

# PHIL 456 Justice and Climate Change

SPRING 2024

|                    |               |                      |  |
|--------------------|---------------|----------------------|--|
| <b>Instructor:</b> | Blake Francis | <b>Email:</b>        | <a href="mailto:bfrancis@umbc.edu">bfrancis@umbc.edu</a> |
| <b>Location:</b>   | PAHB 456      | <b>Time:</b>         | MW 1-2:15pm  |
| <b>Office:</b>     | PAHB 467      | <b>Office Hours:</b> | TTH 1-2pm; by appt.                                      |

**Distribution Requirement Satisfied by this Course:** Arts and Humanities/GEP/GFR  
**Functional Competency Satisfied by this Course:** Critical Analysis and Reasoning  
**Writing Intensive**

## 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 justice 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 the 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 living in the Arctic, on low-lying deltas, and islands are already experiencing radical changes to their way of life and are facing relocation due to melting ice and rising sea levels. Increased droughts, storm surges, and floods threaten the lives, health, and basic needs of people worldwide; poor communities are particularly vulnerable. Preventing many of the impacts of climate change requires rapidly reducing greenhouse gas emissions over the next 30 years.

This course is divided into four units, which explore different ethical dimensions of the climate change problem and its solutions. We'll begin **Unit 1 "Climate Change Injustice"** by studying the impacts of climate change on current and future generations. In light of the severity and the unjust distribution of these impacts, we'll then consider the nature of the climate change problem. Dispelling the myth that climate change can be solved through purely economic or political means, we'll consider support for a foundational premise of this class: climate change is an *ethical problem* that requires just and ethical solutions.

In **Unit 2 "Climate Change Skepticisms,"** we'll study two different forms of climate change skepticism: (1) skepticism about the science and (2) skepticism about the role of justice in climate

change decision-making. First, we'll consider evidence that scientific skepticism about climate change is the product of misinformation campaigns orchestrated by Conservative think tanks that intentionally provoke deep political disagreements about the facts about climate change and its human origins. Given that there is a strong scientific consensus about climate change's human origins, should climate change denial be tolerated in democratic communities? What role should peer-reviewed science play in democratic decision-making? Next, we'll consider ethical skepticism. Ethical skeptics claim that an international climate change treaty should be based exclusively on self-interest and should not include concerns about justice, including considerations of distributive justice and corrective justice. Ethical considerations, the argument goes, would make a successful climate change treaty infeasible. Since the aim is to prevent climate change above all else, other justice concerns should be treated separately from climate change. In the second part of Unit 2, we'll consider arguments for and against climate skepticism about the role of ethics.

In **Unit 3 “Global Climate Change Justice,”** we'll study the strengths and shortcomings of several principles of justice for distributing the burdens of combating climate change. For example, we'll consider whether we should endorse the “Polluter Pays Principle” under which those who contribute the most to climate change ought to be the ones who bear the burdens of mitigating climate change. And we will consider whether we should endorse an “Ability to Pay Principle” under which those who are wealthy and able to pay ought to bear the burdens. One shortcoming that each principle we'll study shares is that they narrowly consider climate change mitigation (which involves reducing climate change emissions). However, climate change is already occurring, and some climate change is unavoidable. So we need to consider matters of justice beyond mitigation, including questions about “loss and damage”—repairing impacts from climate change—and adaptation—adapting to unavoidable climate change. We'll consider loss and damage and adaptation as environmental injustices, environmental harms that disproportionately affect people of color and indigenous communities.

Finally, in **Unit 4 “Intergenerational Climate Change Justice,”** we'll consider justice between generations. Climate change will have impacts on people in the far distant future, so we need to consider what duties of justice current people have to future people. However, several challenging questions arise in considering this issue. First, should we treat the interests of people living 200 years from now equally to the interests of people living today? Or should we prioritize the interests of current people by “*discounting*” the future? Second, energy policy decisions will determine the *identity* of people living in the distant future. Can people be harmed or benefited by actions that determine who they are? After all, had the action not occurred, they never would have been. Finally, climate change may present challenges to our moral concepts. Can we make sense of holding people responsible today for events that occur 100 years from now, which are difficult to trace back to recent actions? If not, is anyone responsible for climate change? In light of these issues, we'll conclude with a discussion of radical hope for a better future.

By the end of this class, we'll have a clearer understanding of the central questions of climate change justice. Through lectures, in-class discussions, informal writing assignments, and papers, we'll have the opportunity to deeply consider our own positions on these important questions.

## Learning Outcomes

Students who successfully complete this course should be able to:

- Describe some of the major issues, views, arguments, and debates concerning justice and climate change, including the following:
  - issues raised by climate change impacts, including cultural losses and threats to life and limb
  - debates over conceptualizing the climate change problem as fundamentally ethical rather than exclusively economic, political or technical
  - questions of whether skepticism about climate change science (i.e., intentional disinformation campaigns) should be tolerated in democratic societies
  - arguments about the role of justice in the creation of international climate change agreements
  - debates over which principle of justice should govern the distribution of climate change burdens, including discussion of the polluter pays principle, the ability to pay principle, the beneficiary pays principle and the antipoverty principle
  - arguments that the climate change problem ought to be understood as a product of environmental racism and colonialism
  - debates over intergenerational climate change justice, including discounting, the non-identity problem, moral responsibility, and radical hope.
- perform close readings of philosophical texts to identify the stated and unstated premises and conclusions of arguments and critically assess these arguments.
- construct cogent arguments by presenting explicit reasons to support your claims and anticipating objections verbally and in writing
- write papers that clearly articulate an argument, respond to anticipated objections, and engage critically with course content

## Course Requirements:

### Books and Readings:

Readings will be assigned for most class meetings. Most of our readings come from one of our textbooks. The remainder of the readings will be in the “Course Materials/Digital Library Reserves” or in the “Course Materials/Links” folders on Blackboard. Please do the readings indicated on the syllabus **before** coming to class.

**Required Textbooks:** This course has a total of 4 required textbooks.

1. Stephen Gardiner and Arthur Obst (2023) *Dialogues on Climate Justice*. Routledge. (UMBC Bookstore / CMI)

2. Sheila Watt-Cloutier (2018) *The Right to Be Cold: One Woman's Fight to Protect the Arctic and Save the Planet from Climate Change*. University of Minnesota Press. (UMBC Bookstore)
3. Stephen M. Gardiner and David A. Weisbach (2016) *Debating Climate Ethics*, Oxford. (Digital Library Reserves)
4. Stephen M. Gardiner, Simon Caney, Dale Jamieson, and Henry Shue (eds.) (2010) *Climate Ethics: Essential Readings*. Oxford. (Digital Library Reserves)

Two of the required books (1 & 2) must be purchased by the student. The other two (3 & 4) are free through digital library reserves on Blackboard (Course Materials/Digital Library Reserves).

One of the books for purchase, Gardiner and Obst, is available digitally through the Course Materials Initiative (CMI). CMI provides access to digital course materials through Blackboard. The cost of the book (about 40 dollars) was billed to your student account when you enrolled in the class. You have until **Friday, February 09, 2024** to opt out of the program for a full refund. See the Course Materials folder on Blackboard for more information and to access the textbook (Course Materials/My Textbooks & Course Resources). Visit [bookstore.umbc.edu/cmi](http://bookstore.umbc.edu/cmi) for information on CMI, including the full list of CMI courses and materials with pricing, current deadlines, how-to guides, extension forms, and FAQs.

## Methods of Assessment:

Assessment in this class will be based on papers, reading responses, and participation.

### Papers:

There are 3 papers assigned for this class.

Paper 1 (500 words): Due midnight on Sunday, February 25

Paper 2 (1000 words): Due midnight on Sunday, April 21

Paper 3 (2000 words): Due midnight on Wednesday, May 22

The three paper assignments are designed to give you the opportunity to practice argumentation 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 and to consider counterarguments to your 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 identify your strengths and weaknesses as a writer and to improve your writing as the semester progresses. Papers will be submitted over Blackboard. I grade papers anonymously, so please do not include any identifying details on your paper submissions.

*Paper Self-Evaluation:* A self-evaluation will be included with each paper you submit. This evaluation will be included with your paper submission on Blackboard. Self-evaluations will help you track your progress with writing over the course of the semester.

*Option to Revise:* After you have received an initial grade and comments from me, you have the option to revise papers 1 and 2 for the chance of improving your grade. Please be in touch with me for more details about optional revisions.

### **Reading Response Papers:**

Reading Responses are short, informal, 1-page (250 words) writing assignments due Monday mornings by 9:00 am in the weeks they are assigned. Response papers allow you to practice doing a close reading of a passage from the assigned text. I will post prompts for the reading response about a week before they are due. The aim of these assignments is to give you some direction when approaching the readings on your own and to give you some practice doing close reading of philosophical texts. Doing close readings of philosophical texts is difficult. You may find yourself struggling with reading response assignments. Don't stress. Part of class time on Mondays will be organized around discussing the reading responses, which will allow you to improve your close reading and other philosophical skills over the course of the semester. Since reading responses are about practicing a skill, they will be graded based on your **effort and level of engagement**. Each assignment will be assessed on a three-point scale (0=no submission; 1=little effort; 2=solid effort; 3=excellent effort). The final grade for reading responses will consider the average score for all reading responses as well as students' self-assessments of their engagement with reading and reading responses over the course of the semester. (The Self-Assessment will be assigned over Blackboard in May.) Please see the handout on Response Papers in Blackboard for instructions and more information. There will be eight response papers assigned this semester.

### **Attendance and Participation:**

Your attendance and participation grade includes attendance, participation, and preparation. 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. As the professor, it is my responsibility to provide you with multiple opportunities to participate in our class through discussion, small group work, and lectures. We will use Qwickly to record attendance.

*Each student has three "freebie" absences.* You may use your freebies at your discretion (There's no need to be in touch with me for permission!). Your three freebies will be marked "excused" at the end of the semester and you will be given full participation credit. After the three freebies are used up, unexcused absences count negatively toward your participation grade. If you have any concerns about participation, please get in touch with me. (See also "Attendance Policies" below.) **Please don't come to class if you feel ill. Contact me to make arrangements.**

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:

This class is graded using the following 100% scale:

|         |   |
|---------|---|
| 90-100% | A |
| 80-89%  | B |
| 70-79%  | C |
| 60-69%  | D |
| 0-59%   | F |

Grades will be weighted as follows:

|                              |     |
|------------------------------|-----|
| Attendance and Participation | 10% |
| Response Papers              | 20% |
| Paper 1 (500 words)          | 10% |
| Paper 2 (1000 words)         | 20% |
| Paper 3 (1000 words)         | 20% |
| Paper 4 (1000 words)         | 20% |

## Course Policies and Expectations:

### Classroom Culture:

A positive learning environment is an atmosphere where diverse perspectives can be expressed. It is especially important that we foster a positive environment in this course, which focuses on several controversial topics that we are bound to disagree strongly about. Each of us is expected to respectfully engage with points of view that we strongly disagree with during in-class discussions and in written assignments. Learning how to do philosophy requires 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.

### Attendance Policy

Attendance is required for this class. Attendance will be taken using Qwickly. Students will log in to Blackboard to register their attendance. If you arrive late to class and the check-in period has closed, approach me after class to inform me that you were in attendance.

Use of your **cell phone or laptop** for non-class purposes is a distraction to you and other students. If you use your devices for non-class purposes, you will be marked absent and receive 0 credit for participation that day.

If you are sleep-deprived and feel like you can't participate in lecture, consider taking a nap instead of attending class. If you fall asleep in class, you will be marked absent and receive 0 credit for participation for that day.

## Late Assignments:

Unless you have a valid excuse (serious illness, religious observance, 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 one day late, you will receive a B+.

**Response papers** cannot be made up or submitted late except under rare and serious circumstances. Because response papers are time-sensitive and relevant to class activities, with few exceptions, late response papers receive 0 credit.

## UMBC Writing Center

The Academic Success Center offers free writing assistance through our Writing Center, which is located on the first floor of the Library. They also offer online and asynchronous tutoring. Writing tutors are students like you who receive ongoing training to stay up-to-date on the best tutoring techniques. To make an appointment, please visit <http://academicsuccess.umbc.edu/writing-center>

## 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 48 hours, Monday through 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 on Tuesdays and Thursdays at 1 p.m. **Please stop by in person on Tuesdays or Thursdays between 1 p.m. and 2 p.m. No appointment is needed!** You can also make an in-person or virtual appointment by emailing me. Webex room: (<https://umbc.webex.com/meet/bfrancis>).

## Plagiarism and Cheating

Plagiarism is using the words or ideas of others without proper citation. Copying sentences generated by ChatGPT or other large language models is considered cheating. (Also, ChatGPT produces text that is very obviously not written by a human and cannot replace your own critical thinking and evaluation.) Plagiarism and other kinds of cheating will not be tolerated. The penalty for this kind of dishonesty could be severe. If caught violating the UMBC honor code, you will receive a failing grade on the assignment in question and be reported to the Academic Misconduct Management Database. For more information, see UMBC's Statement of Values for Academic Integrity below.

The following key indicates where to find the readings on the reading assignment schedule.

**DCJ:** *Dialogues on Climate Justice* by Stephen Gardiner and Arthur Obst

**RBC:** *The Right to Be Cold* by Sheila Watt-Cloutier

**DCE:** *Debating Climate Ethics* by Stephen Gardiner and David Weisbach (available on Digital Library Reserves)

**CE:** *Climate Ethics: Essential Readings* (available on Digital Library Reserves)

**LR:** Course Materials/Digital Library Reserves.

**LINK:** Course Materials/LINKS.

## Reading Assignment Schedule

\*\*\*\*\*This schedule is subject to change. Readings may be pushed back or cut to make room for more in-depth discussion.\*\*\*\*\*

Mon., Jan. 29 No In-Person Class

### Climate Change Science and Policy Primer

Wed., Jan. 31 *Reading 1:* Gardiner and Obst, Why Ethics? Part 1: An Introduction to the Climate Change Problem, pp. 1-10. [DCJ]

*Reading 2:* [**Skim!**] IPCC, 2021: Summary for Policymakers. In: *Climate Change 2021: The Physical Science Basis*. Contribution of Working Group I to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change, pp. 3-32. [LINK]

**Syllabus Quiz Due @ 9am**

### UNIT 1: CLIMATE CHANGE INJUSTICE?

#### The Right to be Cold

Mon., Feb. 5 Sheila Watt-Cloutier, *The Right to be Cold*, pp. xvii-xxvi; 218-242. [RBC]  
**Reading Response 1 due @ 9am.**

Wed., Feb. 7 Sheila Watt-Cloutier, *The Right to be Cold* pp. 242-259; 316-326. [RBC]

#### The Real Tragedy of the Commons

Mon., Feb. 12 *Reading 1:* Gardiner and Obst, Dialogue 1 Why Ethics? Part 1: An Introduction to the Climate Change Problem, pp. 10-20. [DCJ]

*Reading 2:* Garrett Hardin (1968) The Tragedy of the Commons. *Science*, 162(3859), 1243-1248.[LR]

**Reading Response 2 due @ 9am.**



- Wed., Feb. 14 Gardiner and Obst, Dialogue 1 Why Ethics? Part 2: A Perfect Moral Storm, pp. 20-43. [DCJ]  
*Optional Reading:* Stephen Gardiner, Chapter 2: Betraying the Future, in Stephen Gardiner and David Weisbach, *Debating Climate Ethics*, Oxford, pp. 6-41. [DCE][LR]
- Mon., Feb. 19 Kyle Whyte (2019) Way Beyond the Lifeboat: An Indigenous Allegory for Climate Justice in K.K. Bhavani, J. Foran, P.A. Kurian, & D. Munshi (Eds), *Climate Futures: Re-imagining Global Climate Justice*. London: Zed Books, pp. 11-20. [LR]
- Wed., Feb. 21 Review Day & In-class writing activity (No Readings)

*Paper 1 due midnight Sunday, February 25*

## UNIT 2: CLIMATE CHANGE SKEPTICISMS

### Skepticism about Climate Change Science

- Mon., Feb. 26 *In-Class Film Screening: The Merchants of Doubt* (2014)  
*Optional Reading:* Naomi Oereskis and Eric Conway (2010), The Denial of Global Warming in *Merchants of Doubt: How a Handful of Scientists Obscured the Truth on Issues from Tobacco Smoke to Climate Change*. Bloomsbury Press pp. 169-216. [LR]
- Wed., Feb. 28 *In-Class Film Screening: The Merchants of Doubt* (2014) (cont.)  
*Reading:* Gardiner and Obst, Dialogue 2 Skepticisms Part 1: Scientific Skepticism pp. 44-68. [DCJ]
- Mon., Mar. 4 Catriona McKinnon (2016), Should We Tolerate Climate Change Denial? *Midwest Studies in Philosophy*, 40: 205-216. [LR]  
**Reading Response 3 due @ 9am.**

### Skepticism about the Role of Ethics

- Wed., Mar. 6 Gardiner and Obst, Dialogue 2 Skepticisms Part 2: Skepticism about the Role of Ethics, pp. 68-83. [DCJ]
- Mon., Mar. 11 David Weisbach, Chapter 7: The Role of Claims of Justice in Climate Change Policy in Stephen Gardiner and David Weisbach, *Debating Climate Ethics*, Oxford, pp. 201-213 (and optionally 213-240). [DCE][LR]  
**Reading Response 4 due @9am.**
- Mon., Mar. 11 No Class
- Wed., Mar. 13 **The Climate Blinders Objection**

David Weisbach, Chapter 7: The Role of Claims of Justice in Climate Change Policy in Stephen Gardiner and David Weisbach, *Debating Climate Ethics*, Oxford, pp. 201-213 (and optionally 213-240). [DCE][LR]

Mar. 18 & 20 Have a great spring break!

Mon., Mar. 25 **Justice or Extortion?**

*Reading 1:* Gardiner and Obst, Dialogue 2 Skepticisms Part 2: Skepticism about the Role of Ethics, pp. 83-88. [DCJ]

*Reading 2:* Stephen Gardiner, Chapter 4: Justice vs. Extortion in Stephen Gardiner and David Weisbach, *Debating Climate Ethics*, Oxford, pp. 87-101 (and optionally 101-128.) [DCE][LR]

### UNIT 3: GLOBAL CLIMATE CHANGE JUSTICE

#### Principles for Sharing the Burdens of Mitigation

Wed., Mar. 27 **The Polluter Pays Principle**

Gardiner and Obst, Dialogue 4 International Justice Part 1: Mitigation and Burden Sharing pp. 132-144. [DCJ]

*Recommended:* Simon Caney, Cosmopolitan Justice, Responsibility, and Global Climate Change. in *Climate Ethics: Essential Readings*. pp. 125-132. [CE][LR]

Mon., Apr. 1 **Ability to Pay Principle and The Equal Per Capita Principle**

Gardiner and Obst, Dialogue 4 International Justice Part 1: Mitigation and Burden Sharing pp. 148-152. [DCJ]

Wed., Apr. 3 **Climate Change Teach-In: *Between Luxury and Subsistence: An Ethics of Middle Emissions*** (Recent Research by Blake Francis)

*Recommended:* Henry Shue, Subsistence Emissions and Luxury Emissions. in *Climate Ethics: Essential Readings*. pp. 200-215. [CE][LR]

*Paper 2 due midnight Sunday, April 7*

#### Environmental Justice, Adaptation, and Reparations

Mon., Apr. 8 Gardiner and Obst, Dialogue 4 International Justice Part 2: Justice Beyond Mitigation pp. 161-175. [DCJ]

Wed., Apr. 10 Kyle Whyte (2016) Indigenous Peoples, Climate Change Loss and Damage, and the Responsibility of Settler States, Available at [SSRN: https://ssrn.com/abstract=2770085](https://ssrn.com/abstract=2770085) (14 pages) [LINK]

Mon., Apr. 15 Nancy Tuana (2019) Climate Apartheid: The Forgetting of Race in the Anthropocene. *Critical Philosophy of Race* 7(1): 1-31. [LR]

**Reading Response 5 due @9am.****UNIT 4: INTERGENERATIONAL CLIMATE CHANGE JUSTICE****Discounting**

- Wed., Apr. 17 Gardiner and Obst, Dialogue 6 The Future Part 1: Discounting the Future, pp. 228-248. [DCJ]  
*Optional Reading:* John Broome (2008) The Ethics of Climate Change: Pay Now or Pay More Later? *Scientific American* [\[LINK\]](#)

**The Non-Identity Problem**

- Mon., Apr. 22 *Reading 1:* Gardiner and Obst, Dialogue 6 The Future Part 2: Climate Change as a Challenge to our Ethical Concepts, pp. 249-256. [DCJ]  
*Reading 2:* Derek Parfit (2010) Energy Policy and the Further Future: The Identity Problem, *Climate Ethics: Essential Readings*, pp 112-121. [CE] [LR]
- Wed., Apr. 24 In-class writing activity (No Readings)

*Paper 3 due midnight Sunday, April 28*

- Mon., Apr. 29 Rivka Weinberg (2008) Identifying and Dissolving the Non-Identity Problem. *Philosophical Studies*, 137: pp. 3-18. [LR]

**Challenges to our Ethical Concepts**

- Wed., May. 1 *Reading 1:* Gardiner and Obst, Dialogue 6 The Future Part 2: Climate Change as a Challenge to our Ethical Concepts, pp. 256-266. [DCJ]  
*Reading 2:* Dale Jamieson (2009) Climate Change, Responsibility, and Justice, *Science and Engineering Ethics* 16, 431-445. [LR]

- Mon., May. 6 Stephen Gardiner (2011) Is No One Responsible for Global Environmental Tragedy? Climate Change as a Challenge to Our Ethical Concepts. In D.G. Arnold (Ed.), *The Ethics of Global Climate Change*. Cambridge. pp. 35-50. [LR]

**Reading Response 6 due @9am.**

- Wed., May. 8 Kenneth Shockley (2020) Living Well Wherever You Are: Radical Hope and the Good Life in the Anthropocene. *Journal of Social Philosophy*. pp 1-17. [LR]

- Mon., May. 13 Review Day & In-class writing activity (No Readings)

**Reading response self-assessment due @9am.**

*Paper 4 due midnight Wednesday, May 22*

## 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. For additional information, please see the [Academic Integrity website](#) or consult the UMBC Student Handbook, the Faculty Handbook, or the UMBC Policies section of the UMBC Directory.

### Sexual Assault, Sexual Harassment, and Gender-Based Violence and Discrimination

[UMBC Policy](#) and Federal law (Title IX) prohibit discrimination and harassment on the basis of sex, sexual orientation, and gender identity in University programs and activities. Any student who is impacted by sexual harassment, sexual assault, domestic violence, dating violence, stalking, sexual exploitation, gender discrimination, pregnancy discrimination, gender-based harassment, or related retaliation should contact the University's Title IX Coordinator to make a report and/or access support and resources. The Title IX Coordinator can be reached at:

[titleixcoordinator@umbc.edu](mailto:titleixcoordinator@umbc.edu) or 410-455-1717

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.

If you are interested in or thinking about making a report, please use the [Online Reporting/Referral Form](#). Please note that if you report anonymously, the University's ability to respond will be limited.

**Notice that Faculty are Responsible Employees with Mandatory Reporting Obligations.** All faculty members are considered Responsible Employees, per [UMBC's Policy on Sexual Misconduct, Sexual Harassment, and Gender Discrimination](#). Faculty are therefore required to report any/ all available information regarding conduct falling under the Policy and violations of the Policy to the Title IX Coordinator, even if a student discloses an experience that occurred before attending UMBC and/or an incident that only involves people not affiliated with UMBC. Reports are required regardless of the amount of detail provided and even in instances where support has already been offered or received.

While faculty members encourage you to share information related to your life experiences through discussion and written work, students should understand that faculty are required to report past and present sexual assault, domestic and interpersonal violence, stalking, and gender discrimination that is shared with them to the Title IX Coordinator so that the University can inform

students of their [rights, resources and support](#). While you are encouraged to do so, you are not obligated to respond to outreach conducted as a result of a report to the Title IX Coordinator.

If you need to speak with someone in confidence, who does not have an obligation to report to the Title IX Coordinator, UMBC has a number of [Confidential Resources](#) available to support you:

- [Retriever Integrated Health](#) (Main Campus): 410-455-2472; Monday-Friday; 8:30 a.m.–5 p.m.; For After-Hours Support 410-455-3230
- [Center for Counseling and Well-being](#) (Shady Grove Campus): 301-738-6273; Monday-Thursday 10:00 a.m.-7 p.m. (virtual) [Online Appointment Request Form](#)
- Pastoral Counseling via [The Gathering Space for Spiritual Well-being](#): 410-455-3657; [i3b@umbc.edu](mailto:i3b@umbc.edu); Monday – Friday 8:00 a.m.–10:00 p.m.

Other Resources:

- [Women’s Center](#) (for students of all genders): 410-455-2714; [womenscenter@umbc.edu](mailto:womenscenter@umbc.edu). [Monday–Thursday 10:00am-5:30pm and Friday 10:00am-4pm]
- [Shady Grove Student Resources, Maryland Resources, National Resources.](#)

### **Child Abuse and Neglect:**

Please note that Maryland law and [UMBC policy](#) require that faculty report all disclosures or suspicions of child abuse or neglect to the Department of Social Services and/or the police even if the person who experienced the abuse or neglect is now over 18.

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

Accommodations for students with disabilities are provided for all students with a qualified disability 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 creates 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](https://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 the instructor to discuss implementation of the accommodations. During remote instruction requirements due to COVID, communication and flexibility will be essential for success.

## Pregnant and Parenting Students

UMBC's [Policy on Sexual Misconduct, Sexual Harassment, and Gender Discrimination](#) expressly prohibits all forms of discrimination and harassment on the basis of sex, including pregnancy. Resources for pregnant, parenting and breastfeeding students are available through the University's Office of Equity and Civil Rights. Pregnant and parenting students are encouraged to contact the Title IX Coordinator to discuss plans and ensure ongoing access to their academic program with respect to a leave of absence – returning following leave, or any other accommodation that may be needed related to pregnancy, childbirth, adoption, breastfeeding, and/or the early months of parenting.

In addition, students who are pregnant and have an impairment related to their pregnancy that qualifies as disability under the ADA may be entitled to accommodations through the Office of Student Disability Services at [sds.umbc.edu](https://sds.umbc.edu).

## Religious Observances & Accommodations

UMBC [Policy](#) provides that students should not be penalized because of observances of their religious beliefs, and that 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 or requested modifications for religious observances in advance, and as early as possible. For questions or guidance regarding religious observances and accommodations, please contact the Office of Equity and Civil Rights at [ecr@umbc.edu](mailto:ecr@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 based upon a protected status or who have such matters reported to them should use the [online reporting/referral](#) form to report discrimination, hate, or bias incidents. You may report incidents that happen to you anonymously. Please note that, if you report anonymously, the University's ability to respond may be limited.

## **Retriever Essentials - FREE FOOD ESSENTIALS FOR EVERYONE IN THE UMBC COMMUNITY!**

Retriever Essentials is a faculty, staff, and student-led partnership that promotes food access in the UMBC community. We offer FREE groceries, toiletries, baby items, and meal swipes, and have opportunities to engage and volunteer:

- Pick up items from our free store, [The Essential Space](#) located in RAC 235
- Receive fresh food every Thursday 2:15-2:45pm @ the Library (email or see IG for exact location)
- Stop by one of our [Food Zones](#) to pick up a pre-assembled bag of non-perishable food items and personal care products
- Pick up snacks and food from our [Free Corner Stores](#) at the Campus Police Station or Library Atrium
- Email us at [retrieveressentials@umbc.edu](mailto:retrieveressentials@umbc.edu) if you need free meal swipes
- To donate food, see instructions [here!](#)

Also email us if you would like to join our team or [volunteer](#) with us! Free