <i>exploiter</i> les cartes. INTRODUCTION TO LINGUISTIC MAPS: hot to read, interpret and leverage maps.</p> <p>La France dialectale: un peu d'histoire cartographique France's dialects: a quick history in maps</p>	<p>LECTURE: Étudiez les cartes linguistiques. Comment reflètent-elles les (ir)réalités démolinguistiques? READING: Study the language maps. How do they (mis)represent demolinguistic realities?</p>
3	<p>Regardons nos cartes: qu'est-ce qu'elles nous disent? Qu'est-ce qu'elles ne nous disent pas? Pourquoi (pas)? Let's look at the maps: what do they tell us? What do they not tell us? Why (not)?</p>	<p>EXERCICE D'APPLICATION IMMÉDIATE: la dialectologie perceptuelle (une carte des États-Unis) APPLIED EXERCISE: Perceptual dialectology (map of the USA)</p>
4	<p>La dialectologie perceptuelle: La France, la Belgique, la Suisse, le Luxembourg et l'Andorre: qu'en diraient les Francophones d'Europe? Perceptual dialectology in France, Belgium, Switzerland, Luxembourg and Andorra. What do French speakers say?</p>	<p>LECTURE: Henriette Walter (extrait): les pages 94 à 107 "L'affirmation du français"</p> <p>READING: Henriette Walter (excerpt): pages 94 to 107 "L'affirmation du français" (French establishes itself"</p>
DEUXIÈME SEMAINE	LILLE: le français du	LECTURE: Walter "les

SECOND WEEK	<p>coin; Vos observations initiales LILLE: the local French Your initial observations</p> <p>Un peu d'histoire: le picard et les picardismes</p> <p>A short history of Picard and picardisms</p>	<p>parlers romans" p. 144-163"</p> <p>READING: Walter "les parlers romans" (Romance varieties) p. 144-163</p>
2	<p>LES VARIÉTÉS HEXAGONALES : le lexique METROPOLITAN FRENCH VARIETIES: vocabulary</p>	<p>LECTURES: Walter "p. 167-181" et l'analyse des cartes distribuées en classe)</p> <p>READINGS: Walter p. 167-181 and map analysis (maps distributed in class)</p>
3	<p>LE LEXIQUE (suite) VOCABULARY (cont'd)</p>	<p>LECTURE: Walter, p. 182 à 192 "Diversité des formes grammaticales et diversité des prononciations"</p> <p>READINGS: Walter, p. 182-192 "Diversity of Grammatical Forms and Diversity of Pronunciations"</p>
4	<p>ÉPREUVE ÉCRITE 1 QUIZ 1</p> <p>LA GRAMMAIRE ET LA PRONONCIATION GRAMMAR AND PRONONCIATION</p>	<p>ANALYSE des idées reçues sur la langue: exo VIDÉO (le français belge) ANALYSIS of received ideas about language VIDEO exercise on Belgian French</p> <p>LECTURE: les paysages linguistiques READING: linguistic landscapes</p>
TROISIÈME SEMAINE THIRD WEEK	<p>LA BELGIQUE ET LE LUXEMBOURG BELGIUM AND LUXEMBOURG</p>	<p>LECTURE: Walter 2: p. 264 à 272 READING: Walter 2: p. 264-272</p>
	<p>LE LEXIQUE : les belgicisms de bon aloi VOCABULARY:</p>	<p>LECTURE: Boschung, Susanne: "Le paysage linguistique: reflet d'une</p>

	accepted and current Belgicisms	réalité bilingue" (2016) READING: Boschung (article above)
	LA GRAMMAIRE ET LA PRONONCIATION EN BELGIQUE GRAMMAR AND PRONUNCIATION IN BELGIUM Parlons des "paysages linguistiques" et leur(s) valeur(s) symboliques Discussion: Linguistic Landscapes and their meanings	PROJET 1: PRÉSENTATION EN CLASSE d'un paysage linguistique: préparations individuelles PROJECT 1: Presentation in class of a linguistic landscape: individual preparations
	PROJET 1: Partageons nos travaux préparatifs PROJECT 1: Sharing our preparatory work EXCURSION TO BRUSSELS (Saturday) EXCURSION À BRUXELLES (samedi)	RÉVISIONS INDIVIDUELLES (PROJET 1) INDIVIDUAL PREPARATION (PROJECT 1)
QUATRIÈME SEMAINE FOURTH WEEK	PRÉSENTATIONS (premier projet) PRESENTATIONS (first project)	LECTURE: Site Internet de l'Université Laval READING: Website of Laval University
	LA SUISSE ROMANDE ET LE MIDI: La Suisse et les helvétismes FRANCOPHONE SWITZERLAND AND THE SOUTH OF FRANCHE: Switzerland and Swiss turns, words and expressions	LECTURE: Loi sur la discrimination linguistique READING: Law against linguistic discrimination
	LE MIDI ET LA PROVENCE: les substrats et les "accents" aujourd'hui THE SOUTH OF FRANCE AND PROVENCE: substrata and the accents of today	LECTURE: Site Internet de l'Université Laval READING: Website of Laval University

	<p>LE MIDI LE SUD-OUEST: le pays catalan et le pays basque THE SOUTH AND SOUTHWEST OF FRANCE: Catalan and basque countries ÉPREUVE ÉCRITE 2 QUIZ 2</p>	<p>LECTURE: Site Internet de l'Université Laval READING: Website of Laval University</p>
<p>CINQUIÈME SEMAINE FIFTH WEEK</p>	<p>LE FRANÇAIS AILLEURS EN EUROPE: La présence du français symbolique (Dieu et mon droit) (Je maintiendrai) FRENCH ELSEWHERE I EUROPE: The presence of French in symbols</p>	<p>ENREGISTREMENTS: 1) Le Tsar Nicholas II parle français; 2) Eurovision 2016 (Autriche) RECORDING: 1) Czar Nicholas II speaks French. 2) Eurovision 2016 (Austria)</p>
	<p>L'enseignement du français en Europe: une force tranquille The teaching of French in Europe: a soft power</p>	<p>RÉUNIONS INDIVIDUELLES: PROJET 2 INDIVIDUAL MEETINGS: PROJECT 2</p>
	<p>La place du français dans l'Europe de l'Est Presence of French in Eastern Europe</p>	<p>LECTURE: La situation du français en Roumanie (Dinu Vasile) (p. 229-234) READING: The status of French in Romania (Dinu Vasile)</p>
	<p>ÉPREUVE ÉCRITE 3 QUIZ 3</p>	<p>PAS DE DEVOIRS NO HOMEWORK</p>
<p>SIXIÈME SEMAINE SIXTH WEEK</p>	<p>DES QUESTIONS RÉCENTES: La féminisation des titres, la rédaction épïcène, l'écriture inclusive et ses réalisations orales; les accords de proximité et la résolution généro-grammaticale RECENT QUESTIONS: feminization of titles, inclusive writing and its spoken realizations,</p>	<p>LECTURE: Haddad et al. (2019) (extraits) Manuel d'écriture inclusive READING: Haddad et al. (2019) (excerpts) Manual of Inclusive Writing</p>

	proximal agreement and grammatical gender resolution	
	EXERCICES D'APPLICATION en classe: L'écriture inclusive Quel(s) français enseigner? Quel(s) français apprendre? APPLIED EXERCISES in class: inclusive writing: which French(es) should we teach?	PROJET 2: PRÉPARATIONS INDIVIDUELLES PROJECT 2: INDIVIDUAL PREPARATION
	PRÉSENTATION DES PROJETS FINAUX (PROJET 2) Presentation of final project (project 2)	PROJET 2: PRÉPARATIONS INDIVIDUELLES PROJECT 2: INDIVIDUAL PREPARATION
	PRÉSENTATION DES PROJETS FINAUX (PROJET 2) Presentation of final project	

DEPARTMENTAL AND UNIVERSITY POLICIES

ATTENDANCE:

Unexcused absences will result in a lowered grade for class attendance AND participation AND homework. Late homework is not acceptable except in cases of excused absences. An EXCUSED ABSENCE is an absence due to a medical emergency, illness or family or personal emergency. Please note that habitual tardiness will result in unexcused absences. Three tardies (arriving more than a few minutes late) will equal one unexcused absence. In order for an absence to be excused, you must contact the instructor with appropriate documentation WITHIN 48 HOURS of the absence in question. If you know you are going to be absent ahead of time, you must discuss this foreseen absence with the instructor for excuse. Please note that absences due to sleeping late, an alarm not going off, and traffic are NOT excusable. You are allowed one unexcused absence in this course. A second unexcused absence will result in 5% (five percentage points) taken off the final grade (in percents before converted to letters). Each subsequent absence will result in 2% (two percentage points) take off the final grade (in percents before converted to letters)

ACADEMIC INTEGRITY:

Department of French and Italian Policy on Plagiarism:

"Plagiarism is the purloining of ideas or language from another source." Simply put, it is theft, not of tangible, but of intellectual property. Your ideas and the words you use to express them, be it orally or in writing, the fruit of your research (project, term paper, article) or your creativity (musical composition, song lyrics, poem or prose work, video or film), your presentation or lecture or interview—these are but a few examples of what is yours and yours alone, whether published or unpublished, delivered before an audience or spoken only to a classmate or friend."

Plagiarism is a serious ethical matter and an infraction of University Policy. Students should familiarize themselves with both the University Policy on Academic Integrity (available at <http://www.pitt.edu/HOME/PP/policies/02/02-03-03.html>) and the Department of French and Italian Plagiarism Policy (<http://www.frenchanditalian.pitt.edu/undergraduate/plagiarism.php>).

The penalty for plagiarism is an F in the course.

STUDENTS WITH DISABILITIES:

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services (DRS), www.drs.pitt.edu at 140 William Pitt Union, 412-648-7890, drsrecep@pitt.edu, 412-228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

Classroom recording policy:

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such such recording properly approved in advance can be used solely for the student's own private use.

E-apparatus Policy: Before entering the classroom, please TURN OFF your cell phone as a courtesy to class participants. Should you decide to use your phone to make calls, send text messages or get online, you will be asked to leave the class and you will receive a zero for the day's participation, and be counted absent for that class session. Please do not use laptops or tablets in class.

UNIVERSITY E-MAIL COMMUNICATIONS POLICY

Each student is issued a University e-mail address (username@pitt.edu) upon admittance. This e-mail address may be used by the University for official communication with students. Students are expected to read e-mail sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications. The University provides an e-mail forwarding service that allows students to read their e-mail via other service providers (e.g., Hotmail, AOL, Yahoo.) Students that choose to forward their e-mail from their pitt.edu address to another address do so at their own risk. If e-mail is lost as a result of forwarding, it does not absolve the student from

responding to official communications sent to their University e-mail address. To forward e-mail sent to your University account go to: <http://accounts.pitt.edu>, log into your account, click on Edit Forwarding Addresses, and follow the instructions on the page. Be sure to log out of your account when you have finished. For full e-mail communication policy go to: www.bc.pitt.edu/policies/policy/09/09-10-01.html.)

- **Final Exam:** The final exam is a cumulative exam and will take place on
- PLEASE MAKE YOUR TRAVEL ARRANGEMENTS IN ACCORDANCE WITH THIS EXAM DATE; IN FAIRNESS TO ALL STUDENTS ENROLLED AND PER DEPARTMENTAL POLICY, YOU WILL NOT BE ALLOWED TO TAKE IT EARLY.
- Any conflict with other finals scheduled at the same time must be discussed with your instructor at least two days prior to the final exam

University of Pittsburgh's Nondiscrimination Policy:

The University of Pittsburgh, as an educational institution and as an employer, does not discriminate on the basis of disability, race, color, religion, national origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status or gender identity and expression in its programs and activities.

The University does not tolerate discrimination, harassment, or retaliation on these bases and takes steps to ensure that students, employees, and third parties are not subject to a hostile environment in University programs or activities.

The University responds promptly and equitably to allegations of discrimination, harassment, and retaliation. It promptly conducts investigations and takes appropriate action, including disciplinary action, against individuals found to have violated its policies, as well as provides appropriate remedies to complainants and the campus community. The University is committed to taking prompt action to end a hostile environment if one has been created, prevent its recurrence, and remedy the effects of any hostile environment on affected members of the campus community.

For complete details on the University's Nondiscrimination, Equal Opportunity, and Affirmative Action Policy (07-01-03) and Sexual Misconduct Policy (06-05-01), please visit <http://diversity.pitt.edu/affirmative-action/policies-procedures-and-practices>

The Department of French and Italian's Statement on Diversity:

Inspired by the University's nondiscrimination policy, we, the members of the Department of French and Italian, embrace a notion of intellectual community

enriched and enhanced by diversity in all forms. We appreciate that identities are complex, intersectional, and dynamic, in the classroom, in course materials, and in French- and Italian-speaking communities beyond campus. Diversity provides the benefit of allowing multiple perspectives inside and outside of the classroom. We expect that all members of our learning community commit to 1) creating an intellectual space where students are free to express their opinions in ways that are respectful of others and their perspectives, 2) engaging in the process of questioning and revising their own identities and perspectives, and 3) understanding the ways in which our identities position us within the classroom.

University of Pittsburgh's Students with Disabilities Statement:

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources Services (DRS; www.drs.pitt.edu), 140 William Pitt Union, (412) 648-7890, drsrecep@pitt.edu, (412) 228-5347 for P3 ASL users, as soon as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

The Department of French and Italian's Statement on Accessibility:

The Department of French and Italian aims to foster an environment that supports, facilitates, and encourages the learning process. Students at Pitt can access formal, university-level assistance and request accommodations with DRS. Alongside the DRS office, the Department of French and Italian strives to make all components of our courses accessible to all students. Please do not hesitate to contact your instructor to discuss your learning needs. We will make every possible effort to accommodate students in a timely and confidential manner. In addition to ongoing needs, we recognize that life circumstances (personal, health, family, financial or other concerns) may interfere with your studies. In this case, please contact your instructor to discuss possible adjustments or alternative arrangements regarding coursework.

STUDENT EVALUATION OF THIS COURSE:

The Department of French and Italian greatly values student feedback. The OMET online evaluations are the primary tool we use to assess instructors and evaluate courses. These evaluations are used to develop and improve curricular design and instructional efficacy. In addition, OMETs are shared with upper level administration when deciding on contract renewal, promotion, awards, tenure, etc. We thank you for taking the time to provide thoughtful and constructive feedback. Whether in the Language Media Center or in the regular classroom, OMETs will be conducted during class time towards the end of the semester; however, students may opt to complete the OMET online after the link becomes live on my.pitt.edu. There is no penalty for students who opt not to take the OMET.

If you are having trouble in class:

If for any reason you are having trouble with your classes, please **first talk to your instructor**. Remember that your instructor is here to facilitate your learning, and that he or she wants to help you. Your instructor can talk to you during office hours and/or via email to give you tips on how to do better, how to study French more effectively, and answer any questions that you may have about your class. Remember that you can always visit any of the instructors' office hours, and these are always posted on the Courseweb sites of your classes. Alternatively, you can contact the French Language Program Coordinator, Brett Wells at wellsb@pitt.edu or come to his open office hours.

The French Club, a student-led organization, also offers peer-to-peer tutoring on a regular basis. Contact them at pittfrenchclub@gmail.com for more information and to set up an appointment with a student tutor. Their tutors are upper-level French students who speak the language well and know the elementary and intermediate course sequences.

If you are having difficulties in class for any other reason, there are many resources at Pitt. The [Academic Resource Center](#) (ARC), located in G-1 in the Gardener Steel Conference Center, has workshops and one-on-one sessions to help you develop better study skills, write and edit papers, and better manage your time.

If you are having problems with anxiety, depression, stress, trauma, or other mental wellness issues, you can visit or call the [University Counseling Center](#) for a free and confidential appointment. They also offer group therapy and support groups for students dealing with grief, social anxiety, trauma, and a variety of other issues. Call them at 412-648-7930 for an appointment or stop by in Nordenberg Hall.

Other ways to deal with stress and anxiety on campus include the [Stress Free Zone](#), located on the 3rd floor of the William Pitt Union. They offer a variety of classes, one-on-one appointments, and space where you can meditate, practice yoga, etc. They, too, can provide you with strategies to better cope with the stresses of college life.