

# ITAL 0110

## Firenze popolare

Autunno 2023 | Università di Pittsburgh

### Docente

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### Email

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### Orario di ricevimento

Su appuntamento

### Descrizione del corso

In questo corso, si continua a lavorare sul perfezionamento delle competenze socio-linguistiche dell'italiano e della cultura italiana attraverso lo studio della Firenze popolare. Si rafforzeranno le proprie conoscenze in materia di grammatica e di lessico relativo alla vita quotidiana, dotandole di un vocabolario delle realtà popolari fiorentine e invitando lo studente all'analisi e alla costruzione del passato remoto, del congiuntivo e del se ipotetico. Ci immergeremo nella cultura e nel sapere popolare attraverso uno studio di varie espressioni di esperienze popolari: racconti, canzoni, manifesti, menù, siti web, pagine Facebook e video reperibili su YouTube. Diverse lezioni saranno tenute nei circoli e in case del popolo, con visite ad altri spazi importanti per la conoscenza approfondita delle comunità locali.

### Obiettivi del corso

- Conoscere e valorizzare l'identità popolare di Firenze oltre la facciata signorile solitamente frequentata da turisti e studenti in vacanza studio
- Vivere i tre mesi in Toscana da straniero attento e rispettoso del popolo fiorentino, frequentare alcuni circoli e case del popolo e capire il loro ruolo storico e attuale
- Capire la funzione dei centri sociali e come questi, nonostante le ripetute risoluzioni di sgombrarli, rimangano spazi importanti di incontro e dialogo, di espressione creativa e di iniziativa politica e culturale
- Scoprire altri luoghi che si prestano al sostegno sociale come le case popolari e l'Albergo Popolare, e associazioni del territorio che promuovono protezione e solidarietà come Artemesia
- Conoscere le particolarità di Firenze – i suoi quartieri storici, la sua cucina e musica popolare, il calcio in costume e le sue tradizioni festive – riuscendo così a descriverle in forma scritta e orale, utilizzando diversi tempi e modi verbali
- Individuare il passato remoto sia nei testi che nelle conversazioni e capirne il significato e contesto dell'utilizzo
- Riconoscere e impiegare il congiuntivo nei quattro tempi verbali (congiuntivo presente, congiuntivo imperfetto, congiuntivo trapassato, congiuntivo passato)
- Capire la differenza tra i tre tipi di periodo ipotetico e esprimere diverse situazioni di irrealtà presente e passata

### Requisiti

Italiano 0110 è aperto a tutti gli studenti che abbiano già completato almeno i primi tre corsi di italiano all'Università di Pittsburgh o che abbiano raggiunto livello intermedio attraverso un percorso simile.

### Testi

Tutti i materiali sono disponibili su Canvas.

### Piano settimanale delle lezioni

Date, letture e argomenti possono essere modificati.

| SETTIMANA 1<br>11, 14 settembre |  |
|---------------------------------|--|
| Argomento                       | Il popolo e il popolare<br>Cosa significa “popolare” in italiano e com’è diverso dal termine in inglese<br>A cosa si pensa quando si parla del popolo fiorentino   |
| Grammatica                      | Ripasso (presente)   |
| Lettura                         | Descrizione del corso, obiettivi del corso<br>“Cose da sapere se vi fidanzate con un fiorentino”, Firenze Today<br>“La porti un bacione a Firenze” Odoardo Spadaro |

| SETTIMANA 2<br>18, 21 settembre |   |
|---------------------------------|---|
| Argomento                       | Il quartiere popolare<br>Quartieri storici di Firenze<br>Quartieri di oggi e le loro caratteristiche<br>San Frediano  |
| Grammatica                      | Ripasso (imperfetto, passato prossimo)  |
| Lettura                         | “Minestra di cavolo e gatti nel pozzo”, Matteo Poggi, <i>Sassaiolo e Capirotti</i><br>“I quartieri”, Maria Angela Solà, <a href="http://bellafirenze.it/i-quartieri/">http://bellafirenze.it/i-quartieri/</a> |

| SETTIMANA 3<br>25, 28 settembre |  |
|---------------------------------|--|
| Argomento                       | La casa popolare<br>Storia delle case popolari di Firenze<br>Chi ci abita, allora e oggi   |
| Grammatica                      | Introduzione al passato remoto   |
| Lettura                         | “Case popolari: quali requisiti per l’assegnazione?”, Il Messaggero Casa<br>“1978”, pagg. 18-19, 27-28, Enrica Aragona, <i>Sangue sporco</i> |

| SETTIMANA 4<br>2, 5 ottobre |   |
|-----------------------------|---|
| Argomento                   | L'albergo popolare e il centro antiviolenza<br>Fuori Binario<br>Associazione Artemesia  |
| Grammatica                  | Il passato remoto   |
| Lettura                     | “Albergo Popolare” <a href="http://servizi.comune.fi.it/servizi/scheda-servizio/albergo-popolare">http://servizi.comune.fi.it/servizi/scheda-servizio/albergo-popolare</a><br>Associazione Artemisia, video con CC in italiano<br><a href="https://www.artemisiacentroantiviolenza.it/storia-associazione-artemisia-centro-antiviolenza-firenze/">https://www.artemisiacentroantiviolenza.it/storia-associazione-artemisia-centro-antiviolenza-firenze/</a> |

| SETTIMANA 5<br>9, 12 ottobre |   |
|------------------------------|---|
| Argomento                    | La casa del popolo e i circoli<br>Circolo Rondinella<br>Circolo le Vie Nuove<br>Circolo il Progresso<br>ARCI e UISP, tesseramento socio |
| Grammatica                   | Ripasso del congiuntivo presente  |
| Verifica                     | <b>Prova 1: passato remoto</b>  |

|         |   |
|---------|---|
| Lettura | <p>“La storia: Associazione Rondinella del Torrino”,<br/> <a href="http://www.rondinelladeltorrino.it/la-storia/">http://www.rondinelladeltorrino.it/la-storia/</a><br/> “La nostra storia...”, pagina Facebook del Circolo Vie Nuove<br/> <a href="https://www.facebook.com/circolo.vienueove/">https://www.facebook.com/circolo.vienueove/</a><br/> “Casa del Popolo Il Progresso cenni storici” pdf scaricabile sotto Comunicazione ai soci<br/> <a href="https://www.circoloilprogresso.it/">https://www.circoloilprogresso.it/</a><br/> “ARCI: il comitato, dichiarazione di missione, attività” <a href="https://www.arci.it/chi-siamo/">https://www.arci.it/chi-siamo/</a></p> |
|---------|---|

| SETTIMANA 6<br>16, 19 ottobre |  |
|-------------------------------|--|
| Argomento                     | <p>Il centro popolare/sociale<br/> CPA Fi-Sud<br/> Next-Emerson<br/> Cene popolari, la palestra popolare<br/> Cinema, ciclofficina, hacklab, concerti, corsi vari</p>  |
| Grammatica                    | Il congiuntivo presente  |
| Lettura                       | <p>“La storia del CPA Fi-Sud” <a href="http://www.cpafisud.org">www.cpafisud.org</a><br/> “Palestra popolare” <a href="http://www.cpafisud.org/palestra-popolare/">http://www.cpafisud.org/palestra-popolare/</a><br/> “1530” dei Malasuerte <a href="https://www.youtube.com/watch?v=huQJjLIVW9w">https://www.youtube.com/watch?v=huQJjLIVW9w</a></p> |

| SETTIMANA 7<br>23 ottobre – 26 ottobre |                        |
|--|------------------------|
|  | <b>Pausa autunnale</b> |

| SETTIMANA 8<br>30 ottobre, 2 novembre |   |
|---------------------------------------|---|
| Argomento                             | <p>La cucina popolare<br/> Piatti tradizionali fiorentini<br/> I lampredottai<br/> Trattoria Sabatino</p>   |
| Grammatica                            | Il congiuntivo passato  |
| Lettura                               | <p>“La cucina fiorentina: piatti poveri ricchi di storia”, Laura Maggi<br/> <a href="https://www.fisar-fiorenze.it/articolo/dettaglio/6">https://www.fisar-fiorenze.it/articolo/dettaglio/6</a></p> |

| SETTIMANA 9<br>6, 9 novembre |   |
|------------------------------|---|
| Argomento                    | <p>I mercati popolari e Mondeggi Bene Comune<br/> Mercato contadino in Piazza Tasso<br/> Mercato contadino e delle autoproduzioni artigianali alla Polveriera<br/> Mondeggi Bene Comune fattoria senza padroni</p>  |
| Grammatica                   | Il congiuntivo imperfetto   |
| Lettura                      | <p>“Chi siamo”, Mondeggi Bene Comune<br/> <a href="https://mondeggibenecomune.noblogs.org/chi-siamo/">https://mondeggibenecomune.noblogs.org/chi-siamo/</a><br/> “Carta dei principi e degli intenti” Mondeggi Bene Comune<br/> <a href="https://mondeggibenecomune.noblogs.org/carta-dei-principi-e-degli-intenti/">https://mondeggibenecomune.noblogs.org/carta-dei-principi-e-degli-intenti/</a></p> |
| Verifica                     | <b>Prova 2: congiuntivo presente e passato</b>  |

| SETTIMANA 10<br>13, 16 novembre |   |
|---------------------------------|---|
| Argomento                       | <p>Le sagre<br/> Fiere, festival, mercatini</p> |

|            |   |
|------------|---|
| Grammatica | Ripasso del condizionale presente   |
| Lettura    | <p>“Tutto ciò che c’è da sapere sulle sagre di paese”<br/> <a href="https://www.sagremarche.it/2022/03/30/tutto-cio-che-ce-da-sapere-sulle-sagre-di-paese/">https://www.sagremarche.it/2022/03/30/tutto-cio-che-ce-da-sapere-sulle-sagre-di-paese/</a><br/> “Sagre gastronomiche” <a href="https://www.sagretoscane.com/sagre/">https://www.sagretoscane.com/sagre/</a></p> |

| SETTIMANA 11<br>20, 23 novembre |  |
|---------------------------------|--|
| Argomento                       | <p>Musica popolare<br/> Lo stornello e canti popolari<br/> Caterina Bueno<br/> Il Menestrello Riccardo Marasco</p> |
| Grammatica                      | Il condizionale passato  |
| Lettura                         | “L’alluvione”, “Teresina” e “La lallera” di Riccardo Marasco   |

| SETTIMANA 12<br>27, 30 novembre |   |
|---------------------------------|---|
| Argomento                       | <p>Tradizioni popolari<br/> Scoppio del Carro, Pasqua<br/> Festa di San Giovanni, 24 giugno<br/> Uscita dei canottieri e tuffo in Arno, Capodanno</p>   |
| Grammatica                      | Il se ipotetico: condizionale passato e congiuntivo trapassato  |
| Lettura                         | <p>“Scoppio del Carro”, Marco Ferri, <i>Firenze in festa</i><br/> “Festa di San Giovanni”, Marco Ferri, <i>Firenze in festa</i><br/> “Uscita dei canottieri e tuffo in Arno: 1 gennaio”, Marco Ferri, <i>Firenze in festa</i></p> |

| SETTIMANA 13<br>4, 7 dicembre |  |
|-------------------------------|--|
| Argomento                     | <p>Calcio in costume<br/> Il 500, il 900 e oggi<br/> Come si gioca, dove si gioca e dove si giocava<br/> I rioni</p>   |
| Grammatica                    | Gran ripasso dei verbi: tutti i tempi e modi studiati nel corso  |
| Lettura                       | <p>“Calcio storico fiorentino”, <a href="https://cultura.comune.fi.it/calcio-storico-fiorentino">https://cultura.comune.fi.it/calcio-storico-fiorentino</a><br/> “Quanto tempo avete? Due minuti o venti??”, Matteo Poggi, <i>Non è un gioco per tutti</i></p> |
| Verifica                      | <b>Prova 3: se ipotetico</b>   |

| SETTIMANA 14<br>11 dicembre |                      |
|-----------------------------|----------------------|
| Verifica                    | Presentazioni finali |

### Composizione del voto finale

|                          |     |
|--------------------------|-----|
| Partecipazione e compiti | 20% |
| Diario settimanale (10)  | 40% |
| Prove (3)                | 30% |
| Presentazione finale     | 10% |

## Voti

|        |        |        |        |                |
|--------|--------|--------|--------|----------------|
| A+ 98% | B+ 88% | C+ 78% | D+ 68% | F 59% or lower |
| A 93%  | B 83%  | C 73%  | D 63%  |                |
| A- 90% | B- 80% | C- 70% | D- 60% |                |

## Your well-being matters

College/Graduate school can be an exciting and challenging time for students. Taking time to care for yourself and seeking appropriate support can help you achieve your academic and professional goals. You are encouraged to maintain a healthy lifestyle by eating a balanced diet, exercising regularly, avoiding drugs and alcohol, getting enough sleep, and taking time to relax.

It can be helpful to remember that we all benefit from assistance and guidance at times, and there are many resources available to support your well-being while you are at Pitt. If you or anyone you know experiences overwhelming academic stress, persistent difficult feelings and/or challenging life events, you are strongly encouraged to seek support. In addition to reaching out to friends and loved ones, consider connecting with a faculty member you trust for assistance connecting to helpful resources. The University Counseling Center is also here for you. You can call +1.412.648.7930 at any time to connect with a clinician. You can also [visit the Counseling Center website](#).

If you or someone you know is feeling suicidal, please call the University Counseling Center at any time at +1.412.648.7930.

You can also contact Resolve Crisis Network at +1.888.796.8226.

## Our classroom and department climate regarding diversity, inclusion, and accessibility

### 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](http://www.drs.pitt.edu)), 140 William Pitt Union, +1.412.648.7890, [drsrecep@pitt.edu](mailto:drsrecep@pitt.edu), +1.412.228.5347 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.

### **Gender-inclusive language guidelines**

Aspiring to create a learning environment in which people of all identities are encouraged to contribute their perspectives to academic discourse, the University of Pittsburgh Gender, Sexuality, and Women's Studies Program provides [guidelines and resources regarding gender-inclusive/non-sexist language](#). Following these guidelines fosters an inclusive and welcoming environment, strengthens academic writing, enriches discussion, and reflects best professional practices.

Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Gender-inclusive/non-sexist language acknowledges people of any gender (e.g. first-year versus freshman, chair versus chairman, humankind versus mankind). It also affirms non-binary gender identifications and recognizes the difference between biological sex and gender expression. Students may share their preferred pronouns and names, and these gender identities and gender expressions should be honored. These guidelines fulfill the best intentions of the University of Pittsburgh's Non-Discrimination Policy: [www.cfo.pitt.edu/policies/policy/07/07-01-03.html](http://www.cfo.pitt.edu/policies/policy/07/07-01-03.html)

### **Cell phones/laptops**

Cell phones should be switched off at the beginning of class, unless your instructor asks you to use them. **You are not permitted to make or take calls, text, or otherwise use your phone during class time.** Your participation grade will be negatively affected should you choose to do so.

### **Participation**

Participation is a component of your final grade in this course, and your daily efforts to arrive punctually, come to class prepared, and take part in all class activities are essential to creating and maintaining a classroom environment that nourishes language acquisition for everyone. **Outstanding participation** is defined as habitually arriving for class on time, always listening attentively when others speak, asking pertinent questions, volunteering and engaging in all activities, and responding to questions from others. **Average participation** is defined as occasionally arriving late to class, sometimes listening to others when they speak, sometimes asking questions, engaging in some activities, occasionally contributing to group activities, and occasionally responding to questions. **Unacceptable participation** is defined as often arriving late to class, not listening when others speak, seldom asking questions, not contributing much to group work, and seldom responding to questions. Your participation score will be entered into Gradebook at the end of the course. A grading rubric is posted on Canvas.

### Absence policy

**Excused absences will not be counted against students.** An excused absence may happen for a variety of reasons like illness or family emergency. Please **email your instructor on the day of the missed class** to let them know that you will not be in class. You may be asked to complete and submit the work done in class to make up the absence.

All other absences will be considered **unexcused**. Students may accrue **two unexcused absences** during the semester without penalty; on their **third unexcused absence, their final grade will be lowered by 3%**. Each additional absence will result in an additional 3% taken off of their final grade.

### Weekly journal

The *diario* is an informal space in which students improve their written Italian while focusing on different aspects of their experience in Florence and abroad. All journal entries (10 entries in total, 175 words for each entry, skipping lines) must be handed in at the beginning of class on Mondays. You may choose any topic you like, but during the course of the semester at least one detailed description (of a place, person, object, cultural practice, etc.), one compare and contrast, and one narrative (telling a story using past tenses) must be included. Grading rubrics and suggestions for entries may be found on Canvas under Assignments. All *diario* assignments may be rewritten and submitted for a higher score within one week.

### Graded assessments

Announced closed-notes grammar quizzes (3) will be given in class on a regular basis to check your progress and comprehension of the course material. Students who are unable to be present for a scheduled assessment must notify their instructor prior to the lesson. If you have a conflict with the final presentation date, you must notify the instructor at least two weeks prior so that it can be rescheduled for an alternate time.

### Final presentation

Students are asked to write and present a paper in Italian in which they think hypothetically about how their life would be if they were a Florentine. The 12 modules studied may serve as a roadmap to reflect on your statistically likely *vita popolare* and the various experiences you would have here as a *fiorentino/a*.

The final paper must be at least 400 words in length; rough drafts may be submitted for feedback at any time. A complete description of the final presentation as well as a grading rubric may be found on Canvas.

### 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 recording properly approved in advance can be used solely for the student's own private use.

### Email 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.

Your instructor will do their best to respond to your emails within 24 hours of receiving them.



## Student Evaluations of this Course

The Department of French and Italian greatly values student feedback. The 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, evaluations 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. Evaluations will be conducted towards the end of the semester.

## Academic Integrity and Plagiarism

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.as.pitt.edu/fac/policies/academic-integrity>) and the Department of French and Italian Plagiarism Policy (<http://www.frenchanditalian.pitt.edu/undergraduate/plagiarism.php>). Examples of plagiarism include, but are not limited to:

1. Use of human or online translators (i.e. Google Translate)
2. Unauthorized editorial help (asking a friend in an upper level course for help)
3. Unattributed use of an author's ideas (theft of intellectual property)
4. Unattributed use of an author's words (lack of proper citation)

Any student who plagiarizes will be immediately reported to the Assistant Dean of Undergraduate Studies charged with matters of Academic Integrity. Sanctions for first-time violations typically result in a '0' or an 'F' grade for the assignment. Second violations may result in a failing grade for the course and expulsion from the University. Please do not hesitate to contact your instructor or the Language Program Coordinator, Lorraine Denman ([denman@pitt.edu](mailto:denman@pitt.edu)), if you have any questions or concerns regarding this policy.

## Sexual misconduct, required reporting, and Title IX

The University is committed to combatting sexual misconduct. As a result, you should know that University faculty and staff members are required to report any instances of sexual misconduct, including harassment and sexual violence, to the University's Title IX office so that the victim may be provided appropriate resources and support options. What this means is that as your professor, I am required to report any incidents of sexual misconduct that are directly reported to me, or of which I am somehow made aware.

There are two important exceptions to this requirement about which you should be aware:

- A list of the designated University employees who, as counselors and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: <http://www.titleix.pitt.edu/report/confidentiality>
- An important exception to the reporting requirement exists for academic work. Disclosures about sexual misconduct that are shared as part of an academic project, classroom discussion, or course assignment, are not required to be disclosed to the University's Title IX office

If you are the victim of sexual misconduct, Pitt encourages you to reach out to these resources:

- Title IX Office: 412-648-7860
- [SHARE](#) (Sexual Harassment and Assault Response)
- [The University Counseling Center](#): 412-648-7856
- Report an incident [here](#).
- Other reporting information is available [here](#).

If you have a safety concern, please contact the University of Pittsburgh Police:

On-campus Emergency: 412-624-2121  
Non-Emergency: 412-624-4040

## If you are having trouble in class

If, for any reason, you are having trouble in this class, please **first talk to your instructor**. Remember that your instructor is here to facilitate your learning, and that they want 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 Italian more effectively, and answer any questions that you may have about class. Alternatively, you can contact the Italian Language Program Coordinator, Lorraine Denman at [denman@pitt.edu](mailto:denman@pitt.edu).

The **Italian Club**, a student-led organization, also offers peer-to-peer tutoring on a regular basis. Contact them at [pittitalian@gmail.com](mailto:pittitalian@gmail.com) for more information and to set up an appointment with a student tutor. Their tutors are upper-level Italian students and Pitt students that speak Italian as a native language or heritage (in their family home) language.

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 +1.412.648.7930 for an appointment. They, too, can provide you with strategies to better cope with the stresses of college life.

If you are suffering from financial distress or insecurity, our campus provides a number of resources to help. **Find them here.**

Finally, check out the **Open Door Project** to find community conversations designed to improve awareness and develop communication skills.

## CEA CAPA Policies

To see all CEA CAPA policies in place, please use the links you will find on the Canvas page for this course.