

## **INTL 4320: Politics of Development**

Department of International Affairs

University of Georgia

Fall 2020

T/Th 12:45-2pm

267 MLC

### **Instructor:**

Dr. Laura Zimmermann

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Contact Notes: The best way to contact me is via e-mail.

Virtual Office Hours via Zoom: Wednesday, 3.30-4.30pm. The Zoom link is available on eLC.

### **Course Objectives and Student Learning Outcomes**

This course provides students with an understanding of how political factors influence development experiences worldwide. We will analyze the benefits, strategies, and problems domestic actors like the government, the people, and non-state actors face in developing countries today, and how they interact with those of international players such as foreign donors and the international community. We will also look at the importance of factors like history and institutions, and at how various theories of development explain the experiences of developing countries.

Throughout the course, we will deal with questions such as: What are important challenges for development in developing countries? How do they differ across countries, and why are some countries more successful than others? What can governments do to improve the welfare of their citizens and when/why are they ineffective? How do we know what “works” and what does not? How can we make development aid more effective?

By the end of this course, you should be able to

1. analyze real-life political situations by setting up a system of actors and finding the current equilibrium
2. propose policy changes that could lead to better development outcomes
3. discuss the role leaders, history, and political dynamics play in the development process
4. evaluate and critique empirical research papers on the politics of development

### **Course Description as on UGA Bulletin**

How democracy, free markets, and other competing political and economic models can be applied to the specific development needs of nations around the world.

Pre-Requisites: INTL 3200, INTL 3200E or INTL 3300

Not open to students with credit in INTL 4320S, SOCI 4320S

### **Materials**

The readings for the class will be largely based on recent journal articles, and among the most important goals of the course are the abilities to understand some of the most commonly used theoretical concepts and empirical techniques in current research, to synthesize information and ideas from different sources, and to strengthen critical thinking abilities. The readings will be combined

with additional materials during class time. All readings for the course will be available online through eLearning Commons (eLC).

If you are interested in reading more about development issues, some recommendations for further reading are:

- Abhijit Banerjee and Esther Duflo (2011). *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*.
- William Easterly (2002). *The Elusive Quest for Growth: Economists' Adventures and Misadventures in the Tropics*. Cambridge, MA: MIT Press.
- Paul Collier (2008). *The Bottom Billion: Why the Poorest Countries are Failing and What Can be Done About It*. New York: Oxford University Press.
- The *World Bank Development Impact Blog* and *VoxDev* are also excellent places to remain up to date with recent politics of development debates. Outlets like *The Economist* regularly publish news stories from around the world.

### **COVID-19 Adjustments**

This class will operate in a hybrid form between face-to-face instruction and remote learning. This will require changes from the traditional instruction format. Please read the following information carefully.

#### *Face Covering and Social Distancing Policy*

UGA policy requires all students, visitors, faculty and staff to wear appropriate face covering inside classrooms and academic buildings **AT ALL TIMES**, and to socially distance whenever possible. This includes but is not limited to: teaching labs and other instructional spaces, conference rooms, hallways, enclosed stairwells, elevators, lobbies, lounge areas, public restrooms, shared work spaces. Face coverings are required even when moving through shared spaces such as lobbies, elevators, stairwells, lounges, etc., when using campus public transportation (including bus stops) and while inside university vehicles if more than one person is present.

Face covering is in addition to and is not a substitute for social distancing. Anyone not using a face covering when required will be asked to wear one or must leave the classroom. Repeated refusal to comply with the requirement may result in discipline through the applicable conduct code. Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons. Students seeking an accommodation related to face coverings should contact Disability Services at <https://drc.uga.edu/>.

Please note that according to [CDC guidelines](#), face shields are NOT a substitute for face masks. If face shields are used without a mask, they should wrap around the sides of the wearer's face and extend to below the chin. Disposable face shields should only be worn for a single use. Reusable face shields should be cleaned and disinfected after each use.

#### *DawgCheck*

In the best interest of the health and safety of our community, all faculty, staff and students should self-monitor and acknowledge that they are not aware that they have signs or symptoms of COVID-19 prior to coming to campus each day. Toward that end, all students have been provided a digital thermometer as well as two reusable and washable cloth face coverings. Students should stay home when they have a fever or show other symptoms that may be COVID-19 related.

Please perform a quick symptom check each weekday on **DawgCheck**—on the UGA app or website—whether you feel sick or not. It will help health providers monitor the health situation on campus: <https://dawgcheck.uga.edu/>.

### *COVID-19 Information*

For a wealth of resources and frequently asked questions related to COVID-19 and campus services, please see

<https://coronavirus.uga.edu/information-for/students/>.

For COVID-19 UGA Health and Exposure Updates please see <https://uhs.uga.edu/healthtopics/covid-19-health-and-exposure-updates>.

- *What do I do if I have symptoms?*

Students showing symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please **DO NOT** walk-in. If you are experiencing any symptoms associated with COVID-19, **DO NOT** attend the face-to-face component of this class.

For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies>.

- *What do I do if I am notified that I may have been exposed?*

Students who learn they have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 14 days consistent with Department of Public Health (DPH) and Centers for Disease Control and Prevention (CDC) guidelines. Please correspond with your instructor via email, with a cc: to Student Care & Outreach at [sco@uga.edu](mailto:sco@uga.edu), to coordinate continuing your coursework while self-quarantined. If you develop symptoms, you should contact the University Health Center to make an appointment to be tested. You should continue to monitor your symptoms daily on DawgCheck.

- *How do I get a test?*

Students who are demonstrating symptoms of COVID-19 should call the University Health Center. UHC is offering testing by appointment for students; appointments may be booked by calling 706-542-1162.

UGA will also be recruiting asymptomatic students to participate in surveillance tests. Students living in residence halls, Greek housing and off-campus apartment complexes are encouraged to participate.

- *What do I do if I test positive?*

Any student with a positive COVID-19 test is **REQUIRED** to report the test in DawgCheck and should self-isolate immediately. Students should not attend classes in-person until the isolation period is completed. Once you report the positive test through DawgCheck, UGA Student Care and Outreach will follow up with you. This will allow contact tracing and enable other individuals who may have been exposed to COVID-19 to self-quarantine or get tested.

## **Course Format**

### *Classroom Setup*

Classrooms have been re-designed to ensure that individuals are able to maintain social distancing in the classroom. Students should not move chairs or barriers in classrooms and should socially distance

at all times, leaving a 6 foot radius from other people. Hand sanitizer and sanitizing wipes to disinfect your seating area will be available outside our classroom. Plan to arrive early enough to sanitize your seating area without interrupting class time.

Students should leave enough space when entering and exiting a room. Students should not crowd doorways at the beginning or end of class.

### *Rotation Groups*

The social distancing requirement reduces the number of seats that can be used in the classroom. To ensure an equitable distribution of face-to-face time for all students, we will rotate in-person attendance. With the current number of enrolled students, we will have 4 in-person groups. Students with an approved accommodation will sign up for group 5, the completely remote group. You will be able to sign up for a rotation group online on eLC, where you will also find the list of face-to-face dates for each group. Every lecture, the group assigned to that particular date will be allowed to come to class for face-to-face instruction. All other students will NOT be allowed into the classroom and should participate online on those days.

Requests from students for an accommodation due to COVID-19 will be handled through the Disability Center's (DRC) existing accommodation process. For more information, please see [https://drc.uga.edu/content\\_page/register-for-services](https://drc.uga.edu/content_page/register-for-services).

Since I may send group-specific reminders and instructions throughout the semester, please ensure that you are signed up for ONE group and keep track of the rotation-related information posted on eLC for each lecture. If you have questions about the process, please contact me.

### *Class Recording*

Meetings of this course may be recorded. All video and audio recordings of lecturers and class meetings, provided by the instructors, are for educational use by students in this class only. They are available only through eLC for this course and are not to be copied, shared, or distributed. Recordings may not be reproduced, shared with those not enrolled in the class, or uploaded to other online environments.

If the instructor plans any other uses for the recordings beyond this class, students identifiable in the recordings will be notified to request consent prior to such use. Classroom technology will be set up to record the instructor as well as the whiteboard and slides, but unless otherwise noted will only capture student voices, not student faces.

Video and audio recordings by students are not permitted during the class unless the student has received prior permission from the instructor. Any sharing, distribution, and/or uploading of these recordings outside of the parameters of the class is prohibited. This also applies to the recording of Zoom meetings.

### *Course Delivery*

The course will be delivered in a mix of synchronous and asynchronous elements. Barring technological difficulties or changes required due to new developments throughout the semester, here is a general plan for a typical lecture:

This class does not completely fall under either the HyFlex Approach or the Flipped Classroom Approach, but will mix elements from both depending on the best fit for a given topic.

- Face-to-face group for a given lecture

For most lectures, there will be an assigned reading to complete and/or pre-recorded video(s) to watch. For most lectures, you will also take a short quiz on the material online on eLC before coming to class. The rotation group assigned to face-to-face instruction for the day will

participate in discussions on the topic, and work on in-class activities or small group work that can be completed while socially distancing. We will also go over questions and/or particularly challenging parts of the material. These elements make the class similar to a Flipped Classroom Approach. In addition, I will often provide and explain additional material in class that builds on the assigned materials. This material (e.g. slides, links to youtube videos) will also be available on eLC.

- Remote learning groups for a given lecture

Due to the large number of rotations needed for face-to-face instruction, multiple options for remote learning engagement will be available. Like the face-to-face students, remote students will do the assigned reading or watch the pre-recorded videos, and, if applicable, take the short quiz on the material before class. As in a Hyflex Approach, students will then be able to synchronously view and participate in the lectures remotely. Zoom links for each lecture are available on eLC in the corresponding dated folder. Additionally, students can satisfy class participation remotely, for example by participating in eLC discussion boards for the specific day or submitting short-answer questions in an eLC dropbox folder.

Class materials will also be available asynchronously: The face-to-face lecture will be recorded and will be available for students to view from the course's eLC page. Since we do not have a textbook, I will supplement the class recordings with pre-recorded videos that explain key concepts and important new material covered in class. This will allow anyone who misses the synchronous meeting to catch up on the material, and will provide complementary study and review opportunities for homeworks and exams.

### *First Day of Class*

To ensure that everyone can get to know each other, learn more about the course, and ask questions, we will hold the first lecture (8/20) synchronously online on Zoom. I will introduce myself and the course, and answer any questions you may have about the syllabus, logistics or course content. We will also use Zoom's breakout groups for a short group activity that will give you a preview of course material and allow you to get to know some of your classmates. Please find the Zoom link to join the meeting in the dated Lecture 1 folder on eLC.

### *Delivery Mode for Exams, Office Hours and No Face-to-Face Instruction after Thanksgiving*

All exams will be held online on eLC. All office hours will be held online via Zoom.

Please note that in-person instruction at UGA will conclude at Thanksgiving break, with all the remaining coursework and final exams moving online following Thanksgiving. This means that there will be no face-to-face instruction for the last two lectures (12/1 and 12/3).

Please refer to the UGA COVID-19 Website (<https://coronavirus.uga.edu/>) for more information, announcement and resources.

### *Anticipated Challenges*

If you have specific concerns or expect specific challenges that will affect your class performance, please get in touch with me as soon as possible.

### *International Students*

If you are an international student and are unable to make it to campus due to COVID-19-related travel restrictions, please make sure to contact UGA's International Student Life department at [isl@uga.edu](mailto:isl@uga.edu) as soon as possible. In addition, please get in touch with me to discuss any necessary adaptations and

to ensure that I am aware of any complications or challenges (e.g. due to time zone, internet connectivity).

### *Class Materials*

All lecture slides and class materials will be available on eLC.

All content for this course, including handouts, assignments, and lectures are the intellectual property of the instructor and cannot be reproduced or sold without prior permission from the instructor. A student may use the material for reasonable educational and professional purposes extending beyond class, such as studying for a comprehensive or qualifying examination in a degree program, preparing for a professional or certification examination, or to assist in fulfilling responsibilities at a job or internship.

### *Technology Requirements*

The Welcome Module on eLC contains student resources and instructions regarding technology and used software programs.

## **Course Requirements**

### *Reading and Quizzes*

A tentative reading schedule on eLC gives you the suggested dates for each reading for the semester, and a reading guide document is up on eLC for each reading to give you specific questions to focus on in preparation for the lecture. I will present other materials in class to complement the assigned readings and to put individual papers into perspective. As we will build up a system with a number of actors from individual building blocks, we will often refer back to older material and link new concepts to ideas we have already encountered. This means that you will benefit from doing the readings carefully, from taking notes on readings and discussions throughout the semester, and from participating actively. To facilitate this process, there will be a number of quizzes on the assigned readings, counting for 10% of your final grade. All quizzes should be completed on eLC before the start of the class they apply to, no matter which delivery mode (face-to-face, remotely) you will be participating in that day. This will help you stay on track in the class. While you are welcome to work with other students on the readings, every student should take their own quiz. Short-answer responses will be checked for excessive similarity.

### *Exams*

There will be two midterms and a final, making up 15%, 20%, and 35% of your final grade, respectively. Their dates are given in the schedule below. All exams are cumulative. Exam materials will be drawn from both the assigned readings and the material covered “in class”. All exams will be held online on eLC on the assigned dates during our normal class time or the assigned final exam slot. If there are any known conflicts, or if there are specific challenges you anticipate with this arrangement, please contact me as soon as possible. The exams will use the Respondus Lockdown Browser function on eLC or, if available, other online proctoring arrangements. The exams will be open book, but the Respondus Lockdown Browser prevents access to websites or eLC resources for the duration of the test. Students will be able to access a test version of the online exam before the exam itself to familiarize themselves with the setup and to troubleshoot technological difficulties. Collaborating on exam questions with other students, sharing exam questions with other students, posting exam questions to an online website, and other similar behaviors count as academic misconduct and will be treated as such.

### *Assignments*

There will be two homework assignments, making up 10% of your final grade. The assignments will be based on the assigned readings, video materials and discussions and are intended to help you deepen your understanding of technical concepts and to hone your critical thinking skills. They will also allow you to become comfortable with the types of questions asked on the exams. All assignments will be posted on eLC and should be submitted in the corresponding eLC dropbox folder. The assignment deadlines are given in the schedule below.

### *Attendance Policy and Class Participation*

There is no mandatory attendance requirement for the course.

Please note, however, that class participation counts for 10% of the course grade. Participation includes participating in face-to-face class activities and asking questions in person, but can also be satisfied remotely, both for students who are not part of the face-to-face instruction group for that particular lecture and for students who have an accommodation and will take the entire class remotely. I will make opportunities for engagement and discussion available on eLC, which will allow you to apply the material, communicate with others and ask questions. This may include discussion boards, opportunities for online submission of short answers to reflection questions, short video reactions or the completion of an assigned activity with other remote students. The idea is to engage with the broader questions and discuss your opinions with others, similar to what you would typically have done in the classroom. As would be the case in a traditional classroom setting, consistently high-quality (i.e. thoughtful, nuanced and/or creative) comments and questions will lead to the highest participation grade. Exact details on how to participate in the class on a given day will be available in each dated lecture folder on eLC.

Please also note that I will be able to see whether you have engaged with the provided material (e.g. watched videos or read posted material). Regularly accessing the eLC material is indispensable for keeping up with the course.

### **Grades**

#### *Grade Breakdown*

Quizzes: 10%

Class Participation: 10%

Assignments: 10%

Midterm exam: 35%

Final exam: 35%

#### *Grade Scale*

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 60 – 69

F 0 – 59



However, the instructor reserves the right to change the letter grade cutoffs.

## **Policies and Resources**

### *Students with Disabilities*

If you plan to request accommodations for a disability, please register with the Disability Resource Center. They can be reached by calling 706-542-8719 (voice) or by visiting <http://drc.uga.edu>. Please do so as early as possible to ensure that accommodation for materials and exams can be made.

### *Academic Honesty*

As a University of Georgia student, you have agreed to abide by the University's Student Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others". A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at [www.uga.edu/ovpi](http://www.uga.edu/ovpi)

All academic work must meet the standards described in "A Culture of Honesty". Students are responsible for informing themselves about those standards before performing any academic work. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation.

You should expect severe punishments for cheating on exams, plagiarism, trying to pass off someone else's work for your own, and other unethical academic conduct. I will report all cases to the responsible university authorities. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

### *Mental Health and Wellness Resources*

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu/>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
- UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).
- If you need help managing stress, anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of free workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA App.

### *Changes to the Syllabus*

The course syllabus is a general plan for the course. Deviations announced to the class by the instructor may be necessary. Students are expected to read the class policies and requirements carefully.

### *Homework Assignments*

Assignments need to be turned in online in the corresponding dropbox folder on eLC by the due date. Please check the instructions on eLC for details.



### *Make-Up Exams*

Midterm and final exam dates are provided below and students are expected to take the exams on these dates. If there is a known conflict with the exam dates, or if you experience an important shock, please approach me as soon as possible. No make-up exam will be given without an important reason that prevented you from taking the exam in the allotted time window. Every attempt should be made to contact me as soon as possible that you will miss the exam, and (if applicable) any available documentation must be provided as soon as possible.

### *Grade Appeals*

If you think that your homework assignment or exam has been graded wrongly, you can submit a written justification to appeal your grade. Appeals will be accepted only in writing and only in the week after the assignment or exam was returned. Note that I will not accept comparisons to other students' work as a valid explanation. I will re-grade your work after receiving your appeal, and determine a final grade which may be higher, lower, or the same as your original grade.

If you just have questions about evaluation criteria or about how to improve your performance in the course, I am always willing to meet with you to discuss these issues.

### **Schedule**

#### Important Deadlines: Homework, Midterms and Final Exam Dates

Assignment 1	September 15
Midterm 1	September 29
Assignment 2	October 15
Midterm 2	October 29
Final Exam:	December 17, 12-3pm

### Selected Topics and Readings

Optional: \*

For up-to-date information and details, please visit our eLC course page

#### Module 1: Introduction and the State of Economic Development

Lectures 1-2

#### Module 2: Benevolent Autocrats?

Lectures 3-5

Easterly, William (2011). Benevolent Autocrats. Working Paper

Rizio, Stephanie and Ahmed Skali (2020). How Often Do Dictators Have Positive Economic Effects? Global Evidence, 1858-2010. *The Leadership Quarterly*.

#### Module 3: Does a Politician's Identity Matter for Policy Decisions?

Lectures 6-8

George, Siddharth Eapen and Dominic Ponattu (2019). Like Father, Like Son? The Effect of Political Dynasties on Economic Development. Working Paper

Chattopadhyay, Raghavendra and Esther Duflo (2004). Women as Policy Makers: Evidence from a Randomized Policy Experiment in India, *Econometrica*, 72(5): 1409-1443.

Franck, Raphael, and Ilia Rainer (2012). Does the Leader's Ethnicity Matter? Ethnic Favoritism, Education, and Health in Sub-Saharan Africa, *American Political Science Review*, 106(2): 294-325.

#### Module 4: Activity Module: Utility Maximization and Environmental Policy

##### Lecture 9

\*Hanna, Reema, Gabriel Kreindler, and Benjamin A Olken (2017). Citywide Effects of High-Occupancy Vehicle Restrictions: Evidence from “Three-in-One” in Jakarta, *Science*, 357(6346): 89-93.

#### Module 5: Clientelism, Partisan Bias and Programmatic Politics

##### Lectures 10-13

Bussell, Jennifer (2019). Clients and Constituents – Political Responsiveness in Patronage Democracies, *Oxford University Press*, New York, pp.40-51.

\*Stokes, Susan C., Thad Dunning, Marcelo Nazareno, and Valeria Brusco (2013). Brokers, Voters, and Clientelism – The Puzzle of Distributive Politics, *Cambridge University Press*, New York, pp. 6-18.

Drazen, Allen and Marcela Eslava (2010). Electoral Manipulation via Voter-Friendly Spending: Theory and Evidence, *Journal of Development Economics*, 92: 39-52.

Finan, Frederico and Laura Schechter (2012). Vote-Buying and Reciprocity, *Econometrica*, 80(2): 863-881.

Manacorda, Marco, Edward Miguel, and Andrea Vigorito (2011). Government Transfers and Political Support, *American Economic Journal: Applied Economics*, 3(3).

#### Module 6: The Voter’s Perspective: Voting, Information and Accountability

##### Lecture 14-15

Eifert, Benn, Edward Miguel, and Daniel Posner (2010). Political Competition and Ethnic Identification in Africa, *American Journal of Political Science*, 54(2): 494-510.

Ichino, Nahomi and Noah Nathan (2013). Crossing the Line: Local Ethnic Geography and Voting in Ghana, *American Political Science Review*, 107(2): 344-361.

\*Francois, Patrick, Ilia Rainer and Francesco Trebbi (2015). How Is Power Shared in Africa? *Econometrica*, 83(2): 465-503.

#### Module 7: An Introduction to Development Aid

##### Lectures 16-18

Faye, Michael and Paul Niehaus (2012). Political Aid Cycles, *American Economic Review*, 102(7): 3516–3530.

Li, Xiaojun (2017). Does Conditionality Still Work? China’s Development Assistance and Democracy in Africa, *Chinese Political Science Review*, 2:201-220.

Taylor, Ian (2006). China’s Oil Diplomacy in Africa, *International Affairs*, 82(5): 937–959.

Dreher, Axel, Andreas Fuchs, Roland Hodler, Brad Parks, Paul A. Raschky and Michael J. Tierney (2019). Is Favoritism a Threat to Chinese Aid Effectiveness? A Subnational Analysis of Chinese Development Projects. CEPR Discussion Paper 13840.

#### Module 8: Activity Module: The Ethiopian Famine

##### Lectures 19-23

\*Franks, Suzanne (2014). Ethiopian Famine: How Landmark BBC Report Influenced Modern Coverage, *The Guardian* newspaper.

#### Module 9: Suggestions for Development Aid Reform

Lectures 24-27

Easterly, William (2006). Planners vs. Searchers in Foreign Aid, *Asian Development Review*, 23(2): 1-35.

Sachs, Jeffrey (2014). The Case for Aid, *Foreign Policy*.

\*Moyo, Dambisa (2010). *Dead Aid*, Farrar, Strauss and Giroux, New York.

\*Farmer, Paul (2011). *Haiti after the Earthquake*, Perseus Books Group, New York, pp 6-53.

Meier, Patrick (2015). *Digital Humanitarians – How BIG DATA Is Changing the Face of Humanitarian Response*, CRC Press, Boca Raton, pp 1-24.

Radha Iyengar, Jonathan Monten (2008). Is There an “Emboldenment” Effect? Evidence from the Insurgency in Iraq, working paper.

#### Module 10: The Long-Term Effects of History and Institutions

Lectures 28-30

Alesina, Alberto, William Easterly, and Janina Matuszeski (2011). Artificial States. *Journal of the European Economic Association*, 9 (2): 246–277.

\*Pisani, Elizabeth (2014). *Indonesia Etc.* W. W. Norton & Company, London, pp. 1-28.

Hariri, Jacob Gerner (2012). The Autocratic Legacy of Early Statehood, *American Political Science Review*, 106(3): 471-494.

\*Van Reybrouck, David (2014). *Congo – The Epic History of a People*, HarperCollins Publishers, New York, pp. 29-55.

## Mental Health and Wellness Resources:

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
- UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).
- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA App.