



# ASIAN PHILOSOPHY (BUDDHIST PHILOSOPHY)

**PHIL213.001** Fall 2023

The University of North Carolina at Chapel Hill



## COURSE INFORMATION

**Credit Hours:** 3

**Pre or Co-Requisites:** None

**Target Audience:** All undergraduates

**Meeting Pattern:** M/W/F – 11:15-12:05pm

**Instructional Format:** In person

**Classroom:** Caldwell Hall 105



## INSTRUCTOR INFORMATION

**Name:** Logan Mitchell (they/them)

**UNC Email Address:** lmittchell@unc.edu

**Office Location:** Caldwell 105C (in the tower!)

**Office Hours:** In person: Mondays, 1-3pm; Fridays, 10-11am



## COURSE CONTENT

### Course Description

This is a course on Buddhist Philosophy. Buddhist philosophy is united around the teachings and insights of the historical Buddha, Siddhartha Gautama, and in particular the Four Noble Truths and the Noble Eightfold Path. At the end of the day, Buddhist philosophy is aimed at liberating beings from suffering. So, we will focus on gaining a deep understanding of the Four Noble Truths and the Noble Eightfold Path (which requires understanding many other Buddhist philosophical ideas) so that we might suffer less in our own daily lives, all while honing philosophical skills like reflection, analysis, writing, and argumentation. For simplicity, much of our exploration will focus on the writings of Zen master Thich Nhat Hanh.

### Course Texts & Materials

- Thich Nhat Hanh, *The Heart of the Buddha's Teachings*
  - Available at the UNC store or anywhere books are sold
- All other readings available on Canvas

### Classroom Expectations

- You may use laptops or tablets to take notes but are expected to pay attention in class (duh!!).
- There will regularly be “screen-free” moments in class, in which all students must immediately close their laptops and put all devices away for minutes at a time when note-taking is not necessary (e.g., during discussion, during a mindfulness practice, when I am making an important point, etc.). If you do not comply with a screen free moment (e.g., you are not paying attention or you are taking a timed quiz for another class) I will deduct 1 attendance point from your attendance grade (i.e., 1% of your final grade)
- Philosophy is in large part about *arguing*, which can help us get a deeper understanding of our own views and those of others. So, please feel free to express disagreement, to invite critical reflection of certain views and assumptions, and to speak your mind freely while bearing in mind the value of doing so with compassion and respect. It's okay for us to disagree, and for you to disagree with me!
- Throughout this course, we will at times be discussing sensitive and distressing subjects like your inevitable death. In order to help us engage with these topics together with resilience



and respect, I will do my best to curate a space that is trauma-sensitive and mindful while also recognizing that sometimes a bit of discomfort can be beneficial for our own personal growth (though too much distress can inhibit proper learning).

## Course Goals & Student Learning Outcomes (SLOs)

### Course Learning Objectives:

- To gain a deep understanding of basic Buddhist philosophical commitments, in particular the Four Noble Truths and the Noble Eightfold Path.
- To explore in what ways (if any) Buddhist philosophy can be applied to our daily lives to help us suffer less.
- To develop philosophical skills, in particular those related to critical analysis and philosophical argumentation through writing.
- To exercise/develop our agency and take responsibility for our own success by practicing effective, compassionate communication, active listening, attention regulation, and organization.

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 them."

In addition, **PHIL213** satisfies our **history of philosophy** requirement for the philosophy major and minor and thereby aims at developing the following learning outcomes:

- Develop knowledge of different philosophical figures, movements, traditions, systems, and schools from the past. Knowledge of these of these figures, movements etc. must also reflect knowledge of their respective historical periods, such as ancient, early modern, 19<sup>th</sup> century, etc.
- Evaluate primary source material and/or other historical evidence of past philosophical figures and/or systems (e.g., behaviors, events, and social, cultural, economic, and/or political structures); assess divergent or complementary methods, materials, and/or methodologies in interpreting the history of human thought, thinking, and self-understanding.
- Assess, when needed, conflicting historical narratives based on evidence and methodologies.
- Generate and evaluate philosophical arguments based on the analysis of primary and scholarly sources.
- Apply historical methods and knowledge in conjunction with philosophical methods and knowledge in order to make informed judgments about past and current developments in the history of philosophy."



## IDEAs in Action General Education Curriculum

### *Engagement with the Human Past*

Students acquire knowledge through evidence about human experience in one or more eras of the human past and learn to evaluate, synthesize, and communicate that evidence, applying it to their lives in the present.

#### **Student Learning Outcomes:**

1. Develop knowledge of different spatiotemporal scales, patterns, ideas, figures, and events from the past.
2. Evaluate primary source material and/or other historical evidence of past conditions (e.g., behaviors, events, and social, cultural, economic, and/or political structures); assess divergent or complementary methods, materials, and/or methodologies in interpreting the human past.
3. Assess conflicting historical narratives based on evidence and methodologies.
4. Generate and evaluate arguments based the analysis of primary and scholarly sources.
5. Apply historical methods and knowledge to make informed judgments about the past and the present.

#### **Questions for Students:**

1. What events, conflicts, and continuities shaped an era of the human past?
2. What distinctive kinds of evidence do we use to interpret and understand the human past?
3. How have people made decisions and acted in light of historical knowledge?
4. How does the material and historical past survive in the present and affect our perception of both the past and the present?
5. What conditions and processes shape our approach to the human past?

### *Global Understanding and Engagement*

Students study and engage with global processes shaping the world and its peoples, including those beyond the North Atlantic region (United States, Canada, and Western Europe). They develop deep knowledge of historic or contemporary roles and differential effects of human organizations and actions on global systems.

#### **Student Learning Outcomes:**

1. Classify and analyze diverse historical, social, and political exchanges that shape nations, regions, and cultural traditions of the world.
2. Translate among contrasting civic cultures, social values, and moral commitments that characterize differences among peoples and societies, including those beyond the North Atlantic region.
3. Assess ways that political and economic institutions shape contemporary global relations.
4. Explain human and environmental challenges that transcend national borders.

#### **Questions for Students:**

1. What forces connect and distinguish the experiences of peoples, societies, and human organization around the world?
2. How can I understand and compare differing worldviews?
3. What connections and differences exist between particular worldviews, experiences, societies, or power structures?
4. What ideas, approaches, and international sources allow scholars to compare societies?

### **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.



## COURSE ASSIGNMENTS & ASSESSMENTS

Assignment/Assessment	Final Grade (%)
<b>Attendance</b>	10%
<b>On Call Days</b>	10%
<b>Reflection Journal</b>	10%
<b>Reading Responses</b> (~10 pages of writing total)	15%
<b>Paper Prep</b>	2.5% each (5% total)
<b>Paper 1</b> , due 10/6, 3-5 pages	20%
<b>Paper 2</b> , due 11/17, 4-6 pages	25%
<b>Final Collaborative Presentation</b> , 12/15 at 12pm	5%
<b>Extra Credit</b>	Up to four assignments, each adding 5 points to paper 2 (up to 5% of final grade)

### Assignment Descriptions

**Attendance (10%):** Everyone gets three free unexcused absences, no questions asked. After this, absences must be excused (I will be flexible, but vacation doesn't count). For unexcused absences four through seven, you will lose 2.5% of your total grade per absence. I am going to actually take attendance each class, so you can't sign your friends in lol (rude!!). In order for an absence to count as excused, **you must email me with relevant documentation no later than 72 hours after the class ends (ideally before)**. After this period, any absence will count as unexcused barring extremely unusual circumstances (e.g., you were literally in a coma). You cannot email me at the end of the semester to try and improve your attendance grade.

**On-Call Days (10%):** Each student is required to be on-call **four times**. When you are on call, I will expect you to have closely engaged with all of the material for that class and be prepared to discuss each of them in detail. Up to five people can be on-call each day. I will call on each person



throughout the class to give their thoughts on various questions, particularly those who do not normally volunteer to speak.

You will be graded pass/fail based on good faith effort, not complete accuracy (so don't worry about making mistakes). If you find a reading particularly challenging, you should prepare some questions that would improve your understanding, and note particular passages, claims, terms, or examples in the text that you found particularly difficult. If it is clear that you didn't do all of the reading or only did it superficially, then you will not get credit for that day.

If unforeseen circumstances prevent you from attending an on-call day, you can make it up later. We will choose on-call days during the first day of class. [You can sign up for your on-call days here](#) (reference the schedule below to see the corresponding readings for that day).

**Reading Responses (15%):** Due 15 minutes before class on days when reading is due (most days), you will be required to do 20 reading responses over the course of the semester. You must write at least 200 words per response. You must get an average of 2 points per post to get 100%. If you get some 1s or 0s, you can do more than 20 reading responses to try and make up for it. There are 37 opportunities total for reading responses. Over the course of the semester, this equals well over 5 pages of writing.

Because you have so many opportunities to recoup lost points, I will be very quick to give out 0s or 1s if your response doesn't give me enough evidence of sincere engagement and sufficient understanding of the material. I will not consider changing a grade for your reading response.

There are three different kinds of reading responses you can do (please mention which you are choosing in your submission). For each option, you must cite a specific claim or example presented in the reading, versus making broad overarching claims about what the chapter is about (like what ChatGPT will do). If you only discuss the broad theme of the chapter, you will get no credit. Here are the three options:

*Offer a critique:* First, present a specific claim discussed in the reading and explain it in your own words. Second, critically evaluate this claim. You can do this through a variety of means. You might tell me why you think it's correct, misunderstood, how you might improve it, another reason to accept/reject it, connecting the claim or idea to another claim we've talked about in class, etc. These responses are philosophical in nature. Note: the critical evaluation must be over half of the word count.

*Practical application:* First, present a specific claim discussed in the reading and explain it in your own words. Second, explore the practical upshot of the claim. If it is true, what does that mean for you, society, your daily life, etc.? Is this good, bad, neutral? How does it affect the truth or falsity of other important philosophical commitments or beliefs that people hold dear? Note: the practical application must be over half of the word count.





*Compare and contrast:* First, present a specific claim discussed in the reading. Second, compare it to another claim in Western philosophy or religion. Discuss how the two claims might be similar/different, and whether they might be compatible in any way or are completely incompatible (and why). If the claims are incompatible, discuss whether you consider one claim to be most plausible and why.

**Note:** Reading responses are *not* the place to tell me about how interesting you thought something was, how you changed your mind, etc. Reading responses are primarily a way for you to engage critically with the material and gain a deeper understanding of the relevant philosophical concepts.

Here is the rubric for reading responses:

0. You do not provide compelling evidence that you sincerely engaged with the reading (e.g., you just use vague buzzwords or say things that anyone who glanced at the first page would be able to say, or it looks like you had AI do the work for you).
1. You give me compelling evidence that you sincerely engaged with part of the reading, but you don't do both parts of the assignment, your critical engagement is less than half of your post, your response is written poorly, hard to understand, or it appears as though you didn't do all of the reading (because your point is addressed later on), etc.
2. You do both parts of the response generally well and clearly demonstrate that you have spent time thinking about the reading.

**Reflection Journal (10%):** Due each Friday by 11:59pm, you will have a reflection journal prompt to answer. These journal entries will be the place to do things like develop metacognitive skills, express emotional reactions to readings and course material, and more explicitly connecting course material with one's own personal experience and the real world. You can miss two journal prompts without penalty. You must write at least 200 words. Prompts will be graded pass/fail based on a good-faith effort to engage with the prompt, and shouldn't take more than 10-15 minutes. However, one or two sentence answers will not get credit.

**Paper Prep (5%):** Due two weeks before each paper is due (22 Sep and 3 Nov) by 11:59pm, you will be required to provide a preliminary thesis and potential reasons/support for your thesis. You are not required to stick with this thesis or support. You will be graded pass/fail based on a good-faith effort. You can upload a picture of an argument map, an outline, a four-sentence draft, or just list the thesis and possible reasons that support your thesis. I will provide feedback to help guide your paper writing. Your post must be the equivalent of five sentences (e.g., not just a thesis).

**Paper #1 (20%):** Due 6 October at 11:59pm, you will write an argumentative, philosophical paper that is around 3-5 pages double-spaced (minimum 1,200 words exclusive of long quotes and references, try to keep it under 2,000 words but don't stress). Possible prompts will be provided, but you are welcome to write about any topic that sincerely engages with one of the required or



optional readings covered in class (run it by me first). A rubric will be provided on Canvas. B+ and higher papers will be much closer to the maximum word limit than the minimum.

**Paper #2 (25%):** Due 17 November at 11:59pm, you will write another argumentative, philosophical paper that is around 4-6 pages (minimum 1,500 words, try to keep it under 2,500 but don't stress). Same parameters and rubric as before.

**Note:** Because you can re-write your papers, I will grade your papers very honestly initially, and your first score might be very low. Don't worry! This grade is a tool that will show you how you can most improve your writing/score (and to incentivize you to actually make these improvements via the re-write). Sincere engagement with the re-write will help increase your score substantially. In a previous class of mine, students who re-wrote their papers began with an average of 78 and after re-writes ended up with an average of 89, an 11 point increase.

**Final Collaborative Presentation (5%):** During the final exam period, students will give group presentations about various topics relevant to the course. Each presentation should involve a single set of slides. A rubric will be provided on Canvas. Each group will consist of ~5 people, and the total presentation should be 10-15 minutes, followed by ~5 minutes of Q&A. You are free to divide your labor as you please. You will all fill out a report where you tell me exactly how each of you contributed to the presentation, so that I might assign grades accordingly (slackers beware!). [You may sign up here for your topic on a first-come, first-served basis.](#) Sign up will remain open for the first few weeks of class, so feel free to change your topic if a spot opens up in another group.

**Extra Credit:** You can complete up to four extra credit assignments, due at the latest by 8 December at 11:59pm. For each one you complete, five points (half a letter grade) will be added to Paper 2 (you can go over 100%). This is equivalent to getting 1.25% per assignment added to your final grade, up to 5% (you're welcome!!). You will be graded pass/fail based on sincere engagement. If your initial submission isn't satisfactory, I will give you the opportunity to make edits and get credit (provided you turn it in early enough).

You can:

- Watch a talk online that engages with Buddhist philosophy (e.g., a dharma talk by a monastic or Buddhist philosopher).
- Read a book or academic journal article in Buddhist philosophy.
- Listen to an episode of a podcast discussing Buddhist philosophy.
- Attend an event outside of class that engages with Buddhist philosophy.
- Do something else that engages with Buddhist philosophy – just check in with me first!
- Do any of the above tasks with another branch of Asian philosophy (Confucianism, Hindu philosophy, etc.) and then compare and contrast with a Buddhist philosophical perspective on the same topic.





And then, for whatever option you choose, write a two-page double spaced analysis (12 point, Times New Roman) of it. Your analysis cannot be a book report, it must also engage critically with some of the claims made in the talk, and this critical analysis must be at least a page.

Note: please check in with me before starting an extra credit assignment to make sure your article/book/event/etc. is appropriate in scope/content for an extra credit assignment!

### Expected Time Dedicated to the Class

For a three-credit-hour PHIL course, 9–12 hours/week is average. This class will probably take you much less time on average, but when it comes to time to writing and revising papers this number will be more accurate.

### Grading Scale & Schema

#### Grade Finality

Grades, once assigned, will not be changed. Please do not ask me to change your grade for an assignment, and **definitely** do not ask me to just give you a higher course grade at the end of the semester, for any reason whatsoever.

#### Late Work

For **papers**, if you email me before the assignment is due (with the exception of paper rewrites, which cannot be submitted late), I will grant you an extension until Monday's class period beginning. If you submit an assignment late *without* getting in touch with me 24 hours beforehand, or overextend an extension, barring a good reason you will lose 5% per day after the deadline/extended deadline.

Please note: If you request an extension, you will have less time to rewrite your paper, so keep that in mind!

For **reading responses**, you cannot get credit for work submitted after class begins, so prioritize these assignments please!

For **work due 11:59pm**, I really mean "before I am done waking up, meditating, and having breakfast" the next morning. So, if you turn something in by like 9am the next day I won't penalize you. But after that, the 5% policy will kick in for papers or you will not get credit for reflection journals/paper preps.

#### Grading Rubrics

Rubrics for papers and collaborative presentations are on Canvas.



### **Paper Re-writes**

If you wish, you may revise Paper #1 and Paper #2 in light of feedback for a better grade. In addition to a revised paper, you must submit a *revision report*, in which you detail the major changes you made. Submitting a re-write does not guarantee a higher grade.

Paper #1 rewrites are due Friday 27 October

Paper #2 rewrites are due Wednesday 6 December

### **Grading Scale**

*Converting your final average to a letter grade:*

94 or above: A  
90 to 93.99: A-  
87 to 89.99: B+  
83 to 86.99: B  
80 to 82.99: B-  
77 to 79.99: C+  
73 to 76.99: C  
70 to 72.99: C-  
67 to 69.99: D+  
60 to 67.99: D  
Below 60: F

## COURSE SCHEDULE

### **Unit 1: The First Three Noble Truths**

1. 8/21: Introduction to the course
  - No reading
2. 8/23: Introduction to Buddhism
  - HBT Ch. 1-4
3. 8/25: First Noble Truth
  - HBT Ch. 5
  - Discourse on Turning the Wheel of the Dharma
4. 8/28: Second Noble Truth
  - HBT Ch. 6-7
  - Discourse on the Middle Way
5. 8/30: Five Aggregates
  - HBT Ch. 23



6. 9/1: Three Bodies of Buddha + Three Jewels
- HBT Ch. 20 + 21

**9/4: No Class – Labor Day**

7. 9/6: Two Truths
- HBT Ch. 17 (stop at “this insight liberates us”)
  - Heart Sutra (option to listen to chant)
8. 9/8: Two Truths, cont.
- HBT Ch. 17 (start at “all ‘formations’ are impermanent”)
  - Diamond Sutra
9. 9/11: Interdependent Co-Arising
- HBT Ch. 27
10. 9/13: The Three Dharma Seals
- HBT Ch. 18
11. 9/15: Third Noble Truth
- HBT Ch. 8
12. 9/18: Sutra Study
- Sutra on the Eight Realizations of Great Beings
13. 9/20: Sutra Study
- Sutra on the Four Establishments of Mindfulness
14. 9/22: Practice Day (no devices allowed!)
- **First paper prep due!**

**9/25: No Class: Well-being day**

**Unit 2: The Fourth Noble Truth (the Noble Eightfold Path)**

15. 9/27: Intro to Eightfold Path + Right View
- HBT Intro to Part 2 + Ch. 9
16. 9/29: Right Thinking + Paper Peer Review
- HBT Ch. 10
  - **Come prepared with an outline or draft of your paper to discuss in groups!**



17. 10/2: Right Mindfulness

- HBT Ch. 11 (to page 70, stop after “A perception is a sign, an image in our mind”)

18. 10/4: Right Mindfulness, cont’d.

- HBT Ch. 11 (p. 70- end, begin at “Investigation of dhammas’ is one of the Seven Factors of Awakening”)

19. 10/6: Right Speech

- HBT Ch. 12
- **Paper 1 due!**

20. 10/9: Right Action

- HBT Ch. 13

21. 10/11: The Five Mindfulness Trainings

- Read: [Five Mindfulness Trainings](#)
- Watch: [Introduction to the Five Mindfulness Trainings with Sr. Dang Nghiem](#)

22. 10/13: Right Diligence

- HBT Ch. 14

23. 10/16: Right Concentration

- HBT Ch. 15

24. 10/18: Right Livelihood

- HBT Ch. 16
- **All papers graded and returned by this date!**

**10/20: No Class – Fall Break**

25. 10/23\*\*\*: Catch Up/TBD

26. 10/25: Four Immeasurable Minds

- HBT Ch. 22
- Discourse on Love

27. 10/27: Three Doors of Liberation

- HBT Ch. 19
- **Paper 1 rewrites due!**



## Unit 3: Buddhist Ethics: Theory and Practice

28. 10/30: Buddhist Ethical Theory

- Jay Garfield, *Buddhist Ethics: A Philosophical Exploration*, Ch. 2

29. 11/1: Buddhist Ethical Theory, cont.

- Garfield Ch. 3

30. 11/3: Engaged Buddhism: Theory

- Garfield Ch. 12
- **Second paper prep due!**

31. 11/6: Engaged Buddhism: Practice

- [Fourteen Mindfulness Trainings](#)

32. 11/8: Climate Change + Extinction

- Thich Nhat Hanh, *The World We Have*, Ch. 4 + 5

33. 11/10: Animals/Food + Paper Peer Review

- Thich Nhat Hanh, *The World We Have*, Ch. 3
- **Come prepared with an outline or draft of your paper to discuss in groups!**

34. 11/13: Radical Dharma (Race)

- Lama Rod Owens, Rev. angel Kyodo williams, & Jasmine Syedullah, *Radical Dharma*, Intro + Ch. 2

35. 11/15: Radical Dharma (Sexuality)

- *Radical Dharma*, Ch. 4

36. 11/17: Radical Dharma (Liberation + Social Change)

- *Radical Dharma*, Ch. 7
- **Paper 2 due!**

37. 11/20: Buddhism + Feminism

- Jean Byrne, "Why I Am Not a Buddhist Feminist"

### **11/22 & 24: No Class – Thanksgiving**

38. 11/27: Love and Rage

- Lama Rod Owens, *Love and Rage*, Intro + Ch. 1

39. 11/29: Love and Rage cont.

- *Love and Rage*, Ch. 2



- **All papers graded and returned by this date!**

40.12/1: Love and Rage cont.

- *Love and Rage*, Ch. 3

41. 12/4: Practice Day

42. 12/6: Final Class – TBD

- Extra credit exam?
- Wrap-up

- **Paper 2 rewrites due!**

**12/8: Extra credit due**

**12/15\*\*\* 12-3pm: Final Exam Period for Collaborative Presentations**

## POLICY STATEMENTS

### 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.

### Attendance Policy

**University 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 [Accessibility Resources and Service](#) and/or 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.

### Honor Code

All students are expected 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. If you are unsure about which actions violate the Honor Code, please see me or consult [studentconduct.unc.edu](http://studentconduct.unc.edu).

### 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.

### **Accessibility Resources and Service**

[Accessibility Resources and Service](#) (ARS – [ars@unc.edu](mailto:ars@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.

ARS 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 ARS](#) 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. 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.

### **Title IX and Related 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](mailto:titleixcoordinator@unc.edu)) or the Report and Response Coordinators in the Equal Opportunity and Compliance Office ([reportandresponse@unc.edu](mailto:reportandresponse@unc.edu)). Confidential resources include Counseling and Psychological Services and the Gender Violence Services Coordinators ([gvsc@unc.edu](mailto:gvsc@unc.edu)). Additional resources are available at [safe.unc.edu](https://safe.unc.edu).

### **Policy on Non-Discrimination**

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's [Policy Statement on Non-Discrimination](#) offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered, and that equitable and consistent standards of conduct and performance are applied.

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](mailto:reportandresponse@unc.edu) or see additional contact info at [safe.unc.edu](https://safe.unc.edu)) or the Equal Opportunity and Compliance Office at <https://eoc.unc.edu/report-an-incident/>.

### **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 your instructor). For more information, visit <http://testingcenter.web.unc.edu/>.



### **Learning Center**

Want to get the most out of this course or others this semester? Visit UNC's Learning Center at <http://learningcenter.unc.edu> 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 <http://writingcenter.unc.edu>.