

PHIL 205A: Philosophy for Children Fall 2023

Tuesdays & Thursdays 12:30pm to 2:20pm
Location: SAV 155

Instructor: Karen S. Emmerman, PhD
Email: emmerman@uw.edu
Office: Savery Hall, M382
Office Hours: Tuesdays 10:30-11:30am & Fridays 2:45-3:45pm (via Zoom)
Course Website: <https://canvas.uw.edu/courses/1687482>

Course Description:

This course is a workshop in doing philosophy with children. Students will be introduced to the methods and practices of doing philosophy with young people. Philosophy for Children is an instructional theory and methodology for bringing philosophy into the lives of pre-college students. It emphasizes “doing philosophy” over “studying philosophy;” instead of reading Plato, for instance, young people explore the same sorts of questions that intrigued Plato through the creative use of literature, classroom games, and collaborative exercises. Philosophy for Children stresses the development of a “community of inquiry” in which budding philosophers are encouraged to ask their own relevant questions, to develop their views and articulate reasons for them, and to listen and learn from one another. In many ways, this course is an introduction to philosophy through children’s literature and classroom activities. Students successfully completing this course will have explored many of the perennial concerns of philosophy in a manner that is consistent with approaches used to introduce pre-college students to philosophy and philosophical inquiry.

Course Objectives:

This workshop will give students:

- A general understanding of ways to facilitate philosophy sessions in K-12 classrooms;
- An awareness of the philosophical content of children’s literature and the pedagogical and philosophical issues involved in doing philosophy with children using children’s books;
- An introduction to the theoretical underpinnings of philosophy for children;
- Skills and experience participating in philosophy discussions;
- Engagement in the philosophical and pedagogical questions raised by children’s philosophical propensities and the community of philosophical inquiry; and
- Experience creating a philosophy lesson plan for pre-college students.

Course Texts:

There are no required books for this course.
All assigned readings will be available on the Canvas site:
<https://canvas.uw.edu/courses/1481983>

Accommodations

Your well-being and success in this course are important to me. I recognize that there are *multiple* ways to learn and that this multiplicity should be acknowledged in the design and structure of university courses and the evaluation of their participants. Thus, I encourage students registered in the course to discuss their learning styles and comprehension requirements with me during my office hours or, if necessary, at another arranged time. Every student is entitled to a meaningful and stimulating learning experience. If you have already established accommodations with Disability Resources for Students (DRS), please activate your accommodations via myDRS so we can discuss how they will be implemented in this course.

If you have no yet established services through DRS but have a temporary health condition or permanent disability that requires accommodations (conditions include but are not limited to: mental health, attention-related, learning, vision, hearing, physical or health impacts), contact DRS directly to set up an Access Plan. DRS facilitates the interactive process that establishes reasonable accommodations. Contact DRS at disability.uw.edu, 206-543-8924 (Voice & Relay).

Religious Accommodations: Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy \(https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/\)](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form \(https://registrar.washington.edu/students/religious-accommodations-request/\)](https://registrar.washington.edu/students/religious-accommodations-request/).

Assignments & Grading (Summary):

| | |
|-----|-----------------------------------------------------------------------------------------------------------------------|
| 40% | Participation in the course |
| 20% | Short papers (x2,10% each) |
| 25% | Final Lesson Plan |
| 10% | Discussion Board posts (days these assignments are due are clearly marked in the "Topics and Readings" section below) |
| 5% | Observation of one philosophy session in a school classroom and written description of that observation |

Assignments & Grading (Detail):

Participation (40%)

As this is a discussion-based class in which we will create our own community of inquiry, generate insights through class discussion, and develop skills under the instructor's supervision, it is vital that you participate in class. Students will not experience the development of ideas in this course if you are not present for in-classroom interactions. Immediate feedback from the instructor is crucial for achieving course goals, as is generating insights through class discussion. Participation and achievement of course goals cannot be assessed if you are not present. Illnesses and life complications arise, of course, so missing an occasional class session is understandable. If, however, you miss more than two class sessions it is important to get in touch with me so that we can make arrangements that work for you and best facilitate your learning. To help put this in perspective, missing two classes constitutes 10% of our time together, missing four classes constitutes 20%.

Mere attendance in class is not sufficient for meeting participation goals. I would like you to be present in both body and mind. At the same time, dominating class discussion or behaving disrespectfully towards your peers or the instructor will result in a lowered participation grade (see syllabus section on classroom respect). See the rubric for assessing participation below. Students will have a mid-quarter check-in about their participation. This will involve self-assessment and instructor-assessment.

| | Exemplary (90%-100%) | Proficient (80%-90%) | Developing (70%-80%) | Inadequate (<70%) | Points |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| Level of Engagement in Community of Philosophical Inquiry <i>Note: Dominating class discussion by being inattentive to how your contributions are received or failing to make space for other's thinking and ideas will result in a diminished score for this category.</i> | Student proactively contributes to class by offering ideas and/or asks questions or shares their thinking more than once per class and/or engages consistently in small group discussions throughout class sessions. | Student proactively contributes to class by offering ideas and/or asks questions once per class and/or engages in small group discussions for most of the allotted time. | Student rarely contributes to class by offering ideas and asking questions and/or engages in small group discussions only some of the allotted time. | Student never contributes to class by offering ideas and asking questions and/or has trouble staying engaged in small group discussion time. | <hr/> Out of 50 |
| Engagement with philosophical ideas <i>Note: Sharing your philosophical ideas in emails to the instructor or on the discussion board can help increase your score for this category.</i> | Student listens to others' ideas, drawing out the philosophical themes, and incorporating those into their own thinking. | Student recognizes the philosophical themes in others' thoughts and endeavors to incorporate those into their own thinking, even if they struggle to successfully accomplish that goal. | Student does not draw out the philosophical themes in others' thinking and/or does not attempt to incorporate those themes into their own thinking. | Student is exceptionally critical of others' ideas, demonstrating lack of charity in considering others' thoughts. | <hr/> Out of 50 |
| | | | | Total 100 pts total | <hr/> |

Short Papers (x2) – 500-750 words; 2-3 pages (10% each)

***Short Paper #1* – Due Tuesday, October 17th at 11:59pm via Canvas.**

This assignment involves articulating and discussing a philosophical question you think is particularly important to think about/wonder about with children. Further details about this assignment are available on the Canvas site (see the Assignment page).

***Short Paper #2* – Due Monday, November 13th at 11:59 via Canvas.**

This assignment involves reading a short excerpt from *Charlotte's Web* (available on Canvas as a PDF) and thinking about the philosophical questions it raises for you. Further details about this assignment are available on the Canvas site (see the Assignment page).

Lesson Plan – 1,000-1,500 words; 4-6 pages (25%)

Due **Wednesday, December 13th at 11:59pm via Canvas**, your final assignment involves putting together a philosophy for children lesson plan that addresses a philosophical question or questions of your choosing. Further details about this assignment are available on the Canvas site (see the Assignment page).

Canvas Discussion Board Posts (10%)

Six times during the quarter you will be asked to make posts to the Canvas Discussion Board. These times are clearly indicated on the "Topics & Readings" pages below. The expectations are as follows:

- There is a separate discussion board on Canvas for each assignment. Please post to the correct board. You can find the correct board by looking in the Module on Canvas for that topic.
- For reading-based discussion questions, your questions must be substantive in order to receive credit. By "substantive" I mean that your question should demonstrate active engagement with the reading. If you ask for clarification of a concept or piece of argument, attempt to answer your own question using what else you understood from the reading. Substantive questions can also include things the reading made you wonder about and/or something you feel we should think about and discuss together. If the question has a yes or no answer, then it's likely it won't be sufficiently substantive to earn you credit.
- The posts need to be made *on time on the day they are due*. I have indicated a day and time each post is due in each Discussion Board assignment.
- The posts need to be made *even if you cannot attend class*. One reason I am having us use the Discussion Board is to provide a way for students who cannot attend class to still turn in their work.
- **Grading:** Discussion Board posts will be assessed with one of three grades:
 - 10 points – Excellent or good work demonstrating accurate representation of the main argument or point, thorough engagement with the reading, and/or good clarity.

- 5 points – Passable work demonstrating some engagement with the reading but lacking in sufficient depth. Reasonably accurate representation of the main argument or point, but could have engaged more fully or thoroughly, and/or some lack of clarity.
- 0 point – Failing work either due to a failure to turn in the assignment or because the work does not properly engage with the reading or meet the requirements as laid out in the assignment.

Observation of one philosophy session in a school classroom and written description of that observation (5%)

You will observe one session of philosophy for children in a public-school setting. I will provide you with a list of potential classrooms, days, and times. **You will let me know which class you will be attending (via Google Form), and I will receive confirmation from the philosophy teacher of your attendance.** You cannot pass the class without observing one session of philosophy for children in a public school (regardless of how good your other grades are). *Please do not schedule your classroom observation during our class meeting if at all possible.* I am committed to making this observation accessible for all my students so please let me know if you require any assistance or accommodations.

You are required to submit a one-page (roughly 250 words) write-up of your observation experience **within one week of that observation.** A detailed description of what is required for this assignment is available on Canvas under "Assignments."

Paper Grading and Rubric:

All papers/the lesson plan will be graded according to the following rubric:

95% to 100%: Nearly flawless work. All parts of the question are answered thoroughly, the paper demonstrates significant effort to deeply engage with the questions posed, and there are no (or only extremely minor) writing errors (i.e., spelling mistakes, bad diction, or bad grammar).

90% to 94%: Extremely high-quality work. All parts of the question are answered thoroughly, the paper demonstrates considerable effort to deeply engage with the questions posed, and the writing is very clean despite some writing errors.

80%-89%: Good work. All parts of the question are addressed (although some are given rather cursory treatment). The writing is fairly easy to understand. There are, however, rather significant writing errors.

75%-79%: Acceptable work. All parts of the question are addressed (although some not as fully as they should be). The author's main ideas can be understood despite infelicities in writing. There are, however, significant writing errors and the author demonstrates only limited effort to deeply engage with the questions posed.

65%-74%: Poor work. Parts of the question are not answered and/or the paper was written in list form rather than as a flowing essay. Ideas are not expressed clearly, and the author demonstrates nearly no effort to deeply engage with the questions posed.

60%-64%: Unacceptable work. Writing shows little to no engagement with the question and the relevant philosophical ideas, and/or writing is so poor that it is exceptionally difficult to ascertain the author's meaning.

<60%: Failing grade

Course Grading Scale:

| | |
|-------------|-------------|
| ≥ 95% = 4.0 | 75% = 2.0 |
| 90% = 3.5 | 70% = 1.5 |
| 85% = 3.0 | 65% = 1.0 |
| 80% = 2.5 | 60% = 0.7 |
| | < 60% = 0.0 |

Classroom Respect:

The nature of this class means that students will have different views, sometimes quite passionate. Lively discussion is a vital part of the work we are doing together. While you are encouraged to speak your mind freely in class discussions, you are expected to express yourself courteously, showing respect for the opinions and sensibilities of others. Remember that we will be unpacking and pushing against ideas this quarter, not persons. You are expected to respect differences that may include but are not limited to the following: race, gender, sexuality, age, disability, religion, national origin, family status, immigration status, socioeconomic status, and veteran status. Derogatory remarks and discourteous behavior of any kind will not be tolerated in our discussions, or on the Canvas Discussion Boards. Our goal is to think together in a community of inquiry and to enjoy ourselves while doing so.

Plagiarism

Plagiarism, or academic dishonesty, is presenting someone else's ideas or writing as your own. If you refer to other people's thinking and writing you must cite them. Plagiarism of any sort will not be tolerated. You are responsible for knowing what constitutes a violation of the University of Washington Student Conduct Code, and you will be held responsible for such violations whether they were intentional or not. I pursue penalties for plagiarism to the fullest possible extent, including reporting any student found to have plagiarized to the College of Arts and Sciences for review.

Plagiarism will result in loss of credit (at best) or expulsion from the class (at worst). Students are encouraged to read the section on plagiarism in your student handbook.

Additional Expectations & Policies

- *Be polite:* This means not just listening quietly while others are speaking and responding politely, but also actively working to engage with their comments, along with the material we study in the class. Don't text during class, peruse unrelated content on the Internet during class, fall asleep during class, arrive late, or pack up early, etc. If you cannot avoid these things, you should leave class to avoid distracting others.
 - *Technology in the Classroom: Cell Phone Use:* I understand cell phones are an important way to keep in contact with friends and family. They are, however, a major distraction in class. Before you enter class, set your phone to silent or vibrate and put it away where it will not distract you (preferably in your bag). You should not be sending or receiving any messages (text, Snapchat, Facebook, etc.). If there is an emergency situation where you cannot avoid taking a phone call, please let me know and plan to take care of it outside of the classroom. When you return, turn your phone back off and put it away.
 - *Laptops and Tablets:* Laptop/tablet use in class is not recommended. There is considerable research recommending that students take notes with pen and paper. Moreover, laptops are also serious distractions that often lead to browsing the internet, checking email, and even doing work for other classes. This hinders your learning and distracts others around you. I know that many students elect to use their laptops for electronic copies of our readings. I strongly suggest you print out the PDF readings and bring your books to class but will allow laptops and tablets in class as long as they contribute to your learning. If I find they are becoming a distraction, I reserve the right to ask individuals to put their laptops/tablets away.
 - Failure to comply with these policies will impact your participation grade.
- *Be there:* Attend class both in body and in spirit. Make sure you are well-rested, have sufficient nutrition and hydration, and are equipped with what you need to be a full participant in the classroom.
 - *Sickness:* If, however, you are sick please take care of yourself and our classroom community by staying home until you are well again.
- *Late assignments:* I allow each student two (2), 1-day (24 hours) extensions with a "no questions asked, for any reason whatsoever" policy. It's ideal if you can contact me to let me know you are going to avail yourself of these extensions, but not obligatory. These are applicable to any assignment except for Reading Responses (you cannot turn in a Reading Response late). The due dates on the syllabus and in Canvas are dates to aim for, but I understand it may be

challenging to meet those deadlines. If you have extenuating circumstances and need more than the two allowed extensions , please get in touch with me.

- Emergencies: I understand that things come up in a human life. Emergencies happen as do caregiving responsibilities, etc. I am happy to work with students to accommodate their particular situations but can only do so if students communicate with me as much in *advance* of assignment due dates as possible.
- Technological issues: Please plan for technical failures and other emergencies by completing assignments early and having multiple back up plans. For example, if Canvas is unavailable, assignments can be emailed directly to me at emmerman@uw.edu. In case you lose power or internet, have a backup plan for accessing the internet (public library, friend, [Washington State Wi-Fi hotspot](#), etc.). This is why early submission is recommended.
- Check the Canvas site regularly: You must check the class's UW Canvas site regularly as I will post announcements and changes as well as any new readings to the site.
- Emailing me: On weekdays, I will check email daily and respond to emails within 24 hours. I cannot guarantee a response on the weekends.
- Scheduling non-office hours times to meet: If you need to schedule a time to meet with me outside of regular office hours, please get in touch and we will find a mutually convenient time to meet online, on Zoom, or over the phone.

Topics and Reading Schedule on Next Page

Topics and Readings:

Note: This schedule is subject to change. I will announce any changes that impact assignments through Canvas. Otherwise, we will have a flexible approach to our schedule in order to cultivate open discussion in our community. In philosophy for children, it is difficult to predict how each session will go, how long a given topic will take, and so forth. That unpredictability is reflected in the reading schedule below.

Assignments should be completed prior to arriving in class on the assignment day.

Topic I: What is philosophy? What is philosophy for children? What is a community of philosophical inquiry?

Thursday, September 28th-Thursday, October 5th

Assignment for Thursday, 9/28: Watch Sara Goering's TEDx talk on philosophy for children (TEDx Overlake) [TEDxOverlake - Dr. Sara Goering - Philosophy for Kids: Sparking a Love of Learning](#)

Reading & Discussion Board Assignment for Tuesday, 10/3: Read "Philosophy for Children," (Mohr Lone) (PDF on Canvas) and post one question the reading raised for you to the Canvas Discussion Board by 9am.

Reading & Discussion Board Assignment for Thursday, 10/5: Read "Guiding a Philosophical Discussion," (Lipman) and post one question the reading raised for you to the Canvas Discussion Board by 9am.

Proposed In-class Readings and Activities

- "The Schoolroom," from *Stuart Little* by E.B. White
- *The Three Questions*, John Muth
- Activity: One Rule

Topic II: Logical/Critical Thinking with Children

Tuesday, October 10th- Thursday, October 12th

Reading & Discussion Board Assignment for Tuesday, 10/10: Read "Can Children Do Philosophy" (Murriss) (PDF on Canvas) and post one question the reading raised for you to the Canvas Discussion Board by 9am.

Proposed In-class Readings and Activities

- *Albert's Impossible Toothache*, Williams
- Activity: Convince the UW

- Activity: Two Truths and a Lie

Topic III: Metaphysics with Children

Tuesday, October 17th-Thursday, October 19th

Short Paper #1 due 10/17/23 at 11:59pm via Canvas

Proposed In-class Readings and Activities

- Activity: Ship of Theseus
- Activity: Reality Scavenger Hunt
- *Quackers*, Wong
- *Harold and the Purple Crayon*, Johnson
- *The Adventures of Beekle: The Unimaginary Friend*, Santat

Topic IV: Ethics with children

Tuesday, October 24th-Thursday, October 26th

Proposed In-class Readings and Activities

- *The Rainbow Fish*, Pfister
- *Four Feet, Two Sandals*, Williams and Mohammed
- Activity: Moral Dilemmas Cases
- Ethics Bowl Case
- Ring of Gyges
- *The Little Red Hen*, Galdone

Topic V: Social and Political Philosophy with Children

Tuesday, October 31st -Thursday, November 2nd

Reading & Discussion Board Assignment for Tuesday, 10/31: Read "Philosophy for Children in Native America: A Post-Colonial Critique," (Rainville) and post one question the reading raised for you to the Canvas Discussion Board by 9am.

Proposed In-class Readings and Activities

- *Frederick*, Lionni
- *The Other Side*, Woodson
- Activity: Split Up the Pie
- Activity: Laws

Topic VI: Epistemology with children

Tuesday, November 7th-Thursday, November 9th

Reading & Discussion Board Assignment for Tuesday, 11/7: Read "Philosophical Rules of Engagement," (Jackson) (PDF on Canvas) and post one question the reading raised for you to the Canvas Discussion Board by 9am.

Proposed In-class Readings and Activities

- *The Bear that Wasn't*, Tashlin
- *Green Eggs and Ham*, Dr. Seuss
- *A Penguin Story*, Portis
- Activity: What do I know?

Topic VII: Talking about animals with Children

Short Paper #2 due Monday, 11/13/23 at 11:59pm via Canvas

Tuesday, November 14th-Thursday, November 16th

Proposed In-class Readings and Activities

- *Charlotte's Web*, E.B. White
- *Hey, Little Ant*, Hoose & Hoose
- Activity: Animals We Love/Animals We Use
- "Lisa the Vegetarian," *Simpsons* episode
- Animals as communicators

Topic VIII: Environmental Ethics with Children

Tuesday, November 21st - Thursday, November 23rd

No Class Thursday, 11/23 - Thanksgiving

Proposed In-class Readings and Activities

- *The Giving Tree*, Silverstein
- *Abigale the Happy Whale*, Farrelly
- Mountain Goat Case

Topic IX: philosophy of art with children

Tuesday, November 28th-Thursday, November 30th

Either Tuesday or Thursday of this week we will do a joint session with a high school class from Nova High School about beautiful and ugly songs. I will update the syllabus when the scheduling is finalized.

Discussion Board Assignment for Tuesday, 11/28 or Thursday, 11/30: By 9am, post a written list of songs/music you find beautiful and songs/music you think is ugly to the Discussion Board on Canvas.

Proposed In-Class Readings and Activities

- *Ish*, Reynolds
- *Emily's Art*, Catalanotto
- Love the art, Hate the artist
- Activity: What is beauty? Beautiful and ugly songs

Topic X: Questions about the Meaning of Life with Children

Tuesday, December 5th-Thursday, December 7th

Proposed In-Class Readings and Activities

- Selection from *Tuck Everlasting*, Babbitt
- *Death, Duck, and the Tulip*, Erlbruch
- "If I Were in Charge of the World," poem by Judith Viorst
- Activity: What's Worth Doing?
- End of class reflections

Final Paper due Wednesday, 12/13 at 11:59pm via Canvas

**UNIVERSITY OF WASHINGTON
DEPARTMENT OF PHILOSOPHY
INFORMATION FOR STUDENTS¹**

COURSES, GRADING, ACADEMIC CONDUCT

Plagiarism

Plagiarism is defined as the use of creations, ideas or words of publicly available work without formally acknowledging the author or source through appropriate use of quotation marks, references, and the like. Plagiarizing is presenting someone else's work as one's own original work or thought. This constitutes plagiarism whether it is intentional or unintentional. The University of Washington takes plagiarism very seriously. Plagiarism may lead to disciplinary action by the University against the student who submitted the work. Any student who is uncertain whether his or her use of the work of others constitutes plagiarism should consult the course instructor for guidance before formally submitting the course work involved. (*Sources: UW Graduate School Style Manual; UW Bothell Catalog; UW Student Conduct Code*)

Incompletes

An incomplete is given only when the student has been in attendance and has done satisfactory work until within two weeks of the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control. (*Source: UW General Catalog Online, "Student Guide/Grading"*)

Grade Appeal Procedure

A student who believes he or she has been improperly graded must first discuss the matter with the instructor. If the student is not satisfied with the instructor's explanation, the student may submit a written appeal to the chair of the Department of Philosophy with a copy of the appeal also sent to the instructor. The chair consults with the instructor to ensure that the evaluation of the student's performance has not been arbitrary or capricious. Should the chair believe the instructor's conduct to be arbitrary or capricious and the instructor declines to revise the grade, the chair, with the approval of the voting members of his or her faculty, shall appoint an appropriate member, or members, of the faculty of the Department of Philosophy to evaluate the performance of the student and assign a grade. The Dean and Provost should be informed of this action. Once a student submits a written appeal, this document and all subsequent actions on this appeal are recorded in written form for deposit in a School file. (*Source: UW General Catalog Online, "Student Guide/Grading"*)

Concerns About a Course, an Instructor, or a Teaching Assistant

If you have any concerns about a Philosophy course or your instructor, please see the instructor about these concerns as soon as possible. If you are not comfortable talking with the instructor or not satisfied with the response that you receive, you may contact the chair of the program offering the course (names available from the Department of Philosophy, 361 Savery Hall).

If you have any concerns about a teaching assistant, please see the teaching assistant about these concerns as soon as possible. If you are not comfortable talking with the teaching assistant or not satisfied with the response that you receive, you may contact the instructor in charge of the course. If

¹ *Adapted from material prepared by the UW Department of History and used with permission.*

you are still not satisfied with the response that you receive, you may contact the chair of the program offering the course (names available from the Department of Philosophy, 361 Savery Hall), or the Graduate School at G-1 Communications Building (543-5900).

For your reference, these procedures are posted on a Philosophy bulletin board outside the Department of Philosophy main office on the 3rd floor of Savery Hall.

POLICIES, RULES, RESOURCES

Equal Opportunity

The University of Washington reaffirms its policy of equal opportunity regardless of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam-era veteran in accordance with University of Washington policy and applicable federal and state statutes and regulations.

Disability Accommodation

The University of Washington is committed to providing access, equal opportunity and reasonable accommodation in its services, programs, activities, education and employment for individuals with disabilities. For information or to request disability accommodation contact: Disability Resources for Students (DRS) (Seattle campus) www.depts.washington.edu/uwdrs, (206) 543-8924/Voice or Relay, (206)

616-8379/Fax, or uwdrs@uw.edu; (Bothell campus) <https://www.uwb.edu/studentaffairs/drs>, (425) 3525426 or (425) 352-5307/V; (425) 352-5303/TDD, (425) 352-5114/Fax, or uwbdrs@uw.edu; (Tacoma campus) <https://www.tacoma.uw.edu/drsuwt> (253) 692-4508/V, (253) 552-4414/Fax, drsuwt@uw.edu.

Sexual Harassment

Sexual harassment is defined as the use of one's authority or power, either explicitly or implicitly, to coerce another into unwanted sexual relations or to punish another for his or her refusal, or as the creation by a member of the University community of an intimidating, hostile, or offensive working or educational environment through verbal or physical conduct of a sexual nature.

If you believe that you are being harassed, seek help—the earlier the better. You may speak with your instructor, your teaching assistant, the undergraduate advisor (363 Savery Hall), graduate program assistant (366 Savery Hall), or the chair of the Philosophy Department (364 Savery Hall). In addition, you should be aware that the University has designated special people to help you. They are: University Ombudsman and Ombudsman for Sexual Harassment (for complaints involving faculty members and teaching assistants)

Susan Neff, 301 Student Union (HUB), 543-6028; and the University Complaint Investigation and Resolution

Office, 616-2028. *(Sources: UW Graduate School, CIDR, Office of the President)*

Office of Scholarly Integrity

The Office of Scholarly Integrity is housed in the Office of the Vice-Provost. The Office of Scholarly Integrity assumes responsibility for investigating and resolving allegations of scientific and scholarly misconduct by faculty, students, and staff of the University of Washington. The Office of Scholarly Integrity coordinates, in consultation and cooperation with the Schools and Colleges, inquiries and investigations into allegations of scientific and scholarly misconduct. The Office of Scholarly Integrity is

responsible for compliance with reporting requirements established by various Federal and other funding agencies in matters of scientific or scholarly misconduct. The Office of Scholarly Integrity maintains all records resulting from inquiries and investigations of such allegations. University rules (Handbook, Vol. II, Section 25-51, Executive Order #61) define scientific and scholarly misconduct to include the following forms of inappropriate activities: intentional misrepresentation of credentials; falsification of data; plagiarism; abuse of confidentiality; deliberate violation of regulations applicable to research. Students can report cases of scientific or scholarly misconduct either to the Office of Scholarly Integrity, to their faculty adviser, or the department chair. The student should report such problems to whomever he or she feels most comfortable. (*Sources: UW web page (<http://www.grad.washington.edu/OSI/osi.htm>); minutes of Grad School Executive Staff and Division Heads meeting, 7/23/98*)

UW SafeCampus

Preventing violence is everyone's responsibility. If you're concerned, tell someone.

- Always call 911 if you or others may be in danger.
- Call 206-685-SAFE (7233) to report non-urgent threats of violence and for referrals to UW counseling and/or safety resources. TTY or VP callers, please call through your preferred relay service.
- Don't walk alone. Campus safety guards can walk with you on campus after dark. Call Husky NightWalk 206-685-WALK (9255).
- Stay connected in an emergency with UW Alert. Register your mobile number to receive instant notification of campus emergencies via text and voice messaging. Sign up online at www.washington.edu/alert
- For more information visit the SafeCampus website at www.washington.edu/safecampus.