

**UMBC UGC Change in Existing Course: PHIL/GWST 258: Introduction to Feminist Philosophy**

Date Submitted: 10/7/21

	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:** (please provide all information in the "current" column, and only the information changing in the "proposed" column)

Change		Current	Proposed
<input type="checkbox"/>	Course Number(s) Include cross-listed courses	PHIL/GWST 258	
<input checked="" type="checkbox"/>	Formal Title	Introduction to Feminist Philosophy	Philosophy, Race, and Gender
<input checked="" type="checkbox"/>	Transcript Title (≤30c)		Philosophy, Race, Gender
<input type="checkbox"/>	Recommended Course Preparation	none	
<input type="checkbox"/>	Prerequisite	none	Prerequisite must be passed with a grade of: <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
<input type="checkbox"/>	# of Credits Must adhere to the <u>UMBC Credit Hour Policy</u>	3	
<input type="checkbox"/>	Repeatable?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	Max. Total Credits	3	<b>Max. Total Credits:</b> 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.
<input type="checkbox"/>	Grading Method(s)	<input type="checkbox"/> X Reg (A-F) <input type="checkbox"/> X Audit <input type="checkbox"/> X Pass-Fail	<input type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail
<input type="checkbox"/>	Topics Course	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

**CURRENT CATALOG DESCRIPTION (required):**

Drawing on historical and contemporary sources, this course critically examines the ways in which women and women's experiences have been ignored and explicitly and implicitly devalued in Western philosophy. It also seeks to uncover what, if anything, about the methods and central concepts of Western philosophy account for such exclusion and (apparent) contempt. More positively, we will evaluate new feminist approaches to old philosophical questions, such as: What is knowledge? What is justice?

**PROPOSED CATALOG DESCRIPTION** (Approximately 75 words in length. Please use full sentences): Leave blank if no changes are being proposed to the catalog description. NOTE: information about prerequisites should NOT appear in the catalog description.

This course considers challenges to a central assumption of Western Philosophy: that theories of rational and ethical judgments ought not consider personal characteristics of agents such as their race and gender. The key challenges are that such judgments neither can nor should be separated from such personal characteristics, and that

failure to attend to these characteristics not only results in inaccurate conceptions of science, ethics, and other normative disciplines, but also leads to unjust contempt for already marginalized persons

**RATIONALE FOR CHANGE:**

Recent discussions with GWST about how to get PHIL/GWST 258 offered more regularly and with better enrollments led to a decision to update the course to include issues concerning race as well as gender. There are philosophically important similarities as well as differences in how concerns about race and gender affect central assumptions of Western Philosophy, and discussion of each concern helps to conceptually illuminate the other. Additionally, we believe that including issues about both race and gender in the course title and description will vastly improve enrollments for the course because these changes will make it appealing to a wider range of students, which will in turn improve the classroom experience for students by incorporating a wider range of viewpoints. We expect this updated course to be offered regularly (at least every two years and possibly once a year), and to be a significant addition to UMBC's course offerings. GWST supports the change of name for the course and also the new course description; a support email from Carole McCann, Chair of GWST, is included with our application materials.

**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.

<input type="checkbox"/>	Component	<input type="checkbox"/> Clinical <input type="checkbox"/> Discussion <input type="checkbox"/> Field Study <input type="checkbox"/> Independent Study <input type="checkbox"/> Laboratory <input type="checkbox"/> X Lecture <input type="checkbox"/> Practicum <input type="checkbox"/> Seminar <input type="checkbox"/> Thesis Research <input type="checkbox"/> Tutorial	<input type="checkbox"/> Clinical <input type="checkbox"/> Discussion <input type="checkbox"/> Field Study <input type="checkbox"/> Independent Study <input type="checkbox"/> Laboratory <input type="checkbox"/> Lecture <input type="checkbox"/> Practicum <input type="checkbox"/> Seminar <input type="checkbox"/> Thesis Research <input type="checkbox"/> Tutorial
<input type="checkbox"/>	Departmental Consent	<input type="checkbox"/> Yes <input type="checkbox"/> XNo	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	When Offered (Fall, Winter, Spring, Summer, Other*) <small>*If Other, please describe</small>	At least once every two years, in any semester	

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

Final approval date

PHIL/GWST 258: Philosophy, Race, and Gender

Spring 2022

Greg Ealick

Ealick@UMBC.edu

Office: PAHB 262 TWTh, 12:15 – 1:15 or by appointment / virtual appointment

### **Functional Competency: Critical Analysis and Reasoning**

This course considers challenges to a central assumption of Western Philosophy: that theories of rational and ethical judgments ought not consider personal characteristics of agents such as their race and gender. The central challenges are that such judgments neither can nor should be separated from such personal characteristics, and that failure to attend to these characteristics not only results in inaccurate conceptions of science, ethics, and other normative disciplines, but also leads to unjust contempt for already marginalized persons.

A central claim of canonical Western Philosophy is that who you are doesn't matter. The standard story has it that the things like rationality and morality are fully objective, fully external to the agent making the judgment. This sort of impersonality is offered as a standard to be met in disciplines like epistemology and ethics.

This course closely considers challenges to that story. The central challenge is that judgment cannot be separated from the person doing it, their history, and their position. Race and gender, in particular, inescapably – and *properly* – inform the beliefs and the actions of agents. A further challenge is that failure to attend to this pattern is not only wrong in the sense of leading to inaccurate characterization of science, morality, and other normative disciplines, but also that the pattern wrongly leads an unjust contempt of already marginalized persons.

### **Course Goals and Expectations:**

The goal of the course is to expose students to debates surrounding race and gender. While these discussions are interesting and important in their own right, the course is also aimed at helping students hone their academic skills through reading professional articles, writing critical discussions of the articles, participating in class discussions, and writing essays. By the end of the course, students will be familiar with and better able to analyze some of the central questions concerning race and gender. These include (but are not limited to) the metaphysics of race and gender, the role of history and other relational properties in the fixing of race and gender, the implications of social construction for plasticity of identity, the role of biography in moral judgment, the participation of the observer in the construction and evaluation of empirical judgment.

The course will consist of a combination of lecture and discussion. One cannot learn philosophy well without participating in discussion. Therefore, students are expected to do the assigned reading before class, attend class, and participate in class discussion. I also strongly encourage you to make use of my office hours.

**Required reading:**

All required readings are under the “Course Materials,” tab on Blackboard.

**Methods of Evaluation:**

Final grades in this course will come from an ongoing blogging project, a set of quizzes, and a set of essays. There is a blogging assignment due every Friday except March 25<sup>th</sup>. The class is divided into four units. Each unit has one quiz and one writing project associated with it. Students will complete all four quizzes but only THREE of the four essays. In addition, one of those three essays (student’s choice which) will be edited and revised. The quizzes are due on February 25<sup>th</sup>, March 18<sup>th</sup>, April 15<sup>th</sup>, and May 6<sup>th</sup>. The four essays are due on March 4<sup>th</sup>, April 1<sup>st</sup>, April 22<sup>nd</sup>, and May 13<sup>th</sup>. The final version of the revised essay is due on May 20<sup>th</sup>.

Point values are as follows:

Blogging project:	15% of final grade
Quiz average:	15% of final grade
Two essays:	20% each
One revised essay:	30%

**Late Work:**

Late blog assignments will not be accepted at all. In general, late writing assignments and quizzes will be penalized by half a letter grade for every day or fragment thereof that they are late. Feel free to ask for due-date extensions, but they’ll usually be granted only if (1) you ask significantly *before* the due date, and (2) you can demonstrate that you invested good-faith effort *before* asking.

“Turned in,” means turned in *posted to the assignments tab on Blackboard and readable by me.*

Corrupted files or simply ones formatted in a manner strange to my personal laptop *will not count as having been submitted.* Best practice, therefore, is to paste a copy of every assignment onto the tab *in addition* to attaching it. This sometimes leads to ugly formatting, but it’s very safe.

**Attendance:**

Philosophy is an ongoing conversation. Learning it requires *participation* in that conversation. Every student may miss three classes but *will lose half a letter grade off their final average for every absence after that* (up to a maximum of four penalties). The exception is that an absence may be excused *given that you email me and arrange a suitable make-up*, which usually will be a doubling of the week’s blogging assignment.

**Revision of the Syllabus:**

If changing conditions mandate changes in course policy or in course schedule, these changes will be published on the “Announcements,” page on Blackboard.

## Reading Schedule:

### **Introduction**    **What is it to study race? What is it to study gender?**

January 31    *Why is it difficult to talk about race and gender? What's the difference between difficulty and discomfort?*

Johnson. The Trouble We're In: Privilege, Power, and Difference?

Rankine. I wanted to Know What White Men Thought . . . (recommended).

### **Unit 1**            **Race and gender considered historically**

February 7    *What is it to be a woman? What needs (if any) do all women have? What challenges do all women face?*

De Beauvoir. (From) *The Second Sex*.

Moses. "What's in a Name?" On Writing the History of Feminism.

February 14    *What is Race? What is "The Black Experience?" How is that experience conditioned in contemporary politics?*

DuBois. (From) *The Souls of Black Folk*.

Fortin. Critical Race Theory: A Brief History.

February 21    *What is Intersectionality? How many sets of experience can one person have? What happens when conditioned experiences overlap?*

Crenshaw. Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique Of Antidiscrimination Doctrine, Feminist Theory, and Antiracist Politics.

The Combahee River Collective: A Black Feminist Perspective.

Note that Unit 1 quizzes are due on Friday, February 25<sup>th</sup>.

### **Unit 2**            **Race and gender considered dynamically**

February 28    *What is identity? Where does it come from? What limits the assignment of identity?*

Gergen. Social Construction and the Transformation of Identity Politics.

Barnes. Realism and Social Structure.

Note that Unit 1 essays are due on Friday, March 4<sup>th</sup>.

**Reading Schedule (continued):**

- March 7      *How Many Genders are there? Is there a set number?*  
Namaste. Undoing Theory: The Transgender Question and the Epistemic Violence of Anglo-American Feminist Theory.  
Penny. How to be a Genderqueer Feminist.
- March 14     *Is Race a real category? If so, what kind of category is it?*  
Tuvel. In Defense of Transracialism.  
Wong. In Defense of Racial Skepticism.  
Note that unit 2 quizzes are due on Friday, March 18<sup>th</sup>.
- March 21     Spring Break
- Unit 3      Race, gender, and challenges to philosophical objectivity**
- March 28     *What is objectivity as an ideal? What are the limits of subjective experience?*  
Descartes. (From) *Discourse on Method*.  
McNerney. A Brief Guide to Embodied Cognition: Why You are Not Your Brain.  
Note that Unit 2 essays are due on Friday, April 1<sup>st</sup>.
- April 4      *What are the costs of the pursuit of objectivity? What limits are faced by individual knowers? Are these limits the same from person to person?*  
Bailey. Epistemic Pushback.  
Code. (From) *What Can She Know?*
- April 11     *What is Knowledge, anyway? And who gets to decide? What are the social implications of this decision?*  
McIntosh. On White Privilege.  
Almeida. The Role of Race and Dominance in Knowledge Production.  
Note that unit 3 quizzes are due on Friday, April 15<sup>th</sup>.

**Reading Schedule (continued):**

**Unit 4      Race, gender, and challenges to impersonal universality**

April 18      *What, specifically, about moral claims is supposed to be universal? Why? Does universality imply universal agreement? What would a particular moral relationship look like?*

Kant. (From) *Groundwork of the Metaphysics of Morals*.

Assiter. *Why Universalism?*

Note that unit 3 essays are due on Friday, April 22<sup>nd</sup>.

April 25      *Is there a distinctly feminist morality? What moral positions (if any) belong to women only? What do men get wrong?*

Jaggar. *Feminism in Ethics: Moral Justification*.

Robb. *A Framework for Feminist Ethics*.

May 2      *How does race affect moral judgment? How does racism?*

Miller. *Stain Remover: Ethics and Race*.

Dillon. *Parables for a Critical Race Theory of Morality*.

Note that unit 4 quizzes are due on Friday, May 6<sup>th</sup>.

**Conclusion      Where do we go from here?**

May 9      *What can be saved? What's worth saving?*

hooks. *Love as the Practice of Freedom*.

Note that unit 4 essays are due on Friday, May 13<sup>th</sup>.

May 16      *What are our final thoughts?*

Note that the revised essay is due on Friday, May 20<sup>th</sup>.

**Academic integrity:**

There are many good reasons to avoid cheating and plagiarism, not the least of which is to avoid *becoming* a plagiarist or a cheat. My policy is to fail offenders for the class and to seek further the strictest sanctions available.

Some instances of plagiarism originate in ignorance rather than perfidy. In particular, statistics suggest that many of you are shakier than you think on the rules governing paraphrase. So, even if you believe you don't need to, consult a good writing manual before completing your first assignment. (A key section from one such may be found in this course's "external links" section.) That said, I have no way to distinguish honest incompetence from simple cheating, and I will treat all cases as equally severely.

**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. To read the full Student Academic Conduct Policy, consult the UMBC Student Handbook, or the Office of Undergraduate Education.

**Academic integrity in the Online Instruction Environment:**

Academic integrity is an important value at UMBC. 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 online classes. Resources for students about academic integrity at UMBC are available at <https://academicconduct.umbc.edu/resources-for-students/>.

**Resources to Help you Succeed, Online and In Person:**

Many students need additional support to succeed in online courses. Click on the following links for helpful resources:

**UMBC's Academic Success Center (ASC)** provides a range of resources to support students as they progress toward degree completion. They will continue to offer all of their services online (<https://academicsuccess.umbc.edu/>).

The ASC has created a specialized set of **Online Learning Resources**, including videos and guides to help students succeed while learning online ([https://lrc.umbc.edu/online\\_learning/](https://lrc.umbc.edu/online_learning/)).



## **Resources to Help you Succeed, Online and In Person (continued):**

In addition, check out the following resources:

### **Academic Success Center Resources**

(<https://academicsuccess.umbc.edu/ascbusinesscontinuity/>) include: Online tutoring and writing support, supplemental instruction/peerassisted study sessions (SI PASS) (<https://si.lrc.umbc.edu/schedule/>), placement testing, FYI academic alerts, success courses, academic advocacy, academic policy and academic success meetings.

**Tutoring and Writing Center Appointments** will be online; students can make appointments using this link (<https://saml2.go-redrock.com/relay.php>).

**SI PASS** (<https://si.lrc.umbc.edu/>) Supplemental Instruction (SI)/ *Peer Assisted Study Sessions*

(PASS). The SI PASS program targets traditionally difficult academic courses, providing regularly scheduled, out-of-class review sessions, happening in Blackboard Collaborate inside your existing Blackboard course.

**Academic Advocates** Advocates work one-on-one with students who need support navigating academic and institutional challenges, no matter how complex the concerns (i.e., personal, academic, or financial)

(<https://academicadvocacy.umbc.edu/student-referrals/submit-a-referral/>).

**Academic Success Meetings** - Schedule a one-to-one virtual meeting with an Academic Success Center Professional who can help you with time management, study skills, and accessing campus resources (<https://lrc.umbc.edu/academic-successmeeting/>).

If you have a question, please contact the ASC at [academicsuccess@umbc.edu](mailto:academicsuccess@umbc.edu)

### **Technology: Access, Requirements, Resources, Support:**

To help ensure that UMBC students are equipped for academic success, the Division of Information Technology (DoIT) provides a wealth of resources and support, including tips for getting online and minimum specifications to consider when purchasing a computer (<https://doit.umbc.edu/students/>). UMBC does require all students to be technologically self-sufficient, which entails having a reliable personal computer (preferably a laptop with webcam) and Internet access. Since UMBC requires all students to have a computer and Internet access, financial aid may be used to meet this requirement. To learn more, students should contact their financial aid counselor at <https://financialaid.umbc.edu/contact/>.

**Enrollment Dates and Deadlines:**

Students must be familiar with the academic policies and enrollment dates and deadlines as published in the Undergraduate Catalog and the Academic Calendar. They are also responsible for managing their course enrollment(s) accordingly.

**At a Glance: UMBC Policies and Resources for Students during COVID-19:****COVID-19: Safety Expectations and Guidelines:**

Students enrolled in this course are expected to adhere to all UMBC policies, rules, and regulations, including COVID-19 emergency health and safety rules, policies, guidelines, and signage enacted for the UMBC community. For students attending in-person classes, signage, policies, rules, and/or guidelines may include but are not limited to specific requirements for face coverings, physical distancing, and sanitization, in addition to efforts to reduce density efforts that involve reductions in seating and room capacity.

UMBC has set clear expectations for masking while on campus that include the requirement that you must wear a face mask that covers your nose and mouth in all classrooms regardless of your vaccination status. This is to protect your health and safety as well as the health and safety of your classmates, instructor, and the university community. Anyone attending class without a mask or wearing one improperly will be asked by the instructor to put on a mask or fix their mask in the appropriate position. Any student that refuses to comply with this directive will be asked to leave the classroom immediately and failure to do so will result in the instructor requesting the assistance of the University Police. Students who refuse to wear masks may be referred to Student Conduct and Community Standards and may face disciplinary action for violations of the Code of Student Conduct, specifically, Rule 2: Behavior Which Jeopardizes the Health or Safety of Self or Others and Rule 16: Failure to Comply with the Request of a University Official. UMBC's on-campus safety protocols, including masking requirements, are subject to change in response to the evolving situation with Covid-19.

**COVID-19: Safety Expectations and Guidelines (continued):**

Please be aware that UMBC's COVID-19 emergency health and safety rules, regulations, policies, guidelines, and/or signage are subject to change as our public health crisis evolves. Any violation will be subject to disciplinary action and may include but not limited to immediate dismissal from the classroom, removal from the classroom and/or campus, a requirement to work remotely, and/or sanctions and conditions enumerated in the UMBC Code of Student Conduct that may entail suspension or expulsion from UMBC ( <https://diversity.umbc.edu/files/2017/10/Code-of-StudentConduct.pdf> ).

**UMBC Disability Statement:**

UMBC is committed to eliminating discriminatory obstacles that may disadvantage students based on disability. Student Support Services (SSS) is the UMBC department designated to:

- receive and maintain confidential files of disability-related documentation,
- certify eligibility for services, -
- determine reasonable accommodations,
- develop with each student plans for the provision of such accommodations, and
- serve as a liaison between faculty members and students regarding disability-related issues.

If you have a disability and want to request accommodations, contact SSS in the

Math/Psych Building, Room 213 or Academic IV-B wing Room 345 (or call 410-455- 2459 or 410-

455-3250). SSS will require you to provide appropriate documentation of disability and complete a

Request for Services form available at <http://my.umbc.edu/groups/sss>. If you require accommodations for this class, make an appointment to meet with me to discuss your SSS approved accommodations.

**Accessibility and Disability Accommodations, Guidance and Resources:**

Support services for students with disabilities are provided for all students qualified under the Americans with Disabilities Act (ADA & ADAAA) 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 create equal access for students when barriers to participation exist in University courses, programs, or activities.

If you have a documented disability and need to request academic accommodations in your courses, please refer to the SDS website at [sds.umbc.edu](http://sds.umbc.edu) for registration information and office procedures.

SDS email: [disAbility@umbc.edu](mailto:disAbility@umbc.edu)

SDS phone: (410) 455-2459

If you will be using SDS approved accommodations in this class, please contact me (instructor) to discuss implementation of the accommodations. During remote instruction requirements due to COVID, communication and flexibility will be essential for success.

**Religious Observances:**

UMBC Policy provides that students should not be penalized because of observances of their religious beliefs, students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. It is the responsibility of the student to inform the instructor of any intended absences for religious observances in advance, and as early as possible. For questions please contact the Office of Equity and Inclusion at [oei@umbc.edu](mailto:oei@umbc.edu).

**Hate, Bias, Discrimination and Harassment:**

UMBC values safety, cultural and ethnic diversity, social responsibility, lifelong learning, equity, and civic engagement.

Consistent with these principles, UMBC Policy prohibits discrimination and harassment in its educational programs and activities or with respect to employment terms and conditions based on race, creed, color, religion, sex, gender, pregnancy, ancestry, age, gender identity or expression, national origin, veterans status, marital status, sexual orientation, physical or mental disability, or genetic information.

Students (and faculty and staff) who experience discrimination, harassment, hate or bias or who have such matters reported to them should use the online reporting form to report discrimination, hate or bias incidents; reporting may be *anonymous*.

**Sex and Gender Based Violence, Harassment and Discrimination:**

Any student who is impacted by sexual harassment, gender-based harassment, sexual assault, sexual coercion, relationship violence, domestic violence, sexual exploitation, sexual intimidation, sex, gender-based stalking or retaliation or gender or pregnancy discrimination is encouraged to seek support and resources.

*You can access support and resources even if you do not want to take any further action. You will not be forced to file a formal complaint or police report. Please be aware that the University may take action on its own if essential to protect the safety of the community.*

As an instructor, I am considered a *Responsible Employee*, per UMBC's Policy on Prohibited Sexual Misconduct, Interpersonal Violence, and Other Related Misconduct I am required to report disclosures of possible violations of the Policy to the Title IX Coordinator, even if the experience occurred before you attended UMBC.

While I want you to be able to share information related to your life experiences through discussion and written work, I also want you to understand that I must report Sexual Misconduct to the Title IX Coordinator so that the University can inform you of your rights, resources and support.

**Sex and Gender Based Violence, Harassment and Discrimination (continued):**

If you need to speak with someone in confidence, who does not have an obligation to report to the Title IX Coordinator, about an incident, UMBC has the following Confidential Resources available to support you: The Counseling Center: 410-455-2742; University Health Services: 410-455-2542; For after-hours emergency consultation, call 301-314-7651.

Other on-campus supports and resources: The Women's Center (for students of all genders): 4104552714; Title IX Coordinator, 410- 455-1250.

Child Abuse and Neglect: Please note that Maryland law requires that I report all disclosures or suspicions of child abuse or neglect to the Department of Social Service and/or the police.

**Pregnancy:**

UMBC's Sexual Misconduct, Interpersonal Violence, and Other Related Misconduct Policy expressly prohibits all forms of Discrimination and Harassment on the basis of sex, including pregnancy.

Resources for pregnant students are available through the University's Office of Equity and Inclusion.

In addition, students who are pregnant may be entitled to accommodations under the ADA through the Student Disability Service Office, and/or under Title IX through the Office of Equity and Inclusion.

**Disclosures of Sexual Misconduct and Child Abuse or Neglect:**

As an instructor, I am considered a Responsible Employee, per UMBC's Policy on Prohibited Sexual Misconduct, Interpersonal Violence, and Other Related Misconduct (located at <http://humanrelations.umbc.edu/sexual-misconduct/umbc-resource-page-forsexualmisconductandother-related-misconduct/>). 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

([www.usmh.usmd.edu/regents/bylaws/SectionVI/VI150.pdf](http://www.usmh.usmd.edu/regents/bylaws/SectionVI/VI150.pdf)).

**Disclosures of Sexual Misconduct and Child Abuse or Neglect (continued):**

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 support and resources can be found at:  
<http://humanrelations.umbc.edu/sexual-misconduct/gender-equitytitle-ix/>.

**UMBC's Vision Statement:**

Our UMBC community redefines excellence in higher education through an inclusive culture that connects innovative teaching and learning, research across disciplines, and civic engagement. We will advance knowledge, economic prosperity, and social justice by welcoming and inspiring inquisitive minds from all backgrounds.

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**Fwd: Changes to PHIL/GWST 258**

1 message

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**Steve Yalowitz** <yalowitz@umbc.edu>  
To: Rose Drohan <rdrohan@umbc.edu>

Sun, Oct 10, 2021 at 7:34 PM

Begin forwarded message:

**From:** "Carole R. McCann" <mccann@umbc.edu>  
**Subject:** Changes to PHIL/GWST 258  
**Date:** October 7, 2021 at 2:05:26 PM EDT  
**To:** Steve Yalowitz <yalowitz@umbc.edu>

Dear Steve,

I am writing to confirm the GWST fully supports the changes to PHIL/GWST 258 course title and description that the Philosophy department is proposing below.

Best,

Carole

Here is a draft of a course description proposal for Philosophy, Race and Gender

This course considers challenges to a central assumption of Western Philosophy: that theories of rational and ethical judgments ought not consider personal characteristics of agents such as their race and gender. The key challenges are that such judgments neither can nor should be separated from such personal characteristics, and that failure to attend to these characteristics not only results in inaccurate conceptions of science, ethics, and other normative disciplines, but also leads to unjust contempt for already marginalized persons.