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Fall 9-1-2020

### PHL 317E.R80: Law and Morality (Honors)

Soazig Le Bihan

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# PHL 317E – Law and Morality – Syllabus

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## Course Information

- **Class meets: MWF 1:00-1:50PM in GBB 201 and on Zoom:**
  - **Meeting ID: 926 6589 0599**
  - **Passcode: Dworkin20**
- **Contact: Prof. Soazig Le Bihan**
  - **Office Hours:**
    - **Regarding class: Walk-in hours – Thursdays, 2-4pm, on Zoom**
      - **Meeting ID: 929 8391 2455**
      - **Passcode: UMLeBihan**
  - Mailbox: LA 152
  - Email: [soazig.lebihan@umontana.edu](mailto:soazig.lebihan@umontana.edu)
  - Phone: 406-243-6233

## COVID-19 Related Policies

- Mask use is required within the classroom
- Each student has been provided with a cleaning kit. The expectation is that students will clean their personal work space when they arrive for class, and before they leave the classroom
- Classrooms may have one-way entrances / exits to minimize crowding
- Students should be discouraged from congregating outside the classroom before and after class
- Specific seating arrangements will be used to ensure social distancing and support contact tracing efforts
- Class attendance will be recorded to support contact tracing efforts
- Drinking liquids and eating food is discouraged within the classroom (which requires mask removal)
- Students are required to stay home if you feel sick and/or if exhibiting COVID-19 symptoms
- If a student is sick or displaying symptoms, they should contact the Curry Health Center at [\(406\) 243-4330](tel:4062434330)
- Students should stay up-to-date regarding COVID-19 at UM:
  - [UM Coronavirus Website](#)
  - [UM COVID-19 Fall 2020](#)
- Students are expected to remain vigilant outside the classroom in mitigating the spread of COVID-19

## Textbook

- Andrei Marmor (ed), *The Routledge Companion to Philosophy of Law*, Routledge, 2012 (ISBN-13: 978-1138776234)
- Additional reading assignments will be posted on Moodle.

## Course Description

This course explores the complex relationships between law and morality. We will look into the philosophical arguments underlying moral dilemma arising in the legal context: to what extent and why has the state power any morally justified authority to govern our lives via the law? Throughout we will be reading legal cases and engage with the deep issues that the cases pose.

### Pedagogical Strategies:

Throughout the course, I will apply the lessons learned from current research on higher education learning, focusing on:

1. Active learning (retrieval, informal and formative practice, integration);
2. Meta-cognition (awareness of learning process, integration of knowledge);
3. Backward design (from learning goals to learning opportunities)
4. Assignment transparency (see the Transparency In Learning and Teaching (TILT) project).

### Learning goals:

As fulfilling the Ethics and Human Values general education requirement, this course ought to “familiarize students with one or more traditions of ethical thought” and “rigorously present the basic concepts and forms of reasoning that define and distinguish each tradition” in ethics (UM catalog <https://catalog.umt.edu/academics/general-education-requirements/>). The traditions we will be studying are the philosophical traditions in analytic jurisprudence, normative jurisprudence, and critical theory of the law.

As fulfilling the Democracy and Citizenship general education requirement, the course ought to “ground students in the ideas, institutions, and practices of democratic societies and their historical antecedents, prepare students to understand the rights and responsibilities of engaged citizenship, and to assess the characteristics, contributions, and contradictions of democratic systems.” (UM catalog <https://catalog.umt.edu/academics/general-education-requirements/>). For this, we will obviously focus on our legal institutions and practices.

Finally, an important learning goal for this course is to foster students’ reading, analytical thinking, and communication skills in that students are expected to learn to identify, reconstruct, and critically assess arguments as well as to learn to develop and articulate well-justified, well-informed, and circumspect views on the issue of the moral authority of the law.

Overall, these goals are relevant to students on three levels:

1. Relevant to students as individual,
2. Relevant to students as citizens, and
3. Relevant for a variety of careers.

To summarize, upon completion of this course, students are expected to be able to:

- A. Analyze and critically evaluate the basic concepts and forms of reasoning from the traditions or analytic jurisprudence, normative jurisprudence, and critical theory of law;
- B. Correctly apply the basic concepts and forms of reasoning from these traditions to moral issues that arise within the practice of the law;
- C. Demonstrate informed and reasoned understanding of the moral authority of the law, from historical and/or contemporary perspectives;
- D. Analyze and evaluate the significance and complexities of engaged citizenship;
- E. Articulate the causes and consequences of key historical and/or contemporary struggles within the law, including but not limited to those pertaining to issues of diversity, equity, and justice.

- F. Identify, reconstruct, and evaluate arguments from complex texts for validity and soundness;
- G. Distinguish between normative and descriptive claims, and between different kinds of normative claims (moral, legal, prudential, etc.),
- H. Develop a well-informed, coherent, and circumspect view of their own on some of the major issues in the philosophy of law; and
- I. Articulate and defend their view as well as discuss the views of others in a respectful, civil, and constructive way.

## Course Requirements

Your grade will be based on the following:

Criteria	Point Value
Attendance and participation	10 points
Exams	30 points (6 exams: 5 points each)
Response Papers	30 points (3 papers: 10 points each)
Project	30 points (6 presentations: 4 points each; final portfolio: 4 points, P2P assessment: 2 points.)

## Attendance and Participation (Active learning)

Attendance is required, and necessary to succeed in the course. There will be a lot of material covered, and the material covered will be difficult.

You are allowed to miss **two classes without penalty**. Following that, you will lose 2% each time you miss a class up to a maximum of 10% (that is, a letter grade).

You are expected to arrive on time and stay for the duration of the class. **Three late arrivals count as one absence**. If you have to leave early, please tell me at the beginning of class and sit close to the exit to minimize the disturbance to the class.

You are expected to give your full attention to the class. Cell phones or other means of communication should be silenced for the duration of class. You will be asked to leave if you are doing anything not relevant for class, e.g. reading the newspaper, sleeping, doing work for other classes, etc. **Three offenses of this type will count as one absence**.

That said, absences may be excused in cases of **illness or other extreme circumstances**. Relevant documentation is required in such cases.

You also will be expected to work through the material covered during the classes you may have missed.

Participation in class will not be graded, but *consistent and active participation to the class will increase your final grade by up to half a letter grade*.

## Exams (HONORS AND NON-HONORS)

For each unit, you are required to take an exam.

### Purpose:

Exams are designed to assess whether you are making progress toward reaching Learning Goals A, B, C, F, G, i.e. to check that you understand the concepts of some of the traditions of the

philosophy of law, know how to apply these concepts to moral issues that arise in the law, are able to reconstruct and critically assess argument in complex texts, and can differentiate between descriptive claims and various kinds of normative claims. There are also meant to help you engage with retrieval practices.

### Task:

All exams will take place on Moodle and will consist in multiple choice questions.

For example, look at the third paragraph of Page 5 in your textbook (“Austin’s main insight ... 36-40”). One possible question for an exam would be:

*Which of these answers adequately describes the logical structure of Hart’s objection against Austin’s account of the nature of the law as described by Marmor?*

- a) *Hart objects to Austin’s view that ‘laws are always a certain way’ by presenting a large class of laws that are not that way at all.*
- b) *Hart objects to Austin’s view that ‘laws are often a certain way’ by presenting a large class of laws that are not that way at all.*
- c) *Hart objects to Austin’s view that ‘laws are always a certain way’ by unveiling an assumption about the law, which he shows is highly doubtful.*
- d) *Hart objects to Austin’s view that ‘laws are often a certain way’ by providing a statistical analysis across multiple cultures about how a majority of laws are not that way at all.*

(Correct answer?)

### Resources:

We will practice such questions during our face-to-face meetings.

If you haven’t taken a course in logical reasoning, you might want to consult the following books: Savellos, Elias, *Reasoning and the Law*, Wadsworth Pub Co, 2000. (ISBN-13: 978-0534538958) Salmon, Merilee H., *Introduction to Logic and Critical Thinking*, Cengage Learning, 2012 (ISBN-10: 1133049753)

## Response Paper (NON-HONORS):

Every two unit, you will be required to write a response paper.

### Goals:

Response papers are designed to assess whether you are making progress toward reaching Learning Goals A through I. There are also meant to help you engage with retrieval practices as well as with meta-cognition, i.e. to help you work on awareness and integration of the knowledge gained through the course.

### Tasks:

The task is to write response paper of at least 300 words and no more than 500 words and submit it on Moodle in the section corresponding to each unit. The paper should have the following structure:

1. Summarize at least one view covered during the past two week;
2. Explain how this view is similar/different from the view you had on this particular issue before taking the class;
3. Summarize the argument behind that view, as well as some its strengths and weaknesses;
4. Show how this view can be applied in real life situations.

### Criteria for Success:

Your response paper will be graded according to the following scale:

- **A range:** The response paper contains an accurate reconstruction of the views and an accurate and charitable reconstruction of the arguments supporting these views. It contains the strengths and weaknesses of these views/arguments. The student demonstrates their capacity to make insightful connections between new knowledge and personal experience and previously acquired knowledge and preconceptions. The response paper is clear, written in proper English, and proofread.
- **B range:** The response paper contains a reasonably accurate reconstruction of the views, as well as a charitable reconstruction of the arguments supporting these views. It includes a reasonably accurate analysis of the strengths and weaknesses of these arguments. The student demonstrates their capacity to make connections between new knowledge and their personal experience and/or previously acquired knowledge and/or preconceptions. The response paper is written in proper English and proofread.
- **C range:** The response paper presents the views and supporting arguments, their weaknesses and strengths, but does so either not accurately, or in an incomplete manner. The student makes some connections between new knowledge and personal experience and/or previously acquired knowledge and/or preconceptions, but without articulating these connections properly. The response paper is written in proper English and proofread.
- **D range:** The response paper misconstrues the view in a significant respect or it provides a poor summary of the views and arguments offered or it fails to make connection between new knowledge and the previous knowledge and / or previous experience and preconceptions or it is not written in proper English.
- **F range:** The response paper misconstrues the view in a significant respect and it provides a very poor summary of arguments and it fails to make connection between new knowledge and previous experience, knowledge and preconceptions.

### Resources:

Jim Pryor's Guidelines to Reading Philosophy

<http://www.jimpryor.net/teaching/guidelines/reading.html>

Jim Pryor's Guidelines to Writing Philosophy

<http://www.jimpryor.net/teaching/guidelines/writing.html>

Kareem Khalifa's Art of the Argument

<https://www.kareemkhalifa.com/the-art-of-argument.html>

### Response Papers (HONORS OPTION)

Every two unit, you will be required to write a response paper.

### Goals:

Response papers are designed to assess whether you are making progress toward reaching Learning Goals A through I. There are also meant to help you engage with retrieval practices as well as with meta-cognition, i.e. to help you work on awareness and integration of the knowledge gained through the course.

### Tasks:

The task is to write response paper of at least 500 words and no more than 1000 words and submit it on Moodle in the section corresponding to each unit. The paper should have the following structure:

1. Summarize at least one problem covered during the past two week;
2. Describe either which view you held on this particular problem before taking the class or how you had not seen it as a problem at all before;
3. Describe at least two views on the issue, as well as some their strengths and weaknesses – You are required to refer to primary literature here;
4. Take side: explain why you think that one of the views is preferable than the other;
5. Show how this issue and view are relevant to real life situations and possibly your personal experience.

### Criteria for Success:

Your response paper will be graded according to the following scale:

- **A range:** This response paper is outstanding in form and content. The material covered in class is understood in depth: the student shows that they have a command on, including a critical understanding of, the material. The thesis is clear and insightful; it is original, or it expands in a new way on ideas presented in the course. The argument is unified and coherent. The evidence presented in support of the argument is carefully chosen and deftly handled. The analysis is complex and nuanced. The sources are original texts or quality scholars' literature. The student demonstrates their capacity to make insightful connections between new knowledge and personal experience and previously acquired knowledge and preconceptions. The student utilizes appropriate grammar, spelling, and punctuation as well as a clear, precise, and concise style.
- **B range:** The argument, while coherent, does not have the complexity, the insight, or the integrated structure, of an A range paper. The material covered in class is well understood: the student does not make any mistake on the materials but does not show great depth in critical understanding. The response paper's thesis is clear and the argument is coherent. The response paper presents evidence in support of its points. The sources are original texts or quality scholars' literature. The student demonstrates some solid capacity to make connections between new knowledge and their personal experience and/or previously acquired knowledge and/or preconceptions. The student utilizes appropriate grammar/spelling/punctuation as well as a clear, precise, and concise style.
- **C range:** This response paper has some but not all of the basic components of an argumentative essay (i.e., thesis, evidence, coherent structure). For example: the response paper features a clear misunderstanding of some of the material covered in class, or the thesis is not clear or incoherent, or the argument is not coherently structured, or evidence in support of the thesis is lacking, or only non-scholarly sources are used. The student makes some connections between new knowledge and personal experience and/or previously acquired knowledge and/or preconceptions, but without articulating these connections properly. The student utilizes appropriate grammar, spelling, and punctuation as well as an appropriate argumentative writing style.
- **D range:** The response paper significantly misconstrues the views and arguments covered in class, or fails to have several of the basic components of an argumentative essay, or fails to make connections between new knowledge and personal experience

and/or previously acquired knowledge and/or preconceptions, or is not written in proper English.

- **F range:** The response paper shows gross misunderstanding of the material covered, does not have many of the basic components of an argumentative essay, and / or fails to make connections between new knowledge and personal experience and/or previously acquired knowledge and/or preconceptions, and / or is not written in proper English.

### Resources:

Jim Pryor’s Guidelines to Reading Philosophy

<http://www.jimpryor.net/teaching/guidelines/reading.html>

Jim Pryor’s Guidelines to Writing Philosophy

<http://www.jimpryor.net/teaching/guidelines/writing.html>

Kareem Khalifa’s Art of the Argument

<https://www.kareemkhalifa.com/the-art-of-argument.html>

### Group Projects:

As the semester progresses, you will be required to work on a Civic Engagement Group Project.

### Goals:

The Civic Engagement Group Project is designed to assess whether you are making progress toward reaching Learning Goals A through I. There are also meant to help you engage with meta-cognition, i.e. to help you work on awareness and integration of the knowledge gained through the course. Particular emphasis will be put on Learning Goal D and E:

D: Analyze and evaluate the significance and complexities of engaged citizenship;

E: Articulate the causes and consequences of key historical and/or contemporary struggles within the law, including but not limited to those pertaining to issues of diversity, equity, and justice.

A key goal of the CEGP is to encourage you to reflect on and understand how the material covered in class are relevant when addressing some real-life legal issues: you should learn about some of the ways in which the theoretical frameworks we’ve studied relate to your own life and the lives of others as well as about some of the ways in which your own life and the lives of others raise questions about these theoretical frameworks.

Another key goal of the CEGP is to encourage you to take action as a citizen. Now that you have learned about the relationships between morality and law, you should pick an issue you feel passionate about and plan to make a change in the lives of those in your community. How can you work on making the world a better place?

As a result of completing the CEGP, you should also have learned more about the topic you are addressing and be in a better position to have and defend your own views on this topic. You should also have honed your research skills as well as your ability to work in group setting.

### Tasks:

The task is to write a policy proposal designed (by the group) to address a specific legal issue, of which you have developed a good practical and theoretical understanding through group research.

You will have to present to the class and eventually write on each of the five parts of the project detailed below. You will give a presentation after each unit on your project. Finally, you will

**submit a written version of your project on Moodle before 10PM on November 20<sup>th</sup>. You will get extra-credit if you create a visually appealing website for your project.**

The tasks for each presentation / part of the project are described below. *Make sure to answer the questions asked and follow the instructions to be given full credit:*

- 1. Presentation I on Part I: Introduction:**
  - a. Identify a legal problem pertaining to issues of freedom, diversity, equity, or justice.
  - b. Give some background or factual information to explain the importance of the problem you chose: why should we care about this problem and how solving it could make the world a better place?
  - c. How is your project related to morality? What moral values do you hope your project will promote? How do they relate to democratic values? Why are these values important to *you*?
- 2. Presentation II on Part II: Investigations:**
  - a. Conduct research on the history of the problem: is this a problem that needs to be put in the context of some form of injustice at the systemic level? What does history teach us about the context in which this problem arises?
  - b. Conduct factual research on what other people have tried to do about the problem you have chosen (or similar ones). What works? What did not work? How is your project different from previous attempts and how is it building upon the lessons of the past?
  - c. Conduct real research: include good statistics, citations, and quality sources.
- 3. Presentation III on Part III: Theoretical Frameworks:**
  - a. Relate the problem to at least one of the theoretical frameworks we have studied in class. Describe the main characteristics and claims of the theoretical framework(s) you have chosen.
  - b. Explain how these frameworks relate to the practical legal issue you are addressing: explain whether and how your project reflects the main characteristics and claims of the theoretical framework(s) you have chosen; explain how your project is informed by the theoretical framework(s) you have chosen.
  - c. Explain how the practicalities of the issue inform the theoretical frameworks.
- 4. Presentation IV on Part IV: Policy Proposal**
  - a. Identify the government official who has the most authority dealing with the legal problem you want to address
  - b. Craft a policy proposal that would address that issue: be clear and specific about what exactly the policy proposal is about;
  - c. Explain how the policy proposal will address (at least some aspects of) the legal issue you want to address.
- 5. Presentation V on Part V: Hurdles and Challenges**
  - a. Identify and describes the expected hurdles and challenges that such a policy proposal is likely to face.
  - b. Be charitable: if you expect opposition from some of the public and public representatives, explain their point of view from their perspective.
  - c. Identify some strategies that can help address the challenges you've identified and move the proposal forward.
- 6. Presentation VI: Overall project: Make your case as if you were in front of the government official you are addressing in the proposal.**

**Criteria for Success:**

The group project will be graded for each student on the basis of:

- (1) The quality of group presentations (6 presentations, 4 points each. Each of the (a), (b), (c) in the description above will be given 1 point + 1 point for the quality of oral communication);
- (2) The quality of the final portfolio (4 points. The same rubric will be applied as during the presentations);
- (3) Group Project Peer Evaluation (2 points).

**Resources:**

Policy Proposal Tips by the Truman Scholarship Foundation

<https://www.truman.gov/policy-proposal-tips>

Some concrete example of policy proposal for the Truman Scholarship:

<https://www.e-education.psu.edu/writingpersonalstatementsonline/sites/www.e-education.psu.edu.writingpersonalstatementsonline/files/file/Truman.pdf>

New York Law School helps to end license suspensions that affects communities and people of color:

<https://www.nationaljurist.com/national-jurist-magazine/new-york-law-school-helps-end-license-suspensions-affects-communities-and>

Prof. Jordan Gross on bail reform

[https://scholarship.law.umt.edu/faculty\\_lawreviews/154/](https://scholarship.law.umt.edu/faculty_lawreviews/154/)

**Schedule**

We will cover 6 units. We will spend two weeks on each unit and class time will be structured as follows:

- 1 class session: Lecture on Zoom;
- 3 class sessions:
  - Groups rotate to meet face-to-face for discussion of material and application to legal case;
  - Students who do not meet face to face meet on Zoom for group projects;
- 2 class sessions: group project presentations;
- Exams and Response Papers due at the end of unit.

**Tentative Schedule**

August 2020						
SU	M	Tu	W	Th	F	Sa
						1
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August		
Week 1	<b>Introduction</b>	
Week 2	<b>Unit 1: What is law?</b>	8/24: Lecture; 8/26-31: Group rotations
Week 3		

September 2020						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

## September

(Week 3)		9/2,4: Group Project Presentations I
Week 4:	<b>Unit 2: The Rule of Law</b>	9/9: Lecture; 9/11-16: Group Rotations
Week 5		9/18,21: GPP II <b>PAPER 1: 9/20 10PM</b>
Week 6	<b>Unit 3: Punishment</b>	9/23: Lecture; 9/25-30: Group Rotations
Week 7		10/2,5: GPP III

October 2020						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

## October

DROP DATE: October 21st, 5pm.		
Week 8	<b>Unit 4: Proximate Cause</b>	10/7: Lecture; 10/9-14: Group Rotations
Week 9		10/16,19: GPP IV <b>PAPER 2: 10/18 10PM</b>
Week 10	<b>Unit 5: Paternalism</b>	10/21: Lecture; 10/23-28: Group Rotations
Week 11		10/30 and 11/2: GPP V

November 2020						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

## November

NO CLASS on 11/3 and 11/11		
Week 12	<b>Unit 6: Moralism</b>	11/4: Lecture; 11/6-13: Group Rotations
Week 13		11/16,18: GPP VI <b>PAPER 3: 11/15 10PM</b>
Week 14	<b>Final: 9/19 1:10-3:10</b>	
<b>Final Portfolio due on Friday, Nov. 20, 10:00PM</b>		

### Reading Assignments:

#### Introduction: Presentation of the course, Syllabus, Methods

Orin S. Kerr (2007). How to Read a Legal Opinion. *The Green Bag*, 11:1.

David W. Concepción (2004). Reading Philosophy with Background Knowledge and Metacognition. *Teaching Philosophy*, 27:4.

#### Unit 1: What is law?

Andrei Marmor (ed), The Routledge Companion to Philosophy of Law, ch.1  
*Riggs v. Palmer*

#### Unit 2: The Rule of Law

Andrei Marmor (ed), The Routledge Companion to Philosophy of Law, ch.5  
Optional: Andrei Marmor (ed), The Routledge Companion to Philosophy of Law, ch.29, 32  
Lon L. Fuller, The Morality of Law, excerpts.

#### Unit 3: The Justification of Punishment

Andrei Marmor (ed), The Routledge Companion to Philosophy of Law, ch. 10  
*Regina v. Dudley & Stephens*

#### Unit 4: Proximate Cause in Torts

Andrei Marmor (ed), The Routledge Companion to Philosophy of Law, ch. 17  
*Palsgraf v. Long Island R. Co.*

#### Unit 5: The Justification of Paternalism

Andrei Marmor (ed), The Routledge Companion to Philosophy of Law, ch. 30  
*In Re Osborne*

#### Unit 6: Moralism

The Devlin/Hart Controversy  
*Lawrence v. Texas*  
*Griswold v. Connecticut*

## Course policies

### Responsibilities

My role as an instructor is to provide you with an opportunity to learn and master the material. I will do my best to explain things clearly and let you know what is expected of you. I want you to succeed in this course and I am available to help you if you are committed to do your part.

Your role as a student is to be proactive and to advocate for yourself. Philosophy is hard and it is only if you engage the material that you will be get something out of it. If you do not understand something or are confused, please let me know. It is your responsibility to voice your questions and concerns. We will work together to help you master the material. Be sure to advocate for yourself. In my experience, students who put in effort, attend class regularly, turn in assignments, and ask questions when they are confused can succeed in my classes.

### Late Assignments

I will give extensions on exams under exceptional circumstances. Such circumstances ought to be appropriately documented.

Without any prior arrangements, the grade of any late assignment will be lowered by one letter grade by ½ a day after the deadline.

*IMPORTANT NOTE: If you encounter difficulties concerning an assignment, it is almost always possible to figure out some arrangement before the assignment is due.*

### Drop Policy

I adhere to the UM policy on dropping courses. Between the first and 45<sup>th</sup> instructional day, it is entirely your decision whether to drop the course or not. If you want to drop course between the 46<sup>th</sup> instructional day and the last instructional day prior to finals week, and you want me to recommend the drop, you will have to provide reasons that you should be allowed to drop the course. Acceptable reasons demonstrate that some (post 45<sup>th</sup> instructional day) circumstance out of your control interferes with your ability to complete the course.

The 45<sup>th</sup> day of instruction for Fall 2020 is **October 21<sup>st</sup>**.

## University Resources

### Writing Center

Students from all levels can take advantage of the writing center.

“[The Writing Center](#) exists to help all UM students improve their writing skills as they pursue their academic and professional goals. We provide free writing instruction through one-on-one tutoring, in-class workshops, and the Writing Assistant program.” (quoted from the writing center website)

### Students with Disabilities

If you are a student with a disability and wish to discuss reasonable accommodations for this course, it is your responsibility to contact me and discuss the specific modifications you wish to request. Please be advised I may request that you provide a letter from [Disability Services for Students](#) verifying your right to reasonable modifications. If you have not yet contacted Disability Services, please do so in order to verify your disability and to coordinate your reasonable modifications.

### Basic Needs Resources

Any student who faces challenges securing their food or housing, and believes that this could affect their performance in this course, is urged to use/contact any or all of the following campuses resources:

- The UM food pantry is located at the West Atrium Desk on the first floor of the University Center. It is open 9AM-4PM on Tuesdays and Fridays.
- TRiO Student Support Services: TRiO serves UM students who are low-income, first-generation college students, or have documented disabilities. TRiO services include a book loan program, scholarships and financial aid help, and academic advising, coaching, and tutoring.
- ASUM Legal Services offers low cost legal advice and assistance to eligible students.
- ASUM Renter Center: Students can schedule an appointment with Renter Center staff, in order to discuss their situation and receive support and assistance.
- If you are comfortable, please come see me as well. I will do my best to help connect you with additional resources, e.g. the Curry Center, SARC, etc.
- The Financial Aid office also offers short-term loans in cases of temporary hardships. Apply on Cyberbear.