IDST 116 Gender: Perspectives, Positions, & Problems
Ideas, Information, and Inquiry (Triple-I)
Fall 2024 T/Th 2:00 PM-3:15 PM
100 Hamilton Hall (auditorium)

Course Description

This course will introduce students to the complexities of gender, including its expressions, representations, and implications for society. Bringing together scholars from art history, law, and psychology, it will examine the ways in which gender categories have been established, internalized, articulated, enforced, and resisted. Psychology provides theoretical and methodological tools for understanding gender and its implications for relationships, achievement, and health. Law considers how such categories may and may not be used to order both private and public life. The history of art provides examples of gender expression, critique, refusal, and activism in relation to shifting social norms and ideals. This course will establish a foundation from which students can think critically about gender from multiple perspectives—personal, social, cultural, political, and juridical.

Faculty

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Teaching Assistants (TAs)

Emily Carrino
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Course Design
This course will be a lecture course with in-class activities supported by Teaching Assistants. All three faculty members will contribute equally across the semester.

Learning Objectives
This course has three main goals:

1. Students will acquire knowledge of key concepts, methodologies, modes of inquiry, theoretical approaches, and issues of concern in the fields of Art History, Law, and Psychology —and how these fields overlap, converge, and diverge.
2. Students will gain a beginning knowledge of the complexity of gender, its roots in social, historical, and political structures, and its relationships to personal, social, cultural, and institutional issues.
3. Students will develop analytical skills that will facilitate critical, interdisciplinary thinking about the impacts of gender categories on the world around them.

Required Reading
Access to the course readings will be via the Modules sections in our Canvas class site. *The assigned readings are essential to this course and must be treated accordingly.* Readings for a given class meeting must be read before class on that date.

Assigned Seating & Groups
The class will be divided into groups of 4-5 students. Each student will have an assigned seat with their group to facilitate in-class small group discussions and activities. Please be sure to always sit in your assigned seat.

Ground Rules
Some of the topics covered in the lectures and readings will provoke strong opinions. That means that sometimes class members will disagree with one another, and that's perfectly fine. Indeed, we hope that this course will challenge students' presumptions and positions. It is crucial that all discussions be conducted in a spirit of respect and courtesy, and we ask that students always assume goodwill on the part of their peers. The goal of these discussions is not to "win" arguments, but to gain a deeper understanding of the issues we are discussing.

You will need your laptop in class. You are expected to only use your laptop for course-related needs (e.g., taking notes, in-class activities, etc.) only. Please do not have other windows or tabs open. *TAs will monitor this*.

Reading Checks, In-class Activities, Discipline-Specific Assignments, and Exams

1. **Online Canvas Reading Checks**: *first four minutes of class*. Two multiple choice questions intended to be a simple check-in on the assigned readings. If you've done the readings, they should be easy.
   Important things about these reading checks:
   - Students are expected to have only the Canvas site on their computer during these reading checks, without any notes or other materials (e.g., the readings) in view.
   - The bottom four scores will be dropped and thus not included in the grade for reading checks.
   - The reading checks are strictly timed to coincide with the first four minutes of class time. This means they are not accessible until 2:00 PM of the day on which the assigned reading(s) is/are due.

- If you are unable to complete a particular reading check due to absence (excused or unexcused) or lateness, you will receive a zero on that reading check. This is why we will be dropping the bottom four scores.
- It is strongly recommended that, after submitting a reading check, you check the gradebook to make sure that you received credit.

2. **In-class Activities**. There will be in-class individual and group activities spread throughout the semester. Each instructor will design/assign these activities for their sections and may have a different total number of them, though you can expect an in-class activity on most class days. We will have three days where the class period is devoted to an in-class activity intended to integrate what you've been learning across the three disciplines; these dates are listed in the Class Schedule portion of the syllabus. In-class activities will be submitted via Canvas. Group activities will require a single group submission that includes a list of the student participants. For these group activities, please provide a summary of the group's discussion rather than a rundown of what each individual group member said. The bottom three scores will be dropped and thus not included in the grade for In-class Activities. *Note: none of the three full-day in-class activity scores will be dropped; you must be in class for those three dates unless you have a documented University-approved absence.*

3. **Discipline-Specific Assignment: Museum Visit.** Visit the Ackland Museum, select one work of art, and closely examine it in terms of "gender." With your assigned group, record a zoom session in which you share and discuss your thoughts.
   In advance of this Zoom session, each student must:
   1. Prepare a 5-minute presentation about the artwork they selected and their ideas about its representation of gender. Be sure to include specific details from the artwork and observations you made about it. Do not include extraneous background detail. Instead, focus on your argument about the work. Try to relate your observations to ideas we've discussed in class and/or in the assigned readings.
   2. Take a photo *at the museum* of the artwork you selected.
   3. Prepare two general discussion questions about art and gender that emerged out of your examination of the Ackland work you selected. Try to relate these questions to ideas we've discussed in class and/or in the assigned readings. Be specific and try to create questions that will spark good discussion.

   The recorded Zoom session should follow this format and order:
   1. Designate one member of the group as a time-keeper, to keep everything on track.
   2. Each student states their name clearly so we know who is in attendance.
   3. Each student presents their 5-minute presentation of the artwork they selected and their ideas about its representation of gender. Also share the photo of the artwork that you took at the museum.
   4. Following all of the 5-minute presentations, the group should have a 30-minute conversation about art and gender. This part of the session should follow this format:
      - Begin the discussion with general thoughts and responses to the various 5-minute presentations.
      - Follow that with a discussion based on the prepared questions. Be sure that each student gets to ask at least one of their questions to the group for discussion.

   One group member must submit the recording via Canvas. Due online by 12:00 PM, Friday, October 4. *Although one group member submits the recording, each student will be graded individually*.

4. **Discipline-Specific Assignment: Interview.** Identify a person to interview about their experience of gender across different life domains. This person could be the same or a different gender identity from you, but if they are the same gender identity as you, they need to differ on at least one other aspect of identity, such as race, ethnicity, sexual orientation, or age (in the latter case, please aim for a generational difference or close to that: for example not just a couple years older/younger, but instead, in their late 20s or older, or in their early teens, etc.). We strongly encourage you to interview someone who seems "different" from you to help you gain new perspectives. Your interviewee can be someone you know well or someone you have recently met, but either way they should be someone who would be willing to be open and honest about gender and their experiences. You will be asking them about their experiences as an individual with their gender identity in relationships, school, work, athletics, hobbies/leisure activities, health, etc. Given that we all have multiple identities, keep that in mind with the questions you create (e.g., you are encouraged to also ask about their experiences given their gender and other identities – e.g., age, race, religion). Also include questions about their experiences growing up and in the day-to-day now, related to gender.

   <u>In advance of the interview:</u>

   1. Prepare a semi-structured interview guide (i.e., a set of questions) that is informed by theories and research findings that we are studying in the class. Be thoughtful about how you phrase the questions. Avoid questions that just yield a yes/no answer (or, if you use them, have follow-up questions depending on replies). Examples of more generative questions/prompts include: "Tell me about…," "How has…," "Why do you think…" Be prepared with 10 or more well-thought-out questions. You may or may not end up asking all your questions in the actual interview (e.g., you may ask fewer than the questions in your guide if your interviewee has very elaborated responses).
   2. Identify an appropriate interviewee per the specifications above. Make sure the interviewee understands the topics you'll be asking about and indicates they are willing to talk openly about these topics. You will need to record the interview (only audio, no video) and you and the interviewee can decide to use the interviewee's name or use a pseudonym. If your interviewee is not on board with all of this, you need to identify a different interviewee.
   3. Ensure that you find a date and time (reserve 30 minutes for the interview) in a setting (in person or via Zoom) where it will be quiet and private for both you and your interviewee.
   4. Test out that your audio recording plan works (i.e., clear sound is recorded & you know where the audio file is saved on your device). Some options for audio recording include: Zoom; with Apple products, the Voice Memos app; with Windows, the Voice Recorder app.

   <u>In the interview itself:</u>

   1. Start the interview reminding the interviewee that you are doing this interview as a class assignment in your gender class and that you will be audio recording the interview. You can let them know that the interview will only go to the instructors and TAs and that you will not share it with anyone else – and then make sure to follow through on that!
   2. Once you have started recording, introduce the interviewee by first name (can be their real first name or a pseudonym) and ask questions from your prepared interview guide. You should also be ready to respond to what the individual shares about their experiences by asking follow-up questions. Also use follow-up questions that bring in their other identities (e.g., age, race, religion) in interaction with gender identity.
   3. We are expecting a rich conversation of about 20-30 minutes. In it, the interviewee should do by far the most talking, but an ideal interview will also have conversational elements that reflect your engagement as an interviewer with good initial questions, good

follow-up questions, and a genuine curiosity to learn from this person and their experiences and perspectives related to gender.

4. At the end of the interview, thank the interviewee for their time and ask them if there is anything else they would like to share about their experience of gender.
5. End the recording and save it for the purpose of submitting it in Canvas.

After the interview:

1. Write a 500-600-word analysis of the 2-3 themes that most interest you based on the interview. At the start of this analysis, please include a sentence identifying your interviewee in terms of gender identity, age, race/ethnicity, and any other identities you may be referring to in your write-up. For the main body of the write-up, you should briefly describe what the interviewee said and make connections to class content (from readings, lecture, class discussions) as well as any outside readings you have done that address gender – for example, you could comment on how the interviewee's experience is similar or different to what we have studied in class and reflect on why that may be.
2. In parentheses in the analysis, indicate at what point in the audio recording the content that you are responding to is discussed. For example, if you are going to comment on something the interviewee said about their gender identity and work and that part starts at minute 18:40, you'd write "(18:40)" where you start addressing this theme.

Your interview guide, the written analysis, and the audio recording must be submitted via Canvas. **Due online by 12:00 PM, Friday, October 25.**

5. **Discipline-Specific Assignment: Legal Argument.** Once you are ready to work on this assignment, I will ask you to evaluate whether a particular state statute or other policy should be upheld as legal if it is challenged in court. You will meet with your assigned group by Zoom in a recorded session for approximately one hour, during which you will discuss the legal question. For the purposes of this question, you should assume that no court has spoken on this exact question in your jurisdiction.

   In advance of this Zoom session, each student must:

   1. Prepare for the session, by reviewing any cases, statutes, or other reading assigned for the course that you believe are relevant to the issue, and any relevant lecture notes.
   2. Decide whether you believe that the contested law or policy that you are asked to evaluate should be upheld by the court, given the relevant law on the issue. Then formulate thoughts and write notes to yourself that support your position. In doing so, you should consider the case law and ideas we've discussed in class and/or in the assigned readings. Do not do additional legal research, beyond the assigned course materials. These notes will not be graded, but will be submitted prior to the group meeting to ensure that, in preparing for the Zoom session, you have considered the relevant issues that you will be discussing. Your notes can be in the form of bullet points, if you wish; they need not be in finished essay form. But they should contain (as described in more detail in the Zoom session explanation I will provide at the time of the assignment): (1) a clear yes/no answer to the legal question; (2) thoughts on how how at least one case we have read this semester relates to your answer; and (4) a policy argument about why your answer is the just and fair result.
   3. **Before your Zoom session begins, you must submit a copy of your notes via Canvas.**

   The recorded Zoom session should follow this format and order:

   1. Designate one member of the group as a time-keeper, to keep everything on track.
   2. Each student states their name clearly so we know who is in attendance.
   3. Each student should present a 6-minute summary of their answer to the legal question. This summary should include:

- Yes or no answer: A clear answer to the question of whether the challenged law or policy should be upheld by the court. Assume that you will be presenting your argument to a court in a jurisdiction that has not already considered or ruled on this issue, but which will take into account any relevant legal cases from other jurisdictions. (Note that there will be good arguments on both sides of the issue, but you must argue either that the court should uphold or strike down the challenged law or policy. Part of your grade will therefore depend on how well you justify your answer in the explanation you give for it, below. So choose your answer based on which you think you can best defend.)
- Explanation of answer: Your explanation should contain the following:
    - A **discussion of the standards by which a court should evaluate the relevant policy.** If a statute is relevant to determining the issue, how should it be interpreted? Otherwise, is there a particular standard of scrutiny or rule that the court should use to do so?
    - A **brief discussion of one or two cases** that we have read thus far that are most pertinent to how a court should decide the case. You may use these cases for one or more of the following purposes:
        - to show how you think the court should evaluate the challenged policy or law, or the method by which the court is likely to analyze the challenged action in your case, or the decision it is likely to arrive at;
        - to show that its facts are similar or different from the facts in your case, and that your case should therefore come out a similar or different way.
        - to argue that the case was wrongly decided and that the court analyzing your contested action should not follow its view.
    - **If you choose to discuss the relevance of only one case instead of two, you should also briefly discuss why sex discrimination law, in order to achieve sex or gender equality, or as a matter of what is just and fair, (which lawyers often call a matter of "good public policy"), should or shouldn't prohibit the challenged actions**. That argument should be informed by some of the reading we have done about sex equality and/or gender and law during the semester, and should explicitly refer to that reading.

4. Following all of the 6-minute summaries, the group should have a 30-minute conversation about the legal issue. This part of the session should follow this format:
    - Begin the discussion with general thoughts and responses to the various 6-minute presentations.
    - Follow that with a discussion in which, as a group, you seek to agree on the strongest possible arguments either in favor of or against the legality of the challenged law or policy.

Each group member must submit their notes via Canvas BEFORE the start of the Zoom group discussion. One group member must submit the recording of the Zoom session via Canvas. Due online by 12:00 PM, Friday, November 22. Although one group member submits, the grades are individual.

6. **Midterm & Final Exam.** The format of the exams will likely combine multiple choice and short-essay questions. The exam will cover information from readings and from class.
    - These exams will be taken on Canvas, so please be sure to bring your laptop.

- All students are expected to have no notes or other materials (e.g., the readings) in view and only the Canvas site open on their computer. Any violation of this will be considered cheating.
- Policy on missing or being late to an exam: If you are late for an exam such that someone has finished before you arrive, you will not be allowed to take the exam. If you are late for an exam but no one has finished before you arrive, you may take the exam, but do note that no additional time will be given to complete it. If you have a University Approved Absence, you may be eligible for a makeup exam, but you must get permission from the instructors *well in advance*.

Grading

Grades will be determined according to the following percentages:

Midterm: 20%
Final exam: 25%
Reading checks: 15%
In-class Activities: 10%
Museum assignment (Art History): 10%
Interview assignment (Psychology): 10%
Legal argument assignment (Law): 10%

Final grades will be determined using the following grading 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+	67-69%
D	60-66%
F	Below 60%

CLASS SCHEDULE

Note: The syllabus, including topics, readings, assignments, exams, and due dates, is subject to change. Any changes will be announced in class and on Canvas. Students are responsible for keeping themselves informed about any changes.

INTRODUCTION

Tuesday, August 20
Thursday, August 22
Thursday, August 27

PSYCHOLOGY: Gender Socialization and Stereotypes

Thursday, August 29 – Gender identity, Gender socialization
READING: (1) National Institutes of Health (NIH), "What are sex and gender?"; (2) Basow, "Gender socialization, or how long a way has baby come?"; (3) David, "My daughter is not transgender. She's a tomboy"

Tuesday, September 3 – WELL-BEING DAY, NO CLASS

Thursday, September 5 – Gender similarities, differences, and stereotypes
READING: (1) Safronova, "Gender stereotypes banned in British advertising"; (2) Mayer, "How men get penalized for straying from masculine norms"; (3) UN Women, "Artificial Intelligence and gender equality"

ART HISTORY: Art, Gender, and Art History

Tuesday, September 10 – A gendered history of art
READING: Gill Perry, "Introduction: gender and art history"; Guerilla Girls, "Introduction and Conclusion to the Guerilla Girl's Bedside Companion to the History of Western Art"
Thursday, September 12 – Radical feminist art and the body
READING: Chicago and Shapiro, "Female Imagery"; Rose, "Vaginal Iconology"

LAW: Law and the Legal Fight for Sex Equality

Tuesday, September 17 –Separate Spheres, Nature, and Women's Place
READING: Sir William Blackstone (1769); Declaration of Sentiments, Seneca Falls Convention (1848); Handouts on courts and case opinions; *Bradwell v. Illinois* (U.S. 1872); *Goesaert v. Cleary* (U.S. 1948)

Thursday, September 19 – Anchoring Sex Equality in the Law
READING: Title VII of the Civil Rights Act of 1964; *Weeks v. Southern Bell Telephone & Telegraph* (5th Circuit 1969); B. Cooper, "Black, Queer, Feminist, Erased from History" (2015); *United States v. Virginia* (U.S. 1996)

Tuesday, September 24 - IN-CLASS ACTIVITY

ART HISTORY: Early Challenges

Thursday, September 26 – Problems with "femininity"

READING: Mainardi, "A Feminine Sensibility?"; Broude and Garrard, excerpt from *The Power of Feminist Art*

LAW: From Sex to Gender

Tuesday, October 1 - Moving from Sex to Gender in the Courts

READING: *Price Waterhouse v. Hopkins* (U.S. 1989); *Jespersen v. Harrah's Operating Co*. (9th Circuit 2006)

PSYCHOLOGY: Work and Achievement

Thursday, October 3 - Gender and work, achievement

READING: (1) Miller & Fremson, "'Forget about the stigma': Male nurses explain why nursing is a job of the future for men"
LISTEN to: (2) Smith & Garcia, "The Work Week, episode 3: Gender segregation in the workplace; (3) Shah, Schmidt, Boyle, & Vedantam, "The double bind for women in leadership"

Tuesday, October 8 - MIDTERM

PSYCHOLOGY: Relationships and Health

Thursday, October 10 – Gender and communication, relationships

READING: (1) Shulman, "A marriage agreement"; (2) Gattuso, "Why LGBTQ couples split household tasks more equally"
LISTEN to: (3) Gross, "Pandemic makes evident 'grotesque' gender inequality in household work"

Tuesday, October 15 – Gender and mental health (part 1) and physical health

READING: (1) Pattani, "Women now drink as much as men – not so much for pleasure, but to cope"; (2) WHO, "Gender and health" (selected sections)
LISTEN to: (3) Chakrabarti & Kotsonis, "Understanding how anxiety might be different for men"

Thursday, October 17 – FALL BREAK, NO CLASS

ART HISTORY: Fragmentations

Tuesday, October 22 - The social construction of gender

READING: Barry and Flitterman-Lewis, "Textual Strategies: The Politics of Art Making"

Thursday, October 24 - The "problem" of race and gender

READING: Piper, "The Triple Negation of Colored Women Artists"

LAW: Gender, Sexual Orientation, and Gender Identity in Legal Theory and the Courts

Tuesday, October 29 – Gender and Sex in Feminist Theory

READING: Marilyn Frye, Sexism (1983); Catharine MacKinnon, Difference and Dominance (1984); watch TED Talk, Kimberlé Crenshaw, The Urgency of Intersectionality, https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?subtitle=en

Thursday, October 31 –Sex, Sexual Orientation, and Gender Identity in the Courts

READING: *Bostock v. Clayton County, Georgia* (U.S. 2020); *B.P.J. v. West Virginia Board of Education* (4th Cir. 2024)

Tuesday, November 5 - IN-CLASS ACTIVITY

ART HISTORY: Further Complications

Thursday, November 7 – What about masculinity?

READING: Kahane, "Male Feminism as Oxymoron"

Tuesday, November 12 – Recent Issues

READING: Capps, "Is a Women's Museum Still Relevant?"

PSYCHOLOGY: Mental Health (cont'd) and TBD

Thursday, November 14 - Gender and mental health (part 2): eating disorders & body image

READING: (1) Chernik, "The body politic"; (2) Zoladz, "Singing about body image is pop taboo. These stars are breaking it"

LISTEN to: (3) Fuller, Kelley, & Summers, "Eating disorders in young men are being masked by muscle bulking and over-exercising"

Tuesday, November 19 - Students will be polled in early November to identify topics

READING: Readings to be selected and posted to Canvas based on topics from polling

LAW: Current Legal Issues

Thursday, November 21 - Don't Say Gay Laws

READING: Packet of Materials on Don't Say Gay Laws

Tuesday, November 26 - The De-Constitutionalization of Abortion

READING: *Roe v. Wade* (U.S. 1973); *Planned Parenthood v. Casey* (U.S. 1992); *Dobbs v. Jackson Women's Health Org.* (U.S. 2022)

Thursday, November 28 – THANKSGIVING BREAK, NO CLASS

Tuesday, December 3 - IN-CLASS ACTIVITY

SATURDAY, DECEMBER 7 at 12:00 PM: FINAL EXAM
(https://registrar.unc.edu/academic-calendar/final-examination-schedule-fall/)

GENERAL INFORMATION

Attendance Policy

As stated in the University's Class Attendance Policy, no right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities: University Approved Absence Office (UAAO) website provides information and FAQs for students and FAQs for faculty related to University Approved Absences
2. Disability/religious observance/pregnancy, as required by law and approved by the Equal Opportunity and Compliance Office (EOC)
3. Significant health condition and/or personal/family emergency as approved by the Office of the Dean of Students, Gender Violence Service Coordinators, and/or the Equal Opportunity and Compliance Office (EOC).

Instructors may work with students to meet attendance needs that do not fall within University-approved absences. For situations when an absence is not University-approved (e.g., a job interview, illness/flu, or club activity), instructors are encouraged to work directly with students to determine the best approach to missed classes and make-up assessment and assignments. (Source: http://catalog.unc.edu/policies-procedures/attendance-grading-examination/. Updated and approved by the Educational Policy Committee, July 2024)

Please contact your assigned TA about any University-Approved Absence (providing documentation). For all other absences, please contact Prof. Eichner.

Honor Code Statement

We expect all students to follow the guidelines of the UNC Honor Code. In particular, students are expected to refrain from "lying, cheating, or stealing" in the academic context. You can read more about the honor code at studentconduct.unc.edu. In any course, including ours, what constitutes cheating can change from one activity to another. For example, collaboration may be encouraged for an assignment but qualify as cheating during an exam. Please see our guidelines for each activity, and if you are unsure, please ask us to clarify.

Regarding Artificial Intelligence (AI) Tools

Note: Not following these guidelines can result in a reportable Honor Code violation.

Limitation of AI Use in Assessments. No student in this class may use Generative AI tools in exams (midterm or final), reading checks, or in-class activities. Regarding assignments (Museum Visit, Interview, Legal Argument), Generative AI tools are not allowed in writing related to these assignments, but if used for other aspects of the assignment, must be appropriately documented and sourced (see the "If you engage with an AI tool" section below).

Generative AI (e.g., ChatGPT, etc.) can be useful for other purposes; however, it has the following limitations:

1. How output is arrived at is not clear as the internal processes used to produce a particular output within the generative AI cannot be determined.
2. The output is based on existing data (often scraped from online sources) and may reflect inaccuracies and fabrications, even if it appears reliable or factual.

3. AI evokes a range of intellectual property concerns.

If you engage with an AI tool, you are required to do so responsibly and ethically. This means:

1. You are 100% responsible for your final product. You are the user. If the AI makes a mistake, and you use it, it's your mistake. If you don't know whether a statement about any item in the output is true, then your responsibility is to research it. If you cannot verify it as factual, you should delete it. You hold full responsibility for AI-generated content as if you had produced the materials yourself. This means ideas must be attributed, facts are true, and sources must be verified.
2. The use of AI must be 100% open and documented. The use of any AI in the creation of your work must be declared in your submission and explained. Details on how to source your AI usage are explained below in #3.
3. All ideas that are not originally your own—whether derived from AI tools or otherwise—have a source and that source must be attributed. Please be aware that generative AI tends to invent sources. You have a two-fold obligation with respect to attribution:
    (a) If a source is identified, find and attribute the original source of the idea, identify the location of the text within the source, and provide a working link to the location (if the source is available online). If you are not able to locate the source, delete that content.
    (b) Document the process by explaining how you used generative AI. Along with your submission of the assignment, include the following statement, explicitly indicating how AI was used:
        "I attest that this assignment made use of AI in the following ways…" [Detail the specific ways in which you used each AI tool you used, including which tool, what you used it for (e.g., topic selection, outlining, media creation), how you edited the output if at all]

It is your responsibility to ensure you are following the correct guidelines. If you use AI in any assignment and are at all unsure how to follow these guidelines, it is your responsibility to contact a TA or instructor for clarification. Any misuse of AI can be considered cheating and an honor code violation.

Remember: Just as there are tools accessible to students to use AI to create content, there are also tools available to faculty to determine when AI is used to create content. We reserve the right to use the tools and expect to do so throughout the semester.

Syllabus Changes

The instructor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.
Source: Faculty Council Resolution 2020-6
Updated and approved by the Educational Policy Committee, March 2023

Learning Center

Visit UNC's Learning Center to make an appointment or register for an event. Their free, popular programs will help you optimize your academic performance. Try academic coaching, peer tutoring, STEM support, ADHD/LD services, workshops and study camps, or review tips and tools available on the website.

Accessibility at UNC

Accessibility @ UNC (formerly Accessibility Resources and Services [ARS], but now merged with Equal Opportunity and Compliance; eoc@unc.edu) receives requests for accommodations, and through the Student and Applicant Accommodations Policy, determines eligibility and identifies reasonable accommodations for students with disabilities and/or chronic medical conditions to mitigate or remove the barriers experienced in accessing University courses, programs and activities. Accessibility @ UNC also offers its Testing Center resources to students and instructors to facilitate the implementation of testing accommodations. Faculty and instructors with any concerns or questions about accommodations and/or their implementation are invited to reach out to Accessibility @ UNC to discuss.

Counseling and Psychological Services

UNC-Chapel Hill is strongly committed to addressing the mental health needs of a diverse student body. The Heels Care Network website is a place to access the many mental health resources at Carolina. Counseling and Psychological Services (CAPS) is the primary mental health provider for students, offering timely access to consultation and connection to clinically appropriate services. Go to their website https://caps.unc.edu/ or visit their facilities on the third floor of the Campus Health building for an initial evaluation to learn more. Students can also call CAPS 24/7 at 919-966-3658 for immediate assistance.

Source: Student Safety and Wellness Proposal for EPC, Sep 2018

Reviewed and approved by Counseling and Psychological Services, March 2023

Title IX Resources

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at https://eoc.unc.edu/report-an-incident/ or by contacting the University's Title IX Coordinator (Elizabeth Hall, titleixcoordinator@unc.edu) or the Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu). Confidential resources include Counseling and Psychological Services and the Gender Violence Services Coordinators (gvsc@unc.edu). Additional resources are available at safe.unc.edu.

Source: https://eoc.unc.edu/our-policies/state-and-federal-laws/title-ix-and-vawa/;

Reviewed and approved by the Office of Equal Opportunity & Compliance, July 2024