

PLCY 390
Special Topics—Women, Politics, and Policy
Fall 2018
MW 11:15 am - 12:30 pm
Graham Memorial - Rm 0213

Prof. Corrine McConnaughy
Visiting Associate Professor of Public Policy
Email: mcconna@email.unc.edu
Office: 101 Abernethy Hall
Office Hours: MW 12:45-1:45 pm or by
appointment

Course Description

Do women want something different than men from the state? Do they need the state to provide for them in different ways? Has their formal incorporation into institutional politics changed how politics and the policy process work? Can and have they made any particular demands upon the state more effectively than men because of gendered processes or influence? Does gender construct particular challenges to seeking policy change? These are the central questions of this course.

Gender is a complicated social construct—one that enters our lives through the roles we play, the social structure that connects us, the lenses through which we perceive ourselves and others. It involves hierarchies imposed in both impersonal and intimate ways. And it enters politics in countless, but not always easily detectable, ways. Our purpose this semester is to consider how gender enters and shapes politics and policies. We will focus primarily on the American context, but the ideas should inform broader consideration.

Given the centrality of elections in democracies we will ask a number of questions that directly engage elections: How did women gain the right to participate in elections in the U.S.? What have women done with their right to vote? Are women voters really different than men voters? Are women politicians really any different than men politicians? Why or why not? Has women's involvement in electoral politics changed anything? What? We will also consider how the gendered space of the American electoral system has limited its effectiveness in delivering outcomes desired by some groups of women, what their alternatives might be, and how those alternatives have been and continue to be pursued.

As we discuss policy topics, we'll consider the range of ways that gender enters—how it forms our normative notions of what the state should provide, how gendered life experiences can create differences in men's and women's policy needs and values, whether and how policies have disparate impacts due to gender, and how gender is strategically used to create political support or opposition for policies.

Student Learning Objectives

- Students understand central concepts of sex, gender, gender identity, gender roles, patriarchy, power;
- Students are able to analyze political processes, institutions, and public policies for their gendered content and the consequences thereof;
- Students are able to connect their personal experiences to gendered political processes and policy preferences;
- Students are able to use their knowledge of gender, politics, and policy to evaluate current political events.

Assignments, Grading, and Expectations

This course will be a mixed-format course, which will include some lecture, some small-group activities and discussions, and some class-wide discussions. As such, its success or failure rests on your preparation and participation. Before each class session you will need to have done the assigned readings, thought about them, and prepared yourself with comments and questions for our discussion.

Midterm Exam – 20%

Policy Proposal Presentation and Paper (group assignment broken into several pieces) – 45%

Final Exam (Tuesday, December 11 12:00pm) – 20%

Class Attendance *and* Participation – 15%

Following UNC's undergraduate bulletin, percentile scores for the term will be translated into semester letter grades according to this schedule:

Grade	GPA	Percentile
A	4.0	94-100%
A-	3.7	90-93%
B+	3.3	87-89%
B	3.0	84-86%
B-	2.7	80-83%
C+	2.3	77-79%
C	2.0	74-76%
C-	1.7	70-73%
D+	1.3	67-70%
D	1.0	60-66%
F	0.0	< 60%

The **midterm exam** is an in-class exam of multiple choice and short answer format. There will be NO early or make-up exams except in cases of extreme, documented emergencies, observance of religious holy days, or properly documented University-sponsored planned activities (see absence policy). Missing an exam in all other cases will result in a score of zero on that exam.

The **final exam** is scheduled for **Tuesday, December 11 at 12:00 pm**. It is a cumulative exam. It is also multiple choice and short answer in format.

Details of the **policy proposal project** assignment will be provided to you in a separate document in the first weeks of the course.

Grades from the individual pieces of the assignment will contribute to the overall grade for the project according to the following breakdown:

10%—Policy idea pitch

10%—Policy background summary

10%—Policy friends and foes research

10%—Peer evaluation of contributions (cooperation, responsibility; idea generation)

35%—Full policy proposal paper

20%—Group presentation
5%—Individual presentation

Class attendance and participation will include your contributions to class discussions, your performance on “pop” quizzes, and your grades from in-class activities (some of them completed as a group). Each student will receive one “free pass” – that is, the ability to drop the lowest score on one quiz or activity. **There will be no make-ups of quizzes or activities. Students missing a quiz will receive a score of zero**, except in cases of *documented* emergencies or illnesses, observance of a religious holiday, or properly documented University-sponsored planned activities. **Except in cases of emergency, I must be notified PRIOR to your expected absence from class.** In cases of excused absences, any missed quiz or activity will simply be dropped from BOTH the numerator and the denominator of the student’s participation grade calculation. Note that **students who never contribute to classroom discussion can receive no higher than a B- for this portion of their grade.** If speaking in class is an issue for you, please see me during office hours **early** in the semester to come up with a strategy for enabling your participation.

Policy on Absences

The number one rule is to contact me ASAP. IN WRITING.

The number two rule is documentation.

There are three possible grounds for an excused absence from class:

- Observance of religious holy day – for class *on a holy day*. **Written** notification to me during the first week of the semester.
 - You will be excused from participation; if you will miss an exam, arrangements will be made for a make-up or early exam (at my discretion). If you fail to show up at the agreed upon date, time, and place of the make-up exam, you will receive a score of zero on the exam.
- Documented emergency/illness (*excuse note* from a medical professional). Written notification to me *before* class missed due to illness
 - Contact me as soon as possible in the case of an emergency
- Properly documented *University-sponsored* planned activities (e.g., sports, music events in which you represent the University). Some University-affiliated activities will not be considered grounds for an excuse, including, but not limited to, intramural sports activities and fraternity or sorority events.
 - Written documentation to me no later than 2 weeks before
 - Sports schedules to me at beginning of term

Policy on Deadlines

No late papers unless arrangements have been made prior to the deadline with the professor. Failure to contribute to group assignments before deadlines will result in penalties to the individual portion of the group project grade.

Grade Disputes

Failure to comply with this procedure will result in forfeiture of your ability to dispute your grade.

Grade disputes will only be considered if they adhere to this policy. Grade disputes must be made in writing (TYPED!) to me. You must wait **at least 2 full days after** you receive your grade to submit a grade dispute (“cooling off period”); you may wait **no more than 2 weeks after** you receive your grade to submit a dispute. For example, your exam was returned on Monday, November 7: you may submit a grade dispute no earlier than Thursday, November 10, but no later than Tuesday, November 22. Your written dispute must contain a documented logic for why you believe your answer for each disputed item was incorrectly marked—you must cite specific passages in the texts and/or lectures *and explain why you thought they applied to the item in question*. I will then review your dispute and issue a decision within one week. This review will involve a reassessment of the entire exam or assignment, and your grade may go up or down as a result of the review.

Extra Credit

Extra credit *may* be made available during the term. *If* so, it will be made available to all students.

E-mail and Office Hours

Questions of a substantive nature should be brought to office hours and/or raised in class. Questions of a procedural nature may be e-mailed or posted to our class Facebook page. Be sure to consult your syllabus, Sakai, and your colleagues first to make sure you cannot answer your own procedural questions.

Sakai

This syllabus and other course announcements and documents will be provided to you via Sakai.

Course Resources (can be purchased at UNC Student Stores or online)

There are no course resources to purchase! All readings will be made available to you.

Honor Code

The University of North Carolina at Chapel Hill has had a student-led honor system for over 100 years. Academic integrity is at the heart of Carolina, and we all are responsible for upholding the ideals of honor and integrity. The student-led Honor System is responsible for adjudicating any suspected violations of the Honor Code, and all suspected instances of academic dishonesty will be reported to the Honor System. The Instrument of Student Judicial Governance provides information about the honor system, including your responsibilities as a student. Your full participation and observance of the Honor Code is expected (see <https://studentconduct.unc.edu/>).

In order to ensure effective functioning of the Honor System at Carolina, students are expected to:

- a) Conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes. If unsure about the limits of group work versus individual work on papers and projects, ask the instructor. Do not guess.
- b) Consult with faculty and other sources to clarify the meaning of plagiarism; to learn the recognized techniques of proper attribution of sources used in written work; and to identify allowable resource materials or aids to be used during completion of any graded work.
- c) Sign a pledge on all graded academic work certifying that no unauthorized assistance has been received or given in the completion of the work.
- d) Treat all members of the University community with respect and fairness.

- e) Report any instance in which reasonable grounds exist to believe that a student has given or received unauthorized aid in graded work or in other respects violated the Honor Code. Reports should be made to the office of the Student Attorney General.

The Instrument of Student Judicial Governance requires that you sign a pledge on all written work. Please type the following on ALL your work and sign your name next to it: “On my honor, I have neither given nor received unauthorized aid on this assignment.”

Plagiarism

Plagiarism of published work is a violation of the honor code. Any exams submitted containing the same sentences will be considered a breach of the honor code.

When using someone else’s words (from any source, including lectures), quotation marks are essential. Using the ideas of others requires reference to the source. If you are unsure about what needs to be cited, please talk with me or ask for assistance from the writing center. Plagiarism is a serious offense which can result in failure of the course and suspension from the University. To make sure that you understand what plagiarism is, please read <https://writingcenter.unc.edu/tips-and-tools/plagiarism/>. Also see the following link for an engaging animated tutorial on plagiarism: <https://guides.lib.unc.edu/plagiarism>.

Copyright and Faculty Lecture Content

UNC’s Copyright Policy prohibits students from making commercial use of notes taken in class; you may not sell or otherwise acquire financial or commercial gain from notes you take in this class. This includes exchanging uploaded notes for access to websites that trade in course materials (notes, tests, etc.). Students do not have rights to post or sell materials from a class without permission from the original faculty member who created the material. For example, students do not have rights to upload content that faculty have created to online learning platforms, such as Course Hero. In addition, although students own their work, the Copyright Policy forbids them from selling classroom notes and exercises they have created. Students found to have violated this prohibition are in violation of the Honor Code.

Course Outline and Reading List

Note: **Readings should be completed before the meeting of the (first) class day under which they appear.** It is strongly suggested that you take notes on the readings. I reserve the right to modify reading assignments based on class needs and interests and developing events in politics and policy during the semester.

August 22 – Introduction to Gender and American Politics and Policy

August 27 – Basic Concepts: Gender, Sex, Feminism, Patriarchy, Power

“[We should all be feminists](#)” Chimamanda Ngozi Adichie’s talk for TEDxEuston (there’s also a book)

Valenti, Jessica. 2007. *Full Frontal Feminism*. (Seal Press). Introduction and Chapter 1.

Bachrach, Peter and Morton S. Baratz. 1962. "Two Faces of Power." *American Political Science Review*. P.p. 947-952. (jstor.org)

[Bell Hooks On The State Of Feminism And How To Move Forward Under Trump: BUST Interview](#)

Recommended:

<https://finallyfeminism101.wordpress.com/purpose/>

<http://msmagazine.com/blog/2010/09/07/10-years-of-feminism-is-for-everybody/>

August 29 – What (if anything) Should Politics Change? Considering Feminisms and Their Demands from the State

Ehrenreich, Barbara. 1994. "[Sorry, Sisters, This is Not the Revolution.](#)"

Lorber, Judith. 2011. "Feminisms and Their Contributions to Gender Equality," *Gender Inequality: Feminist Theories and Politics*. (Oxford University Press)

hooks, bell. 2000. "Introduction," "Feminist Politics," and "Feminist Masculinity" *Feminism is for Everybody*. (Pluto Press).

Ronnee Schreiber. 2018. "Is There a Conservative Feminism? An Empirical Account," *Politics & Gender*. 56-79.

Recommended:

<http://new.livestream.com/TheNewSchool/Slave> (bell hooks (et al.); includes hooks's somewhat controversial commentary on Beyoncé and the concept of her as "powerful" and "feminist.")

September 5 - Conceptualizing Gender in Politics: Identity and Interests

Young, Iris Marion. 1994. "Gender as Seriality: Thinking about Women as a Social Collective." *Signs*. Vol. 19, No. 3, pp. 713-738.

Sapiro, Virginia. 1981. Research Frontier Essay: When Are Interests Interesting? The Problem of Political Representation of Women. *The American Political Science Review*, 75 (3): 701-716.

September 10, 12 – Gendered Origins and Development of the American State and Early American Gendered Demands from the Policy Process

McConaughy, Corrine. 2014. [Forget Susan B. Anthony](#). The Monkey Cage/Washington Post.

McConaughy, Corrine. 2017. "Layers of Activism: Women's Movements and Women in Movements Approaching the Twentieth Century."

Abbott, Karen. 2014. "[“The Hatpin Peril’ Terrorized Men Who Couldn’t Handle the 20th-Century Woman,”](#) Smithsonian.com.

Skocpol, Theda and Gretchen Ritter. 1991. “Gender and the Origins of Modern Social Policies in Britain and the United States” *Studies in American Political Development*.

Recommended:

Green, Elna. 2006. “Protecting Confederate Soldiers and Mothers: Pensions, Gender, and the Welfare State in the U.S. South, a Case Study from Florida” *Journal of Social History*, 39:4.

Mettler, Suzanne. 1998. *Dividing Citizens: Gender and Federalism in New Deal Public Policy*. Cornell University Press. Selections.

Skocpol, Theda. 1995. *Protecting Mothers and Soldiers: The Political Origins of Social Policy in the United States*. Harvard University Press.

September 17 – Gender and Political Preferences

Sanbonmatsu, Kira. 2012. [The Quest for Women’s Votes in Election 2012](#). (SSN)

Leonie Huddy, Erin Cassese, and Mary-Kate Lizotte. 2008. “Gender, Public Opinion, and Political Reasoning” in *Political Women and American Democracy* edited by Christina Wolbrecht, Karen Beckwith, and Lisa Baldez (Cambridge University Press).

September 19 – Gendered Party Politics

Winter, Nicholas. 2010. “[Masculine Republicans and Feminine Democrats: Gender and Americans’ Explicit and Implicit Images of the Political Parties.](#)” *Political Behavior*. 32, pp. 587-618.

Crowder-Meyer, Melody and Rosalyn Cooperman. 2018. “Can’t Buy Them Love: How Party Culture among Donors Contributes to the Party Gap in Women’s Representation” *Journal of Politics*.

September 24 - Gender and Political Engagement

McConaughy, Corrine. “[Donald Trump wins, Megyn Kelly wins. Girls lose.](#)” Washington Post. August 13, 2015.

Campbell, David E. and Christina Wolbrecht. 2006. “See Jane Run: Women Politicians as Role Models for Adolescents.” *Journal of Politics* 68(May):233-47.

Dolan, Kathleen. 2011. “Do Women and Men Know Different Things? Measuring Gender Differences in Political Knowledge” *Journal of Politics*.

Lawless, Jennifer and Richard Fox. 2013. [Girls Just Wanna Not Run The Gender Gap in Young Americans' Political Ambition](#).

September 26 – Gender and Political Participation

Nancy Burns, Kay Lehman Schlozman, Ashley Jardina, Shauna Shames, and Sidney Verba. 2017 “What's Happened to the Gender Gap in Political Participation? How Might We Explain It?” in *100 Years of the Nineteenth Amendment: An Appraisal of Women's Political Activism*, ed. Holly J. McCammon and Lee Ann Banaszak (Oxford: Oxford University Press, 2018). (chap. 4)

Booth-Tobin, Jane and Hahrie Han. 2010. “Motivated by Change: Political Activism of Young Women in the 2008 Presidential Campaign” *WSQ: Women's Studies Quarterly* 38: 1&2, pp. 115-129.

Karpowitz, Christopher, Tali Mendelberg, and Lee Shaker. 2012. “[Gender Inequality in Deliberative Participation](#)” *American Political Science Review*. 106(3): pp. 533-547.

October 1, 3 – Women in Political Movements

McGuire, Danielle L. 2011. *At the Dark End of the Street: Black Women, Rape, and Resistance—A New History of The Civil Rights Movement from Rosa Parks to the Rise of Black Power*. Selections.

Deckman, Melissa. 2016. *Tea Party Women: Mama Grizzlies, Grassroots Leaders, and the Changing Face of the American Right*. NYU Press. Selections

Berry, Marie and Erica Chenoweth. 2018. “Who Made the Women’s March?” in *The Resistance: The Dawn of the Anti-Trump Resistance Movement*. David S. Meyer and Sidney Tarrow, eds. Oxford University Press.

Heaney, Michael. 2018. “Making Protest Great Again” *Contexts*.

Recommended:

Collier-Thomas, Bettye and V.P. Franklin (eds). 2001. *Sisters in the Struggle : African-American Women in the Civil Rights-Black Power Movement*.

October 8 – Gender and Ideas of Leadership and Political Voice

Eagly, Alice and Steven Karau. 2002. “[Role Congruity Theory of Prejudice Toward Female Leaders](#).” *Psychological Review*. 109(3), pp. 573-598.

Schneider, Monica and Angela Bos. 2014. “Measuring Stereotypes of Female Politicians.” *Political Psychology* 35:2, pp. 245-266.

McConnaughy, Corrine. “Black Men, White Women, and Demands from the State: How Race and Gender Jointly Shape the Public’s Expectations of Protesters and Legitimate State Response” *working paper*

Recommended:

Huddy, Leonie and Theresa Capelos. 2002. “Gender Stereotyping and Candidate Evaluation: Good News and Bad News for Women Politicians” In Ottati, Victor, et al. eds., *The Social Psychology of Politics*. Springer.

Sides, John. 2016. “[Are voters really guided by gender stereotypes? New research says no.](#)” The Monkey Cage/Washington Post.

October 10 – Women as Candidates

Sanbonmatsu, Kira. “[Women Candidates and their Campaigns](#)” Political Parity.

Dittmar, Kelly. 2015. *Navigating Gendered Terrain: Stereotypes and Strategy in Political Campaigns*. Temple University Press. Selections.

Thompson, Danielle. 2015. “Why So Few (Republican) Women? Explaining the Partisan Imbalance of Women in the U.S. Congress” *Legislative Studies Quarterly*. 40(2), pp. 295-323.

Brown, Nadia. 2014. “Black Women’s Pathways to the Statehouse: The Impact of Race/Gender Identities.” *National Political Science Review*. 16, 81-96.

Watch: [16 for '16: The Contenders, episode 7, The Trailblazers](#)

Recommended:

Warner, Judith. “[Opening the Gates: Clearing the Way for More Women to Hold Political Office](#)” report for the Center for American Progress.

Gimenez, Karpowitz, Monson, and Preece. 2017. “[The double bind still constricts: Gendered self-presentation and electoral success in Republican neighborhood caucuses](#)”

McConnaughy, Corrine. 2016. “[Do gendered comments help or hurt Hillary Clinton?](#)” Monkey Cage/Washington Post. (March 17)

October 15 – Women as Office Holders

Eagly, Alice. 2016. “[What does social science say about how a female president might lead?](#)” The Conversation.

Volden, Craig, Alan E. Wiseman and Dana Wittmer. 2013. “When Are Women More Effective Lawmakers Than Men?” *American Journal of Political Science*, 57 (2): 326-341.

Susan Welch. 2017. "Women in State Legislatures from the Gilded Age to the Global Age," in *100 Years of the Nineteenth Amendment*, ed. McCammon and Banaszak (chap. 7).

October 17 – Gender and Political Appeals

Hutchings, Vincent L., Nicholas A. Valentino, Tasha S. Philpot, Ismail K. White. 2004. "The Compassion Strategy: Race and the Gender Gap in Campaign 2000." *The Public Opinion Quarterly*, 68: 4, pp. 512-541

Schaffner, Brian F. 2005. "Priming Gender: Campaigning on Women's Issues in U.S. Senate Elections." *American Journal of Political Science* 49: 4, pp. 803-817.

Hancock, Ange-Marie. 2004. *The Politics of Disgust: The Public Identity of the Welfare Queen*. NYU Press. Selections.

McConaughy, Corrine. 2012. [Why Romney's Debate Win May Be a Loss among Female Voters](#). The Monkey Cage.

October 22—Midterm catch up and review

October 24—Midterm Exam

October 29, 31 – The ERA

Kelsy Kretschmer and Jane Mansbridge. 2017. "The Equal Rights Amendment Campaign and Its Opponents," in *U.S. Women's Social Movement Activism*, ed. Holly J. McCammon, Verta Taylor, Jo Reger, and Rachel L. Einwohner. New York: Oxford University Press. (chap. 3)

Mansbridge, Jane J. 1986 *Why We Lost the ERA*. Chicago: University of Chicago Press. (selections)

MacKinnon, Catherine. 1987. "Unthinking ERA Thinking" *University of Chicago Law Review*.

MacKinnon, Catherine. 2014. "Toward a renewed equal rights amendment: Now more than ever" *Harvard Journal of Law & Gender*.

November 5, 7—Reproductive Choice and Women's Health

Silber Mohamed, Heather. 2018. "Embryonic Politics: Attitudes about Abortion, Stem Cell Research, and IVF" *Politics and Religion* 11(3).

Luker, Kristin. 1984. *Abortion and the Politics of Motherhood*. Berkeley: University of California Press. (selections)

Ross, Loretta and Rickie Solinger. 2017. *Reproductive Justice: An Introduction*. University of California Press. (selections)

Waldman, Annie. "[How Hospitals Are Failing Black Mothers](#)." ProPublica. December 27, 2017.

November 12, 14 – Women and the Workplace

Slaughter, Anne Marie. 2013 "Why Women Still Can't Have It All" *The Atlantic*. Available online at: <http://www.theatlantic.com/magazine/archive/2012/07/why-women-still-cant-have-it-all/309020/>

Harell, Allison, Stuart Soroka, Shanto Iyengar, and Valérie Lapointe. 2017. "Attitudes toward Work, Motherhood, and Parental Leave in Canada, the United States, and the United Kingdom." In *Mothers and Others: The Role of Parenthood in Politics*. Thomas, Melanee and Amanda Bittner, eds. UBC Press.

Cooper, Maryanne. "[The 3 Things That Make Organizations More Prone to Sexual Harassment](#)." *The Atlantic*. November 27, 2017.

Recommended:

McConaughy, Corrine. "[Why didn't he quit — or fight back? Senators treated Comey like a sexual harassment victim](#)" Vox.com, June 10, 2017.

"Pruitt, Lisa R. 2008. "Rural Families and Work-Family Issues." [UC Davis Legal Studies Research Paper No. 138](#).

November 14, 19 – Women and Education

Rose, Deondra. 2018. *Citizens by Degree: Higher Education Policy and the Changing Gender Dynamics of American Citizenship*. Oxford University Press. Selections

Gillespie McRae, Elizabeth. 2018. *Mothers of Massive Resistance: White Women and the Politics of White Supremacy*. Oxford University Press. Chapter 2.

Cooper, Camille Wilson. 2007. "School Choice as 'Motherwork': Valuing African-American Women's Educational Advocacy and Resistance" *International Journal of Qualitative Studies in Education*.

Stambach, Amy and Miriam David. 2005. "Feminist Theory and Educational Policy: How Gender Has Been 'Involved' in Family School Choice Debates" *Signs*.

Recommended:

Green, Dari. Tifanie Pulley, Melinda Jackson, Lori Latrice Martin & Kenneth J. Fasching-Varner 2016. "Mapping the Margins and Searching for Higher Ground: Examining the Marginalisation of Black Female Graduate Students at PWIs." *Gender and Education*.

November 26, 28 – Women and War

Watch Wonder Woman (we'll make arrangements)

Did you make it this far in the syllabus? If so, send me an email before class time on August 27 with a Wonder Woman image and get 5 free quiz points!

Lizotte, Mary-Kate. 2017. "Investigating the Origins of the Gender Gap in Support for War."

Sjoberg, Laura. 2017. "Theories of War" in *The Oxford Handbook of Gender and Conflict*.

Chinkin, Christine, Marsha Henry, and Marsha Holvikivi. 2016. "[Women and Peacekeeping: Time for the UN to Commit to Gender Equality.](#)" *Women, Peace and Security*.

Watch: [Frontline: UN Sex Abuse Scandal](#)

Recommended:

Holman, Merolla and Zechmeister. 2011. "Sex, Stereotypes, and Security: A Study of the Effects of Terrorist Threat on Assessments of Female Leadership" *Journal of Women, Politics & Policy*.

December 3, 5 – Final Presentations

FINAL EXAM

Additional Resources

Accessibility Resources & Service

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office. See the ARS Website for contact information: accessibility.unc.edu. Relevant policy documents as they relate to registration and accommodations determinations and the student registration form are available on the [ARS website under the About ARS tab](#).

Also, please make arrangements to see me at the start of the term to discuss your needs, even if you have not yet established eligibility through ARS.

UNC Policy addressing Discrimination and Harassment

Acts of discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, stalking, and related retaliation are [prohibited](#) at UNC-Chapel Hill. If you have

experienced these types of conduct, you are encouraged to report the incident and seek resources on campus or in the community. Please contact the Director of Title IX Compliance / Title IX Coordinator (Adrienne Allison, adrienne.allison@unc.edu), Report and Response Coordinators (Ew Quimbaya-Winship, eqw@unc.edu; Rebecca Gibson, rmgibson@unc.edu), Counseling and Psychological Services (CAPs) (confidential) in Campus Health Services at (919) 966-3658, or the Gender Violence Services Coordinators (confidential) (Cassidy Johnson, cassidyjohnson@unc.edu; Holly Lovern, holly.lovern@unc.edu) to discuss your specific needs. Additional resources are available at safe.unc.edu.

The Writing Center

The Writing Center offers free, one-on-one help with all aspects of writing at any stage in the writing process. To make an appointment, browse the Writing Center's online resources, or submit a draft online, students should visit <https://writingcenter.unc.edu/>. To make the best use of your time there, please bring a copy of your assignment and draft with you. The Writing Center will not proofread papers or talk with you about grades. For additional resources on citing and writing, see <https://writingcenter.unc.edu/tips-and-tools/>.