



FREE SPEECH AND THE NORMS OF PUBLIC DISCOURSE

PHIL 171.001, Spring 2026
The University of North Carolina at Chapel Hill



COURSE INFORMATION

Credit Hours: 3

Pre or Co-Requisites: None

Target Audience: All undergraduates

Meeting Pattern: T/Th 11:00am-12:15pm

Instructional Format: In-person

Classroom or Location: Genome Sciences Building 1373

INSTRUCTOR INFORMATION

Name: Prof. Alex Worsnip

Email Address: aworsnip@unc.edu

Office Location: Whitehead 113 [**NB.** The best entrance to use is the one facing McCauley Street. You will need to ring the bell to be let into the building. If you are having trouble, just drop me an email.]

Office Hours: Tuesdays, 2-3pm and Thursdays, 3-4pm (in-person), and by appointment (in-person or via Zoom)



COURSE CONTENT

Course Description

This course investigates three closely related topics: free speech, viewpoint diversity, and norms of public discourse. You probably hear a lot about these topics. All three are highly politically salient, especially in contemporary discourse about universities. Yet the public discourse around them can also be confused and/or confusing. For example, it's not uncommon for political opponents to *both* characterize each other as threatening free speech. This course aims to help you work your way through this morass, by thinking carefully through foundational issues about these topics, using the tools and methods of philosophy. Questions to be addressed include:

- Free Speech: What is free speech, and what is its value? What kinds of interference with others' speech count as infringements of their right to free speech? Under what circumstances, if any, is curtailing free speech justified?
- Viewpoint Diversity: Should institutions, especially educational institutions, strive to ensure that a range of political viewpoints are expressed and heard? What are the rewards and risks of doing so? Is "no platforming"—



establishing a policy of not inviting speakers with certain (perhaps) extreme views to campus—sometimes justified? In what sense, if any, should educational institutions try to be politically “neutral,” and how, if at all, is this related to viewpoint diversity and no-platforming?

- **Norms for Engaging in Political Discourse:** How should we engage in political discourse with each other? Are calls for more civility in public discourse a much-needed salve for our polarized era, or an ideological smokescreen for censorship? Are there ways of critiquing others’ beliefs that we should avoid? Should we assume sincerity on the part of our political opponents, or is cynicism often justified? Are there “publicity” constraints on the kinds of reasons that we can or should use to justify political claims to others?

In thinking about these questions, we’ll read a variety of works—primarily from philosophy, but also with some readings from legal scholarship and political science. We will pay special attention to these questions as they arise in the setting of a contemporary university. As a **Communication Beyond Carolina** course, the course will also involve opportunities to put many of the themes of the course into practice, practicing and refining the skills needed for engaging in public political discourse responsibly and effectively.

Course Texts & Materials

Students do not need to purchase any texts. All course texts are either linked on the schedule of readings below, or will be made available on the course’s **Perusall** page, which you can access from Canvas.

Class Expectations

Students are expected to

- Consistently attend class, unless they have a University Approved Absence (see ‘Attendance Policy’ under ‘Policy Statements’ below).
- Participate actively and constructively in class activities and discussions (this is crucial for a Communication Beyond Carolina course).
- Complete all course readings and assignments, as detailed below. Students can expect the work *outside* of class for this course to take approximately 9-12 hours per week on average.
- Abide by the UNC Code of Conduct and the class’s AI Use policy (see ‘Code of Conduct’ and ‘AI Use Policy’ under ‘Policy Statements’ below).

Course Goals & Student Learning Outcomes (SLOs)

All our philosophy courses aim at the acquisition and nurturing of basic philosophic skills. One of the main goals of our philosophy curriculum is to instill and enable the development of skills that are distinct to philosophy, but which are foundational to all forms of knowledge. These **basic philosophical skills** involve being able to:

- Think critically;
- Deploy philosophical concepts and terminology correctly, in either a historical or contemporary setting;
- Represent clearly and accurately the views or argument of particular philosophers, in either a historical or contemporary setting;
- Identify the premises and conclusion(s) of a philosophical argument and assess both its validity and soundness;
- Apply a philosophical theory or argument to a new topic, and being able to draw and defend reasonable conclusions about that topic;
- Develop an argument for a particular solution to a philosophical problem in either a historical or contemporary setting;
- Write clearly, precisely, and persuasively in defense of a philosophical thesis;
- Participate in respectful, critical, and reflexive dialogues about difficult philosophical positions;
- Read, interpret, and evaluate the strengths and weaknesses of different philosophical texts and the philosophical positions presented in them.

In addition, PHIL 171 satisfies our **value theory** requirement for the philosophy major and minor and thereby aims at developing the following learning outcomes:

- being familiar with some of the leading normative theories in philosophy, such as utilitarianism, deontology, and virtue ethics;
- being able to identify and explain the various contexts in which philosophical questions of justification arise;
- being able to assess ethical values in terms of the philosophical and non-philosophical reasons offered;



- being able to recognize different ethical perspectives and the distinctive approaches these perspectives bring to questions of value;
- being able to evaluate ethical justifications for different ways of organizing civic and political communities;
- being able to analyze and evaluate the differences between personal ethical decisions and those bearing on the public and civic domains.

IDEAs in Action General Education Curriculum

This course satisfies the **Ethical and Civic Values** (FC-VALUES) Focus Capacity, and the **Communication Beyond Carolina** (COMMBEYOND) Reflection and Integration requirement, of the IDEAs in Action curriculum.

Focus Capacity: Ethical and Civic Values (FC-VALUES)

Student Learning Outcomes:

1. Explain the contexts in which questions of justification arise.
2. Assess ethical values in terms of reasons offered.
3. Recognize different ethical perspectives and the distinctive approaches these perspectives bring to questions of value, evaluating ethical justifications for different ways of organizing civic and political communities
4. Analyze the differences between personal ethical decisions and those bearing on the public and civic spheres

Questions for Students:

1. How can people think fruitfully (individually and together) about how they should live their lives?
2. What is required to judge a standard or value as worthy of support?
3. How should we distinguish between prejudices and reasonable grounds for value judgments?
4. What considerations – stories, reasons, testimony, documents, data, etc. – can justify our values and commitments, whether personal or social?

Recurring Capacities

Every focus capacity course includes the following activities:

- **Writing**, totaling at least 10 pages in length or the intellectual equivalent
- **Presenting** material to the class, smaller groups, or the public through oral presentations, webpages, or other means
- **Collaborating** in pairs or groups to learn, design, solve, create, build, or research

These elements – referred to as “recurring capacities” – will help you repeatedly practice crucial skills for future study, life, and career success.

Reflection and Integration: Communication Beyond Carolina (COMMBEYOND)

Student Learning Outcomes:

1. Ascertain the expectations, opportunities, and barriers to oral communication in distinct situations.
2. Tailor oral communications to different kinds of settings, including individual, small group, and public communication.
3. Tailor oral communications to different levels of expertise (inexpert, informed, expert), and to varying levels of alignment (resistant, ambivalent, supportive) and distinct contexts.
4. Make informed situation- and audience-sensitive strategic choices in content and delivery.
5. Improve ability to move audiences, as measure by best practices, audience feedback, and instructor feedback.

Questions for Students:

1. How can I engage with audiences through oral communication?
2. How do I best convey knowledge, ideas, and information effectively to different audiences in situations?
3. How can I best understand the views and ideas of others, both individually and collectively?
4. What are the best ways of strategizing and delivering oral communication for achieving my intended outcomes?
5. How can media or digital compositions extend my ability to communicate?





COURSE ASSIGNMENTS & ASSESSMENTS

Summary Table

Component	Percentage of Grade	Recurring Capacity	# of pages of writing
Class Participation	20%	Presenting	-
Pop Quizzes	12.5%	N/A	-
Perusall Annotations	12.5%	Writing	~5 in total
In-Class Oral Assignments (+ written reflections on them)	25% (5 assignments @ 5% each)	Presenting, Collaborating, Writing	2pp. per reflection x 5 = 10 in total
Flipped Classroom	10%	Presenting, Collaborating	-
Final Project	20%	Presenting, Collaborating	-

Assignment Descriptions

Class Participation (20% of grade)

You will receive two participation grades over the course of the semester, each worth 10% of your course grade. Your participation grade will reflect both your attendance record (including punctuality) and – since this is a Communication beyond Carolina class that emphasizes oral skills – your contributions to class discussions. Your contributions to class discussions will be assessed in terms of whether you made a good-faith effort to make productive and helpful contributions. This includes contributing with at least moderate frequency, in a way is respectful, reflects having listened to others' contributions, and reflects having done the reading and thought carefully about it. However, you will not be graded on the philosophical quality of your contributions: I want class to be a place to speak freely and try out ideas without fear of judgment. Please also bear in mind that asking questions, including clarificatory questions, can be a great way to contribute.

To help make participation easier, we'll use the "traffic light system" described [here](#). Additionally, if you are finding participating in discussions difficult or intimidating, please get in touch with me, and we will work on strategies and/or workarounds together.

Pop Quizzes (12.5% of grade)

Occasional, unannounced pop quizzes will be administered at the start of some class meetings. Quizzes are designed to check that you completed the reading and to test basic comprehension of its main points.

- Each quiz will consist of 4 multiple-choice questions. If you get 4 right, you get an A (100%). If you get 3 right, you get a B (85%). If you get 2 right, you get a C (75%). If you get 1 right, you get a D (65%). If you get 0 right, you get an F (50%). If you aren't present, you get a 0 (unless an approved excuse for your absence).
- At the end of the semester, I will drop your lowest pop quiz from your grade.

Perusall Annotations (12.5% of grade)

You will submit annotations on class readings through Perusall, which is integrated with Canvas. There are 13 assigned traditional philosophical readings (i.e. journal articles or book chapters; not including op-eds, videos, etc.), and you must submit Perusall annotations on at least **10** of them; you may choose up to three readings to skip. Whenever you are submitting annotations, you should submit them **by the time that class starts on the day that the reading is assigned**.

Annotations are a way for you to engage critically with the text by highlighting key points, asking questions, and making connections to other readings or class discussions. Each week, you will be expected to submit at least 3 substantive annotations. Substantive annotations go beyond mere highlighting or describing arguments; they should include thoughtful comments, questions, or critiques that demonstrate your engagement with the material. Specific instructions and expectations for annotations, including how to submit them correctly, will be detailed in the assignment instructions on Canvas. The final grade for this assignment group will be an average of scores over the course of the semester.



In-Class Oral Assignments (25% of grade) [Recurring Capacities: Presenting, Collaborating, Writing]

There are five in-class oral assignments over the course of the semester. Each of these assignments aims at developing a philosophical skill and/or oral communication skills. For each oral assignment, you will also write a short (two-page) written reflection after class, reflecting on the assignment and what you learned from it. This written reflection will serve as evidence of your performance on the oral assignment to assist with the grading process. Each in-class oral assignment will be worth 5% of your grade, for a total of 25% cumulatively. The five oral assignments are as follows:

- 1. Comparing Written and Oral Arguments: Mill and Killer Mike.** (Class date: Tuesday 1/20. Written reflection due: Sunday 1/25, 11:59pm.) In pairs, you will discuss two arguments for the value of free speech (from the philosopher J.S. Mill and the rapper Killer Mike) that differ in content, mode of presentation (written vs. oral), tone, etc. You will engage in an oral comparison of the two arguments and reflect on how the differing modes of presentation affect their persuasiveness and philosophical efficacy.
- 2. Evaluating Philosophical Arguments: Waldron's Case for Regulating Hate Speech.** (Class date: Tuesday 2/3. Written reflection due: Sunday 2/8, 11:59pm.) In pairs, you will choose and reconstruct an argument from Waldron's *The Harm in Hate Speech* and critically evaluate it. You will practice reconstructing arguments, identifying premises, raising philosophical objections to them, and evaluating the soundness of those objections.
- 3. Constitutional Design Activity.** (Class date: Thursday 2/12. Written reflection due: Sunday 2/15, 11:59pm.) In small groups, you will work to design constitutional rules surrounding freedom of speech (including provisions for regulating, or not regulating, hate speech and Holocaust denial) for a hypothetical new country. In doing so, you'll bring to bear the philosophical arguments we've considered on these topics over the prior weeks.
- 4. Applying Philosophical Ideas to a Case Study: The University of Nebraska.** (Class date: Thursday 2/26. Written reflection due: Sunday 3/1, 11:59pm.) In pairs, you will examine a case study of political controversy over free speech issues at the University of Nebraska, as detailed in the journalist Steve Kolowich's "State of Conflict". You will use the case study to explore questions about what constitutes an infringement of the right to free speech—considering, for example, whether aggressive counterspeech, threats, or losing one's job as a result of one's speech can infringe this right—as well as the way that free speech discourse is deployed in the service of political ends. In doing so, you'll practice the more general skill of bringing out what is *philosophically* interesting about a real-world case study as described in a non-philosophical piece of writing.
- 5. Revisiting Our Discussion Norms.** (Class date: Thursday 4/16. Written reflection due: Sunday 4/19, 11:59pm.) In small groups, and then as a class as a whole, you will revisit the list of discussion norms that we drew up for the class in our first class meeting, in light of what we've learned in the class (especially from Part V of the class, on norms of public discourse). You will consider whether you would abandon or revise any of the rules we agreed on, and whether you would add any others to the list.

Flipped Classroom: Designing and Implementing a Lesson Plan (10% of grade)

The class will be divided into four groups, each of which will be assigned to one class meeting, with the assignment of designing a lesson plan for a **40-minute segment** of that day's class, focusing on the day's assigned reading, and then leading the class that day based on the lesson plan developed. In designing the lesson plan, you'll think carefully about what approach to the day's material will best facilitate learning and productive exploration of the issues. Different formats might include some mix of the following: (i) lecture-style presentations by your group; (ii) guided whole-class discussions in response to a series of questions or prompts; (iii) activities to be conducted in small groups; or (iv) other, less traditional, creative assignments or activities. **If you opt to include a lecture-style presentation, please do not exhaustively summarize every part of the assigned reading; instead, try to exercise your judgment to edit, resequence, or reframe the material in a way that facilitates class learning.** More guidelines will be available on Canvas.

Final Project (20% of grade)

In place of a final exam, you will do a final group project, which you will present to the whole class during the final examination period for the course. The final group project will explore a theme of your choice from Part IV or V of the course, concerning viewpoint diversity, institutional neutrality, or norms of public discourse. As well as addressing the substance of the topic, your presentation should also consider the challenges in communicating about these topics to a general public audience outside of the university setting, and how we might try to enhance public discourse around these topics in a way that is sensitive to the needs and situations of different audiences. More details will be provided closer to the end of the course.



Grading Scale & Schema

Late Work

If you anticipate not being able to submit work on time, please email me (if at all possible) before the deadline. If you do this, I will often be willing to grant extensions, within reason (i.e., within the constraints imposed by your need not to get so behind that it interferes with future assignments, and my need to have all your work graded in time to submit your final course grade).

Once the deadline has passed, I will only grant extensions with an official excuse from the Office of the Dean of Students. Without an extension or an official excuse, late work will lose 1/3 of a letter grade immediately, and a further 1/3 of a letter grade every 24 hours thereafter.

Grading Rubrics

Grading rubrics for assignments will be made available on Canvas.

Grading Scale

Numeric Grade (%)	Letter Grade
93.0 and above	A
90.0 – 92.99	A-
87.0 – 89.99	B+
83.0 – 86.99	B
80.0 – 82.99	B-
77.0 – 79.99	C+
73.0 – 76.99	C
70.0 – 72.99	C-
67.0 – 69.99	D+
63.0 – 66.99	D
62.99 and below	F

COURSE SCHEDULE

Part I: The Value of Free Speech

Class (Date/Week)	Topic(s)	Readings & Assignments Due
Thurs, 1/8	Introduction + Discussion Norms Design Activity	-
Tues, 1/13	Arguments for Free Speech I	Read: J.S. Mill, <i>On Liberty</i> , ch. 2 (abridged)
Thurs, 1/15	Arguments for Free Speech II	Watch: Killer Mike, " Free Speech Lets Me Know My Enemy "
Tues, 1/20	<i>In-Class Oral Assignment #1</i> Comparing Written and Oral Arguments: Mill and Killer Mike	[No new reading]
Thurs, 1/22	Critiques of Arguments for Free Speech	Read: Alvin Goldman & James Cox, "Speech, Truth & the Market for Ideas" (abridged) Due Sunday 1/25, 11:59pm : Written Reflection on Oral Assignment #1



Part II: The Limits of Free Speech

Class (Date/Week)	Topic(s)	Readings & Assignments Due
Tues, 1/27	[No class – Snow Day]	
Thurs, 1/29	Hate Speech I	Read: Jeremy Waldron, <i>The Harm in Hate Speech</i> , selections from chs. 1 & 4
Tues, 2/3	[No class – Snow Day]	
Thurs, 2/5	Hate Speech II <i>In-Class Oral Assignment #2</i> Evaluating Philosophical Arguments: Waldron’s Case for Regulating Hate Speech	Read: Jeremy Waldron, <i>The Harm in Hate Speech</i> , selections from ch. 5 Due Sunday 2/8, 11:59pm : Written Reflection on Oral Assignment #2
Tues, 2/10	Hate Speech III	Read: Susan Brison, “The Autonomy Defense of Free Speech”
Thurs, 2/12	Holocaust Denial <i>In-Class Oral Assignment #3</i> Constitutional Design Activity	Andrew Altman, “Freedom of Expression and Human Rights Law: The Case of Holocaust Denial” Due Sunday 2/15, 11:59pm : Written Reflection on Oral Assignment #3

Part III: The Politics of Free Speech

Class (Date/Week)	Topic(s)	Readings & Assignments Due
Tues, 2/17	Heckling	Read: Emily McTernan & Robert Mark Simpson, “Heckling, Free Speech, and Freedom of Association”
Thurs, 2/19	Class Discussion Day	[No new reading]
Tues, 2/24	The Weaponization of Free Speech Discourse	Read: Kate Manne & Jason Stanley, “ When Free Speech Becomes a Political Weapon ”
Thurs, 2/26	<i>In-Class Oral Assignment #4</i> Applying Philosophical Ideas to a Case Study: the University of Nebraska	Read: Steve Kolowich, “ State of Conflict ” Due Sunday 3/1, 11:59pm : Written Reflection on Oral Assignment #4

Part IV: Viewpoint Diversity and Institutional Neutrality

Class (Date/Week)	Topic(s)	Readings & Assignments Due
Tues, 3/3	The Case for Viewpoint Diversity I	Read: Greg Lukianoff & Jonathan Haidt, <i>The Coddling of the American Mind</i> , selections from the Introduction & chs. 1-2
Thurs, 3/5	The Case for Viewpoint Diversity II <i>Flipped Classroom Group #1</i>	Read: Lukianoff & Haidt, <i>Coddling</i> , selections from chs. 5 & 13
Tues, 3/10	Limits on Viewpoint Diversity: No-Platforming Policies <i>Flipped Classroom Group #2</i>	Read: Robert Mark Simpson & Amia Srinivasan, “No Platforming”
Thurs, 3/12	Institutional Neutrality	Read: Agnes Callard, “ Neutrality is Meant to be Broken ”
Tues, 3/17	[No class – Spring break]	
Thurs, 3/19		



Part V: Norms of Public Discourse

Class (Date/Week)	Topic(s)	Readings & Assignments Due
Tues, 3/24	Civility	Watch: Teresa Bejan, " Is Civility a Sham? "
Thurs, 3/26	Class discussion day	[No new reading]
Tues, 3/31	Grandstanding <i>Flipped Classroom Group #3</i>	Read: Justin Tosi & Brandon Warmke, "Moral Grandstanding"
Thurs, 4/2	[No Class – Well-Being Day]	
Tues, 4/7	Psychologizing <i>Flipped Classroom Group #4</i>	Read: Amy Flowerree, "When to Psychologize"
Thurs, 4/9	Class discussion day	[No new reading]
Tues, 4/14	Publicity Constraints	Read: Maxime Lepoutre, <i>Democratic Speech in Divided Times</i> , ch. 1
Thurs, 4/16	<i>In-Class Oral Assignment #5</i> Revisiting Our Discussion Norms	[No new reading] Due Sunday 4/19, 11:59pm : Written reflection on Oral Assignment #5
Tues, 4/21	Group Preparation for Final Project Presentations	[No new reading]
Thurs, 4/23	Group Preparation for Final Project Presentations	[No new reading]
Mon, 5/4, 12-3pm	Final Project Presentations	



POLICY STATEMENTS

Academic Policies

University Class 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/short-term military service, as required by law and approved by the [Equal Opportunity and Compliance Office](#) (EOC), or in the case of short-term military service, the Dean of Students
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 and/or the [University Compliance Office](#).

Electronic Devices Policy

Use of electronic devices (including laptops, tablets, phones, etc.) in class is prohibited unless either (a) they are required for class participation due to a special accommodation or (b) we are doing an activity that specifically requires them, as stated by me.

Code of Conduct

All students are expected to adhere to University policy and follow the guidelines of the UNC Code of Conduct. Additional information can be found at <https://studentconduct.unc.edu/>.



Artificial Intelligence (AI) Use Policy

In this course, you may not use generative AI tools to write or revise assignments for you (either in whole or in part). Nor are you permitted to use AI to generate ideas for assignments that you then merely rephrase. Any such use of AI tools will be considered an instance of academic dishonesty and will be referred to Student Conduct.

You may use generative AI in certain other ways in the process of researching for and working on assignments. Specifically, you may use it to perform the same sorts of tasks that a more traditional web search might. For example, you might be looking for an example of something, and AI might help you find an example, much as a more traditional web search might. Or, you might ask an AI chatbot for the answer to a factual question—for example, what the law says about something—again, much as a traditional web search might help you find the answer to this question. Or, you might ask an AI bot for suggestions of items to read to help you with an assignment. *However:*

1. If you use AI in any such way, you must disclose this, along with the details of the role AI played in your work, on the assignment (if the assignment is written) or in an email to me (if the assignment is oral). Failure to disclose use of AI will also be considered an instance of academic dishonesty.
2. You should be aware that AI chatbots can still often make mistakes or give you incorrect information. Ultimately, you are responsible for the accuracy of the factual claims made in your written and oral assignments, and inaccuracies may affect your grade. As such, it is highly advisable to cross-check any information received from AI against other sources.

If in any doubt about whether a particular use of AI is permitted, consult with me.

Syllabus Changes

I reserve the right to make changes to the syllabus, including the schedule of readings and assignment due dates. These changes will be announced as early as possible.

Grade Appeal Process

If you want to understand a grade you have received, and the reasons for it, you are welcome to meet with me. If I make any arithmetical errors in calculating your grade, please let me know and I will adjust it as appropriate. I hope we can resolve any grade-related issues to your satisfaction informally, but if not, you are entitled to contact the Philosophy Department's Director of Undergraduate Studies (mkohl17@email.unc.edu) or to appeal the grade through a formal university process that is described [here](#).

IT & Data Policies

Acceptable Use Policy

By attending the University of North Carolina at Chapel Hill, you agree to abide by the University of North Carolina at Chapel Hill policies related to the acceptable use of IT systems and services. The Acceptable Use Policy (AUP) sets the expectation that you will use the University's technology resources responsibly, consistent with the University's mission. In the context of a class, it's quite likely you will participate in online activities that could include personal information about you or your peers, and the AUP addresses your obligations to protect the privacy of class participants. In addition, the AUP addresses matters of others' intellectual property, including copyright. These are only a couple of typical examples, so you should consult the full [Information Technology Acceptable Use Policy](#), which covers topics related to using digital resources, such as privacy, confidentiality and intellectual property.

Additionally, consult the [Safe Computing at UNC](#) website for information about data security policies, updates, and tips on keeping your identity, information, and devices safe.

Data Security and Privacy

UNC-Chapel Hill is committed to fulfilling its responsibilities of transparency as a state-sponsored institution of higher learning, protecting certain types of information, and using information Carolina collects only for appropriate purposes. Consult the [UNC-Chapel Hill Privacy Statement](#) for additional information.



Services & Student Support Policies

University Compliance Office (formerly Equal Opportunity and Compliance) – Accommodations

The [University Compliance Office](#) (UCO) receives requests for accommodations for disability, pregnancy and related conditions, and sincerely held religious beliefs and practices through the University's Policy on Accommodations. UCO Accommodations team determines eligibility and reasonable accommodations consistent with state and federal laws.

Counseling and Psychological Services (CAPS)

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. CAPS is the primary mental health provider for students, offering timely access to consultation and connection to clinically appropriate services. Go to the [CAPS website](#) 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.

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](#) or by contacting the [University's Title IX Coordinator](#), Elizabeth Hall, or the [Report and Response Managers](#) in the Equal Opportunity and Compliance Office. Please note that I am designated as a Responsible Employee, which means I must report to the EOC any information I receive about the forms of misconduct listed in this paragraph. If you'd like to speak with a confidential resource, those include Counseling and Psychological Services, the University's Ombuds Office, and the [Gender Violence Services Coordinators](#). Additional resources are available at [safe.unc.edu](#).

Policy on Non-Discrimination

As set out in the University's [Policy Statement on Non-Discrimination](#), the University is committed to providing an environment where all members of our community can learn, work, and thrive. Consistent with these principles and applicable laws, it is therefore the University's policy not to discriminate on the basis of age, color, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation or veteran status as consistent with the University's [Policy on Prohibited Discrimination, Harassment and Related Misconduct](#). No person, on the basis of protected status, shall be excluded from participation in, be denied the benefits of, or be subjected to unlawful discrimination, harassment, or retaliation under any University program or activity, including with respect to employment terms and conditions. The University will consider only relevant factors such as individual abilities and qualifications in admissions, hiring, disciplinary action, and all other decisions and will apply consistent standards of conduct and performance.

If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (email reportandresponse@unc.edu or see additional contact info at [safe.unc.edu](#)) or the University Compliance Office. Please note that I am designated as a Responsible Employee, which means that I must report to the UCO any information I receive about harassment or discrimination. If you'd like to speak with a confidential resource, those include Counseling and Psychological Services and the University's Ombuds Office.

My Commitments on Accessibility and Equity

- I am committed to making class fully accessible, and to providing accommodations for those who need them. If I can do anything to help make class more accessible to you, please let me know, or have the UCO Accommodations team (see above) contact me on your behalf.
- I am also committed to making the classroom an inclusive place that feels safe for everyone irrespective of gender identity, race, ethnicity, social class, sexual orientation, religion, national origin, or other individual or group identity. Please let me know if I can do anything to improve; I appreciate suggestions.
- I am a Safe Zone Ally, trained and certified by the university LGBTQ center. I am available to meet during office hours or by appointment to offer support.



Undergraduate Testing Center

The College of Arts and Sciences provides a secure, proctored environment in which exams can be taken. The Center works with instructors to proctor exams for their undergraduate students who are not registered with ARS and who do not need testing accommodations as provided by ARS. In other words, the Center provides a proctored testing environment for students who are unable to take an exam at the normally scheduled time (with pre-arrangement by me). For more information, visit the [testing center website](#).

Learning Center

Want to get the most out of this course or others this semester? 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.

Writing Center

For free feedback on any course writing projects, check out UNC's Writing Center. Writing Center coaches can assist with any writing project, including multimedia projects and application essays, at any stage of the writing process. You don't even need a draft to come visit. To schedule a 45-minute appointment, review quick tips, or request written feedback online, visit [UNC's Writing Center online](#).