



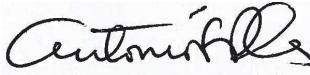
**Office of the Provost**

University of Maryland, Baltimore County  
Administration Building, Room Number 1002  
1000 Hilltop Circle, Baltimore, MD 21250

PHONE: 410.455.2333  
FAX: 410.455.1107  
provost.umbc.edu

DATE: October 4, 2021

TO: Dr. Steve Yalowitz, Chair  
Philosophy

FROM: Antonio Moreira, Ph.D.   
Vice Provost for Academic Affairs

SUBJECT: Emergency Course Approval – Spring 2022  
PHIL 456 – Justice and Climate Change – 3 Credits

As requested, the Office of the Provost grants emergency approval for PHIL 456 – Justice and Climate Change – 3 Credits. This course will be offered in Spring 2022. Approval for this course is temporary, for one time only. Permanent approval should be obtained through the Undergraduate Council.

Please be aware that emergency approval cannot be given for GEP designations.

AM:slm

cc: Dr. Philip Rous  
Ms. Drema Wentz  
Ms. Carmen Cain  
Mr. Blake Francis  
Dr. Kimberly Moffitt  
Dr. Elizabeth Feeser

# UMBC UGC Instructions for New Course Request Form (revised 12/2020)

**Date submitted:** The date that the form will be submitted to the UGC.

**Course number & title:** Enter the number and title of the course at the top of the page. Contact the Registrar's Office to confirm that the desired course number is available.

**Cross-listed courses:** All cross-listed course numbers must be listed in the course number box. Requests to create cross-listed courses must be accompanied by letters of support via email from all involved department chairs. Proposals for new courses or the addition of a cross-listing to an existing course must include as a part of the rationale the specific reason why cross-listing is appropriate. Email from all involved department chairs is also required when cross-listing is removed and when a cross-listed course is discontinued. Please note that Special Topics courses cannot be cross-listed.

**Contact information:** Provide the contact information of the Chair or UPD of the department or program housing the course. If the course is not housed in a department or program, then provide the same information for the head of the appropriate academic unit. (See UGC Procedures) If another faculty member should also be contacted for questions about the request and be notified about UGC actions on the request, include that person's contact information on the second line.

**Course number:** For cross-listed courses, provide all the numbers for the new course.

**Transcript title:** Limited to 30 characters, including spaces.

**Recommended Course Preparation:** *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s) and that 100 or 200 level courses may have them.*

Here fill in what previous course(s) a student should have taken to succeed in the course. These recommendations will NOT be enforced by the registration system. Please explain your choices in the "rationale" (discussed below).

**Prerequisite:** *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s)* Here fill in course(s) students need to have taken before they enroll in this course. These prerequisites will be enforced through the registration system. Please explain your choices in the "rationale" (discussed below).

**NOTE:** Please use the words "AND" and "OR", along with parentheses as appropriate, in the lists of prerequisites and recommended preparation so that the requirements specified will be interpreted unambiguously.

**NOTE:** Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.

**# of credits:** To determine the appropriate number of credits to assign to a course please refer to the [UMBC Credit Hour Policy](#) which articulates the standards for assignment and application of credit hours to all courses and programs of study at UMBC regardless of degree level, teaching and learning formats, and mode of instruction.

**Maximum total credits:** This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.

**Grading method(s):** Please review the [grading methods document](#) (this link can be found on the UGC forms page) before selecting a grading option. Please do not select all three grading options by default.

**Proposed catalog description:** Provide the exact wording of the course description as it will appear in the next undergraduate catalog. Course proposals should be a) no longer than 75 words, b) stated in declarative sentences in language accessible to students, and c) avoid reference to specific details that may not always pertain (e.g., dates, events, etc.). Course descriptions should not repeat information about prerequisites (which are always listed alongside the course description)."

**Rationale:** Please explain the following:

- a) Why is there a need for this course at this time?
- b) How often is the course likely to be taught?
- c) How does this course fit into your department's curriculum?
- d) What primary student population will the course serve?
- e) Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen?
- f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).
- g) Explain the reasoning behind the P/F or regular grading method.
- h) Provide a justification for the repeatability of the course.

**Cross-listed courses:** Requests to create cross-listed courses must be accompanied by letters of support via email from all involved department chairs. Proposals for new courses or the addition of a cross-listing to an existing course must include as a part of the rationale the specific reason why cross-listing is appropriate. Email from all involved department chairs is also required when cross-listing is removed and when a cross-listed course is discontinued. Please note that Special Topics courses cannot be cross-listed.

**Course Outline:** Provide a syllabus with main topics and a weekly assignment schedule which includes complete citations for readings with page numbers as appropriate. Explain how students' knowledge and skills will be assessed.

**Component:** This is the type of instruction the course will utilize. The options are as follows: Clinical, Continuance, Discussion, Field Study, Independent Study, Laboratory, Lecture, Practicum, Seminar. Additionally, more than one component may be selected by the department. Please review the UMBC guidelines for components here: <https://registrar.umbc.edu/course-component-and-credit-hour-guidelines/>

**Departmental Consent:** Does this course require a student to have departmental approval noted in PeopleSoft prior to registering? If yes, please check the box. Departmental consent is a permanent addition to the course description. If the department would like consent to be administered by semester, or instructor do not check this box.

*Note: the UGC form is a Microsoft Word form. You should be able to enter most of the information by tabbing through the fields. The document is protected. In the rare case that you need to unprotect the document, use the password 'ugcform'. Beware that you will lose all the data entered in the form's fields if you unlock and lock the document. <https://highpoint-prd.ps.umbc.edu/app/catalog/listCatalog>*

## UMBC UGC New Course Request: PHIL 456: Justice and Climate Change

Date Submitted: 9/24/21

	Name	Email	Phone	Dept
Dept Chair or UPD	Steve Yalowitz	yalowitz@umbc.edu	52108	PHIL
Other Contact	Vanessa Capuano	vanessa@umbc.edu	52103	PHIL

### COURSE INFORMATION:

Course Number(s) <small>Include Cross-listed Courses</small>	PHIL 456
Formal Title	Justice and Climate Change
Transcript Title (≤30c)	Justice and Climate Change
Recommended Course Preparation	PHIL 354 or PHIL 355
Prerequisite	One course in Philosophy with a grade of C or better
# of Credits Must adhere to the <a href="#">UMBC Credit Hour Policy</a>	3
Repeatable for additional credit?	<input type="checkbox"/> Yes <input type="checkbox"/> XNo
Max. Total Credits	3 <small>This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.</small>
Grading Method(s)	<input type="checkbox"/> XReg (A-F) <input type="checkbox"/> XAudit <input type="checkbox"/> XPass-Fail

### PROPOSED CATALOG DESCRIPTION (Approximately 75 words in length. Please use full sentences.):

This course explores questions concerning justice that arise in finding solutions to climate change, which threatens the lives, livelihoods, homelands, and cultures of billions of people over the next century. Climate change is clearly unjust: it is a side effect of quality-of-life improvements from industrialization, yet most of its victims are poor. Preventing many of its impacts requires interventions and policies that raise questions of fairness. Topics include justice between generations, global justice, environmental racism, reparations, and democratic decision-making.

### RATIONALE FOR NEW COURSE:

Dr. Blake Francis plans to offer this course at least once every two years as part of his normal rotation of courses. The topic is the focus of Dr. Francis's path-breaking academic research. Climate change is the biggest existential threat facing humanity today. But mitigating its effects on billions of people and homelands immediately raises questions of fairness: who should pay, how much, and in what ways in order to bring about mitigation, given that climate change is the result of industrialization that has benefited the wealthier countries but impacts most severely on the global poor? These are questions concerning justice, which political philosophers are especially well-situated

to identify and analyze. But they also depend on cutting edge empirical knowledge concerning the science of climate change and possible interventions, as well as actual effects concerning lifestyles, economies etc., in all of which Dr. Francis has considerable expertise.

This course will be offered at the 400 level, as an advanced level investigation into questions of justice and climate change. As with all our 400-level courses, it will only have as prerequisite one course in Philosophy with a grade of C or better. This prerequisite is needed in order to ensure that students have had some experience with philosophy, philosophical concepts and methods, and also the sort of critical/analytical writing done in philosophy courses. We do, however, recommend two 300-level philosophy courses – PHIL 354: Ethics, Animals, and the Environment; PHIL 355: Political Philosophy – as ideal preparations for taking PHIL 454, though they will not be presupposed. The course is open to all UMBC students, and should be attractive not only to philosophy majors but also especially to students in Political Science, Geography & Environmental Systems, and Public Policy. But we expect the course to draw widely across the campus given the pressing nature of its subject. The course will count towards electives in the Philosophy major and minor, and will be included as an elective in our Upper Division Certificate in Philosophy, Law, and Politics. As with all philosophy courses, students have the option to take the course as graded, P/F, or audit.

**ATTACH COURSE SYLLABUS (mandatory):**

**Required Information for Registrar's Office Implementation:**

Items below will be listed in the catalog, but do not require UGC approval. For future changes to these items, submit an RT ticket to the Registrar's Office.

Component	<input type="checkbox"/> Clinical <input type="checkbox"/> Discussion <input type="checkbox"/> Field Study <input type="checkbox"/> Independent Study <input type="checkbox"/> Laboratory <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Practicum <input type="checkbox"/> Seminar <input type="checkbox"/> Thesis Research <input type="checkbox"/> Tutorial
Departmental Consent	<input type="checkbox"/> Yes <input type="checkbox"/> XNo
When Offered (Fall, Summer, Winter, Spring, Other*) *If Other, please describe	At least every two years in Fall or Spring

**Requested Effective Date (Please note that the final approval date will determine the earliest possible effective date):**

October 2021: course will be offered in Spring 2022

**Under what APR will this course evaluated?**

Our most recent APR was 2021. This course will count towards our next APR in approximately 2027

# PHIL 456: JUSTICE AND CLIMATE CHANGE

SPRING 2022

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<b>Instructor:</b>	Blake Francis	<b>Email:</b>	<a href="mailto:bfrancis@umbc.edu">bfrancis@umbc.edu</a>
<b>Location:</b>	TBA	<b>Time:</b>	TBA
<b>Office:</b>	PAHB 467	<b>Office Hours:</b>	TTH 11-noon; by appt

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**Functional Competency Satisfied by this Course:** Critical Analysis and Reasoning

## Course Description

This course explores questions concerning justice that arise in finding solutions to climate change, which threatens the lives, livelihoods, homelands, and cultures of billions of people over the next century. Climate change is clearly unjust: it is a side effect of quality-of-life improvements from industrialization, yet most of its victims are poor. Preventing many of its impacts requires interventions and policies that raise questions of fairness. Topics include justice between generations, global justice, environmental racism, reparations, and democratic decision-making.

Global climate change is among the greatest global political challenges of our time. The Intergovernmental Panel on Climate Change said in 2021 that the warming of Earth's climate system is a certainty and that human influence is unequivocally the cause of global average temperature increase. Without action to combat climate change, the effects will worsen and could become catastrophic within a century. The effects of climate change are already being felt across the world. Communities in low lying deltas and islands have been relocated or are facing relocation due to rising sea levels. Increased droughts, storm surges, and floods threaten the lives, health and basic needs of people around the world: poor communities are particularly vulnerable. Human induced climate change threatens the lives, livelihoods, homelands, and cultures of billions of people around the world over the next century alone. Preventing many of the impacts of climate change requires rapidly reducing greenhouse gas emissions over the next 30 years.

Responding to human-caused climate change raises many questions of justice: Is it morally wrong to emit greenhouse gases, the major cause of climate change? Do high emitters owe reparations to the victims of climate change? How should the benefits and burdens of climate change be distributed across the globe? Is it unfair for wealthy high emitters to continue emitting given the risks of climate change to other people? What priority should be given to the wellbeing of future generations given the costs of reducing GHGs to the current generations? Finally, despite a scientific consensus about climate change's human origins, there is deep political disagreement about the facts about climate change and its alleged human-origins, especially in the United States. How should the government go about making decisions in light of these disagreements; what role should scientific expertise play in democratic deliberations? This course considers justice and climate change across three dimensions: corrective justice, distributive justice, and procedural justice. Our discussions, reading, and writings will work back and forth between the issue of climate change and broader questions within political philosophy. We will pay particular attention to the ways in which questions concerning justice between generations arise in each of the three dimensions.

## Course Overview

### Unit 1. Democratic Decision-Making and Climate Change

- What are the origins and merits of skepticism about climate change?
- What role should science and scientific disagreement play in democratic decision making?
- Do citizens have a duty to vote based on sound information? How much effort should citizens put into acquiring and verifying their knowledge? Should intentional misinformation campaigns be tolerated?
- How should citizens today make decisions that impact future people who do not yet exist?
- How should local and global decisions be made? What procedures ought to be used? Whose voices should be included?

### Unit 2. Corrective Justice: Who is responsible for repairing the harms of climate change?

- What does it mean to do harm to other people by contributing to climate change? Do individuals do harm to others by contributing to climate change?
- Do groups of people (including nations and corporations) do harm by contributing to climate change?
- If people or groups of people do harm, what if anything do they owe the victims of climate change—many of whom do not yet exist?
- What is the moral relevance of historical emissions created by people who are now dead?

### Unit 3. Distributive Justice: How should the burdens of climate change be distributed?

- What role should economic theory play in determining who should pay how much for combatting climate change when?
- What principle(s) of global justice should guide how the nations of the world share the costs of combatting climate change?
- What is being distributed in climate justice? Emissions? Emissions permits? Resources? Natural Resources?
- How should the burdens and benefits of climate change be distributed between generations?

## Learning Outcomes

By the end of this course you should be able:

- To engage in central debates in the climate justice literature.
- To practice the skills of philosophical inquiry, including identifying the parts of an argument, making arguments, identifying invalid/unsound arguments, raising and responding to objections, and evaluating principles.
- To gain conceptual knowledge about political philosophy, including the values of: justice, harm, responsibility, efficiency, sustainability, risk (etc.).
- To practice critical thinking and communication skills through class discussion and written work.
- Develop and consider possible objections to arguments you find convincing and replies to objections you have against arguments you find unconvincing.
- Draw on arguments and views in political philosophy to develop arguments and objections about climate change justice and policy.

## Course Requirements:

**Books and Readings:** All readings will be available through blackboard. Please come to class having read the assigned readings. Longer readings for this class will be accompanied by a reading guide to help you develop the skills of reading strategically.

**Methods of Assessment:** Assessment in this class will be based on papers, short weekly response papers, and participation.

*Papers:* There is a paper assigned for each of the three units of the class.

(1) Unit 1 paper: (750-1000 words): Due midnight on Sunday, March 13, 2022

(2) Unit 2 paper (1000-1250 words): Due midnight on Friday, April 22, 2022

(3) Unit 3 paper (2000 words): (Due midnight on Sunday, May 22, 2022)

The three paper assignments are designed to give you the opportunity to develop argumentative skills as well as to develop and defend your own position on an issue. For each essay, you will be given a list of prompts to choose from and asked to defend a thesis. We will spend time in class learning about philosophical writing to prepare for the paper assignments. Extensive feedback will be given on the first two papers with the aim of helping you to improve your writing as the semester progresses. Papers will be submitted to Blackboard.

*Response Papers:* Response papers (150-200 words) will be due Tuesday evenings. In response papers, you will be asked to briefly consider and respond to a reading for class that week. Response papers are opportunities for students to engage in the reading material, to pose questions, and to develop their own view. Response papers may be used as the basis for class discussions. (No response papers will be due during the week a paper is due.)

*Participation and Discussion:* Your participation and discussion grade includes both attendance and preparation. Attendance in this course is required. In order to be a full participant in our class, it is important that you attend class having read and reflected on the material assigned before each class meeting. Also, keep in mind that material will be presented in class that is not in the readings. If you must miss a class, ask another student for notes, and you are always encouraged to discuss course materials with me.

## Grading:

Grades in this course will be weighted as follows:

Discussion and Participation	10%
Response Papers	15%
Unit one paper (750-1000 words)	15%
Unit two paper (1000-1250 words)	20%
Unit three paper (2000 words)	40%

## Course Policies and Expectations:

**Classroom Culture:** A positive learning environment requires creating an atmosphere where diverse perspectives can be expressed. It is especially important that we foster a positive environment in this course, which focuses on controversial issues that we are bound to strongly disagree about. Each of us is expected to respectfully engage with points of view that



we strongly disagree with during in-class discussion. Learning how to do philosophy is just learning how to engage openly, respectfully, reasonably, and critically with ideas that challenge. The range of views you hold and the experiences you bring into the classroom will make our learning experiences much more interesting and enriching. *In order to ensure an environment for robust intellectual debate, please do not video or audio record in class.*

**Late Assignments and Make-up Exams:** Unless you have a valid excuse (serious illness, death in the family, etc.) and you notify me before the assignment is due, late papers will be graded down 1/3 of a letter grade for each day late. For example, if your work earns an A-, but you submit the paper 1 day late, you will receive a B+. In the event of illness or other serious circumstances, make-up exams can be arranged.

**Email:** I welcome emails raising any questions you may have about the reading, writing assignments, or course logistics. However, please note some questions may be more appropriate for office hours. I will do my best to respond to emails within 24 hours Monday thru Friday.

**Office Hours:** I encourage all students to come to office hours to discuss any aspect of this course. I hold office hours in-person twice a week. You can also make an appointment by emailing me. Virtual office hours over [webex](#) can also be arranged by appointment.

## Course Schedule

### Course Introduction

W	Day	Topic	Readings
1	M 1/31	Introduction	No Readings
	W 2/2	Climate Science	Broome, 2012, <i>Climate Matters</i> , ‘Science,’ (pp. 16-36) IPCC, 2021, Summary for Policy Makers (Optional)
		Philosophical Methodology	McDermott, 2008, ‘Analytic Political Philosophy’ (pp. 12-24)
2	M 2/7	Overview of Climate Justice	Shue, 2014, ‘Climate’ (pp. 195-208)

### Unit One: Climate Change and Democratic Decision-Making

	W 2/9	Climate Skepticism	Oreskes and Conway, 2010, <i>The Merchants of Doubt</i> , Ch 1, 6, 240-266  See Reading Guide on BlackBoard
3	M 2/14	Climate Skepticism	McKinnon, 2016, ‘Should we Tolerate Climate Change Denial?’ (pp. 205-215)
	W 2/16	Science and Democracy	Anderson, 2011, ‘Democracy, Public Policy, and Lay Assessments of Scientific Testimony’ (pp. 145-164)
4	M 2/21	Deliberative Democracy and Climate Change	Gutman and Thompson, 2004, <i>Why Deliberative Democracy</i> , pp. 1-20
		Developing your thesis	Pryor, ‘How to Write a Philosophy Paper’
	W 2/23	Deliberative Democracy and Climate Change	Hayward, 2020, ‘Let’s Talk about the Weather: Decentering Democratic Debate about Climate Change’ (pp. 79-98)
5	M 2/28	Democracy and Future Generations	Gardiner, 2019, ‘Motivating (or Baby-Stepping toward) a Global Constitutional Convention for Future Generation’ (pp. 199-220)
	W 3/2	Procedural Justice and Local Decision-Making	Schrader-Frechette, 2002, <i>Environmental Justice</i> , Ch. 2 (pp. 23-47)  Paavoli and Adger, ‘Fair Adaptation to Climate Change’ (pp. 594-607)

W	Day	Topic	Readings
6	M 3/7	Procedural Justice and Global Decision-Making	Abeyasinghe and Huq, 'Climate Justice for LDCs through Global Decisions' (pp. 189-207)
	W 3/9	Procedural Justice and Global Decision-Making	Taylor-Smith, 'International Domination and the Global Emissions Regime' (pp. 23-42)

**Paper 1 due at midnight on Sunday, March 13, 2022**

### Unit Two: Corrective Justice, Responsibility, and Climate Change

7	M 3/14	Harms and Individual Responsibility	Sinnott-Armstrong, 2005, 'It's Not My Fault: Global Warming and Individual Moral Obligations' (pp. 332-337) Cripps, 2013, <i>Climate Change and The Moral Agent: Individual Duties in an Interdependent World</i> (pp. 119-124) Broome, 2019, 'Against Denialism' (110-121)
	W 3/16	Harms and Collective Responsibility	Vanderheiden, <i>Atmospheric Justice</i> (167-180) Caney, 2005, 'Cosmopolitan Justice, Responsibility, and Global Climate Change' (pp. 125-130)

### Happy Spring Break!

8	M 3/28	Corrective Justice Against Corrective Climate Justice	Weinrib, 2002, 'Corrective Justice in a Nutshell' (349-356) Posner and Weisbach, <i>Climate Change Justice</i> , (99-118)
	W 3/30	For Corrective Climate Justice	Thompson, 2017, 'Historical Responsibility and Climate Change' (46-60)
9	M 4/4	Compensating Future Generations	McKinnon, <i>Climate Change and Future Justice: Precaution, Compensation and Triage</i> (pp. 72-106)
	W 4/6	The Nonidentity Problem Developing your Paper's Argument	Parfit, 2010, 'Energy Policy and the Further Future: The Identity Problem' (pp. 112-122) Pryor, How to Write a Philosophy Paper

W	Day	Topic	Readings
10	M 4/11	The Nonidentity Problem	Meyer, 2004 'Compensating Wrongless Historical Emissions of Greenhouse Gases' (pp. 20-35)
	W 4/13	Past Emissions	Gosseries, 2004, 'Historical Emissions and Free-Riding' (36-55)
11	M 4/18	Past Emissions	Butt, 2017, 'Historical Emissions: Does Ignorance Matter?' (61-79)

**Paper 2 due at midnight on Friday, April 22, 2022**

**Unit Three: Distributive Justice and Climate Change**

	W 4/20	Distributive Justice	Nagel, 'Justice' in <i>What Does it all Mean?</i> (76-85)
		Economic Approaches	Broome, 2008, 'Ethics and Climate Change' (96-100)
12	M 4/25	A Human Rights Approach	Shue, 'Human Rights and the Trillionth Ton' (297-318)
	W 4/27	A Resource-Based Approach	Blomfield, 'Global Common Resources and the Just Distribution of Emissions Shares' (283-304)
13	M 5/2	Climate Justice and Poverty	Moellendorf, 2012, 'Climate Change and Global Justice' (131-143)
	W 5/4	A Rawlsian Approach	McKinnon, <i>Climate Change and Future Justice: Precaution, Compensation, and Triage</i> (13-46)
14	M 5/9	Against Distributive Climate Justice	Posner and Weisbach, <i>Climate Change Justice</i> (73-98)
		Structuring your Paper	de Bres, 'The Pink Guide to Writing a Philosophy Paper'
	W 5/11	Equal Per Capita Emissions	Caney 'Just Emissions' pp. 256-277
15	M 5/16	Equal Per Capita Emissions	Caney, 'Just Emissions' pp. 277-300

**Paper 3 due at midnight on Sunday, May 22, 2022**

## University Policies and Resources:

**UMBC Statement of Values for Academic Integrity:** By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal. These principles and policies apply in both face-to-face and on-line classes. Resources for students about academic integrity at UMBC are available [here](https://academicconduct.umbc.edu/resources-for-students) (<https://academicconduct.umbc.edu/resources-for-students>).

**Sexual Assault, Sexual Harassment, and Gender Based Violence and Discrimination:** As an instructor, I am considered a Responsible Employee, per [UMBC's Policy on Prohibited Sexual Misconduct, Interpersonal Violence, and Other Related Misconduct](#) (<http://humanrelations.umbc.edu/sexual-misconduct/umbc-reso>). While my goal is for you to be able to share information related to your life experiences through discussion and written work, I want to be transparent that as a Responsible Employee I am required to report disclosures of sexual assault, domestic violence, relationship violence, stalking, and/or gender-based harassment to the University's Title IX Coordinator.

As an instructor, I also have a mandatory obligation to report disclosures of or suspected instances of [child abuse or neglect](#) (<https://oei.umbc.edu/child-protection>). The purpose of these reporting requirements is for the University to inform you of options, supports and resources; you will not be forced to file a report with the police. Further, you are able to receive supports and resources, even if you choose to not want any action taken. Please note that in certain situations, based on the nature of the disclosure, the University may need to take action. If you need to speak with someone in confidence about an incident, UMBC has the following Confidential Resources available to support you:

The Counseling Center: 410-455-2472

University Health Services: 410-455-2542

(After-hours counseling and care available by calling campus police at 410-455-5555)

Other on-campus supports and resources:

The Women's Center, 410-455-2714

Title IX Coordinator, 410-455-1606

Additional on and off campus supports and resources can be found [here](#) (<http://humanrelations.umbc.edu/sexual-misco>)

**Accessibility and Disability Accommodations, Guidance and Resources:** UMBC is committed to eliminating discriminatory obstacles that may disadvantage students based on disability. Services for students with disabilities are provided for all students qualified under the Americans with Disabilities Act (ADA) of 1990, the ADAAA of 2009, and Section 504 of the Rehabilitation Act who request and are eligible for accommodations. The Office of Student Disability Services (SDS) is the UMBC department designated to coordinate accommodations that would allow students to have equal access and inclusion in all courses, programs, and activities at the University.

If you have a documented disability and need to request academic accommodations, please refer to the SDS [website](#) for registration information and to begin the process, or alternatively you may visit the SDS office in the Math/Psychology Building, Room 212. For questions or concerns, you may contact us through email at [disAbility@umbc.edu](mailto:disAbility@umbc.edu) or phone (410) 455-2459.

If you require accommodations for this class, make an appointment to meet with me to discuss your SDS-approved accommodations.