**THE LAW AND ETHICS OF WAR**

Spring 2020 Semester

Prof. Raymond Kuo

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| *Class Location*  11:15am – 12:30pm, MW  [Blegen Hall 425](http://www1.umn.edu/twincities/maps/BlegH) | *Student Hours*  1282 Social Sciences Building  Wednesdays 10-11am |

“…[R]ight, as the world goes, is only in question between equals in power, while the strong do what they can and the weak suffer what they must.”

“Men who take up arms against each other in a public war do not cease on this account to be moral beings, responsible to one another and to God.”

Are there – or should there be – legal and moral constraints over war? Where should statesmen, generals, and lawyers draw the line between permissible and impermissible military violence? Do existing laws have any effect, or do states simply “cheat” on their legal duties? Should the laws of war be loosened to meet new security challenges, such as cyber attack, and what do we owe our adversaries after the fighting is over?

This course will survey the laws and ethics of war, fraught subjects over which people have been literally fighting for millennia. While we cannot cover everything in this vast topic, you will walk away from this course with:

1. A broad understanding of when and how effectively law and morality constrain the decision to go to war and military conduct within it, as well as the history of those laws;
2. Opportunities to systematically apply legal and moral principles to contemporary challenges, like the War in Iraq and the targeted killing of Iranian Maj. Gen. Qassim Suleimani; and
3. Opportunities to improve professional skills relevant to your future careers, including public speaking, presentation, and peer review.

Class Guidelines

We’ll collectively decide on rules of conduct in the first class. These will include respect for oneself and others, laptop policy, class absences, and how to engage with political science readings.

Grade Composition

Class Participation 20%

Presentation/Debate 10%

National Security Decision Memo 25%

Policy Memo 25%

Peer Review 20%

*Participation*

Class participation is a critical *professional* skill. The ability to synthesize information quickly; make incisive contributions; constructively critique others’ arguments; and foster a common, productive conversation will be essential in any future career.

Students also learn as much from each other as they do from their professors. My job is to facilitate the conversation so this learning can happen, posing challenging questions that incite further discussion. Your job is to come to class prepared, having reviewed the readings critically and posed questions of them.

*Presentation/Debate*

Complementing the participation component above, each student will be responsible for leading a 7 min. discussion in one of our classes. Once the add/drop period ends, I will post a sign-up sheet where you can select the class/topic you present on. If a class has two students signed up, we’ll have a debate between those students on a major question from the reading instead.

Don’t worry, this isn’t as scary as it sounds. Early in the semester, pay careful attention to how I guide the conversation. What questions do I pose? How did I pull those questions out of the readings?

Your job is to do the same thing. Read the readings to draw out the major questions. Don’t provide a recap of what they say – assume that all your classmates have already done the reading. Instead, engage with the argument they make. What are its limitations and weaknesses? Where does the argument apply, and why do you find it convincing (or not)? What real-world examples lead you to that conclusion? What would falsify the argument?

*National Security Decision Memo*

* Due: Feb. 17 at 5 pm
* Word Limit: 850 words

For this project, you will take on the role of the [National Security Advisor](https://en.wikipedia.org/wiki/National_Security_Advisor_(United_States)) (or equivalent position) for one of the countries below. Write a National Security Decision Memoto your Principal (i.e. the head of government) arguing whether or not your country has a legal and moral case for going to war against the listed target for the stated mission.

Be sure to first assert the scope of your military operations. In many of the cases below, your country will not have an interest nor the ability to force the target into unconditional surrender. But your Principal will definitely make a formal declaration of war prior to any military operation. Given whatever limit you set, is going to war and undertaking that mission legally or morally justified?

|  |  |  |
| --- | --- | --- |
| **Your Country** | **Target** | **Mission** |
| Russia | Syria | Support Assad government by eliminating rebels and ISIS. |
| China | Taiwan | Reunify country. |
| India | Pakistan | Eliminate terrorist incursions from Pakistani territory into Jammu and Kashmir. |
| Vietnam | China | Protect sovereignty rights over Spatly Islands and Exclusive Economic Zone. |
| North Korea | United States | Pre-emptive strike against massed ROK-US forces for annual spring military exercises. |

*Policy Memo*

* Due: May 1 at 5pm
* Word Limit: 1300 words

In the second half of the course (beginning with *March 30 – Civil Conflict*), we will examine how the laws of war are being applied to contemporary military and political challenges. None of these are areas of settled law. Consequently, you will write a policy memo based on one of these classes, although I will limit how many students can write on any given topic.

You will devise an original policy-relevant question, then argue how the law of war should be adapted to it. Be sure to respond to the most salient state objections.

*Peer Review*

* Due: May 8 at 5 pm
* Word Limit: 800 words

Like participation, peer evaluation is a critical professional skill. In your careers, you will undergo or make formal reviews of your colleagues, and you will informally evaluate their work daily. Knowing how to constructively give and receive advice is something you should practice now, while the stakes are low.

Consequently, I will randomly assign you one other student’s policy memo. You will then critique this document, evaluating the strength or weakness of the main points, the memo’s use of evidence, ideas or elements that should have been included, and additional directions the author could go in.

I will send your comments alongside my own comments and grade to the original author. In addition, I will separately return my evaluation of your peer review.

Written Assignment Format

All graded, written work must conform the following format:

* Microsoft Word Document or PDF
  + KNOW HOW TO USE MS WORD, including spell-check, footnotes, page breaks, lists (numbered or bulleted), centering, citation management.
  + Formats that WON’T be accepted: Google Docs, Pages, WordPerfect, or really anything other than Word docs or PDFs.
* 12 pt. font, Times New Roman
* 1 inch margins all around
* Footnoted references and citations.

Plagiarism  
Look, just don’t do it. Here’s why:

* You are under the University’s Honor Code. If you think honor doesn’t matter, then consider what that would imply about the laws of war. Because if I catch you plagiarizing, you’re definitely writing an extra paper on that topic.
* I have to report any Honor Code violations to the University. I hate doing it, but I hate cheating *way* more. Don’t be that guy putting me in such a position.
* The university makes plagiarism-detection software available to faculty. Also, engaged faculty are pretty good about catching plagiarized material.
* Even more importantly, good citation is how you reveal your originality. Other professors really like [my statement on this topic](https://rkuo.weebly.com/uploads/5/8/0/4/58044943/citation_guidelines_and_paper_formats.docx).

Most importantly, if you need help, please just come see me! My student hours and office location can be found at the top of this syllabus.

Policy on Late Assignments

If you need an extension on your paper, please request it at least two days before the deadline. I will not approve any requests made after that time, except in the case of unavoidable emergencies.

One-third of a grade will be deducted for every day an assignment is late. Assignments will not be accepted after the Wednesday following the assignment deadline.

Policy on Class Absences  
Attendance is part of your class participation grade. That said, I recognize that we all have sudden, unavoidable, or simply difficult challenges that take priority over being a student. Thus, each student may take two unexcused absences without penalty. After two additional unexcused absences, you will be marked down one grade point for the semester. Excused absences can be granted in cases of illness, family emergency, or official university approval.

**Class Topics and Reading List**

Each session’s assigned readings are listed below. In addition, throughout the semester, you should at least skim the following pieces, as they form the foundation of modern international humanitarian law. I recommend you complete them by March 16, as we will be applying these laws to contemporary challenges in warfare from that point forward.

* 1899 and 1907 Hague Conventions, available through ICRC website: <http://www.icrc.org/applic/ihl/ihl.nsf/vwTreatiesByDate.xsp>. Look specifically at the titles of each convention. Read more thoroughly Convention II from 1899 and Convention IV from 1907, especially (for both) the section “on belligerents.”
* [SKIM] 1949 Geneva Conventions, available through ICRC website.
* Best, Geoffrey. *War & Law Since 1945*. Oxford: Clarendon Press, 1994. Chs. 5: “The Geneva Conventions of 1949.”
* Familiarize yourself with the codified laws of war. Look at the ICRC’s list of Treaties at <https://www.icrc.org/ihl>.

**Jan. 22** **Introduction**

* Set expectations for discussion, plagiarism, computer use
* Assignments

**Jan. 27 Fighting Just Wars and Fighting Wars Justly**

* Dinstein, Yoram. *The Conduct of Hostilities Under the Law of International Armed Conflict.* Cambridge: Cambridge University Press, 2004. Ch. 1: “The General Framework.”
* Sassoli, Marco, Antoine A. Bouvier and Anne Quinton. *How Does Law Protect in War?* 3rd edition. Geneva: International Committee of the Red Cross, 2011. Vol. I, Ch.1. Available at: <http://www.icrc.org/eng/resources/documents/publication/p0739.htm>

**Jan. 29 Jus Ad Bellum (Moral): Last resort and Just cause**

* Walzer. Chapter 4: “Law and Order in International Society.”
  + READ: “Aggression”; “The Rights of Political Communities”; “The Case of Alsace-Lorraine”; and “The Legalist Paradigm”.
  + STOP AT “Unavoidable Categories”.
* Esther Pan. “[IRAQ: Justifying the War](https://www.cfr.org/backgrounder/iraq-justifying-war).” *Council on Foreign Relations*. Feb. 2, 2005.

Come to class prepared to discuss the following questions:

1. Which reasons provided by the Bush administration provide a “just cause?” Do any?
2. Was this war a last resort? Could other steps have feasibly been taken? Why or why not?

**Feb. 3 Jus Ad Bellum (Legal)**

* Eyal Benvenisti. (2004) “The US and the Use of Force: Double-edged Hegemony and the Management of Global Emergencies.” *European Journal of International Law*. 15:4, **677-684, 686 (just the paragraph after quoted text), 693-699 (Starting with Section C)**.
* Hague III, Article 1 and 2. <https://avalon.law.yale.edu/20th_century/hague03.asp>
* Chapter VII, UN Charter: <https://www.un.org/en/sections/un-charter/chapter-vii/index.html>
* WATCH: Occupied, Season 1, Episode 1 ONLY. Available on Netflix. Do NOT watch any further episodes or seasons. If you’ve already seen the show, watch this episode again and don’t tell anyone what happens.

**Feb. 5 National Security Decision Memo Guidance**

**Feb. 10 Sources of International Law: Customary and Positive International Law**

* Shaw, Malcolm. *International Law*, 6th Ed. Cambridge: Cambridge University Press,  
  2008. Ch. 3: “Sources.”

*Questions*

1. Major differences between customary and positive international law? Is one better suited for certain types of problems than others? What’s the distinction?
2. What is the benefit of unwritten customary law?

**Feb. 12 Customary vs. Positive International Law: Distinction**

* [SKIM] Tanisha M. Fazal. (2012). “Why States No Longer Declare War.” *Security Studies*. 21:4, 557-593.
* Customary: [ICRC customary international law database](http://www.icrc.org/customaryihl/eng/docs/home):
  + Rule 1 – Distinction: <https://ihl-databases.icrc.org/customary-ihl/eng/docs/v1_rul_rule1>
  + Rule 3 – Combatant: <https://ihl-databases.icrc.org/customary-ihl/eng/docs/v1_rul_rule3>
  + Rule 5 – Civilian: <https://ihl-databases.icrc.org/customary-ihl/eng/docs/v1_rul_rule5>
* Positive: Geneva Conventions
  + GC1, Article 3: <https://ihl-databases.icrc.org/applic/ihl/ihl.nsf/WebART/365-570006?OpenDocument>
  + GC3, Art 4: <https://ihl-databases.icrc.org/applic/ihl/ihl.nsf/9ac284404d38ed2bc1256311002afd89/2f681b08868538c2c12563cd0051aa8d>
  + Additional Protocol, Art 43: <https://ihl-databases.icrc.org/applic/ihl/ihl.nsf/9ac284404d38ed2bc1256311002afd89/af64638eb5530e58c12563cd0051db93>
  + Additional Protocol, Art 50: <https://ihl-databases.icrc.org/applic/ihl/ihl.nsf/Article.xsp?action=openDocument&documentId=E1F8F99C4C3F8FE4C12563CD0051DC8A>
  + Additional Protocol, Art 51: <https://ihl-databases.icrc.org/applic/ihl/ihl.nsf/Article.xsp?action=openDocument&documentId=4BEBD9920AE0AEAEC12563CD0051DC9E>

**Feb. 17 International Law of War: Scope and Application**

* Greenwood, Christopher J. “Scope of Application of Humanitarian Law,” in Dieter  
  Fleck, (ed.). *The Handbook of International Humanitarian Law* (2nd ed.). New York:  
  Oxford University Press, 2008, pp. 45-59 only

**Feb. 19 The Oil Pricing Game**

* No readings this session, so read stuff from further ahead to lighten your load.

**Feb. 24 Rational Design: International Law as Common Expectations**

* Koremenos, Barbara, Charles Lipson, and Duncan Snidal. “The Rational Design of Institutions.” *International Organization* 55 (2001).
* Kathy Gilsinan. “It Wasn’t the Law That Stopped Other Presidents From Killing Soleimani.” *The Atlantic*. January 4, 2020.

**Feb. 26 History: The Lieber Code**

* Witt, *Lincoln’s Code*: pp. 16-19, Ch. 6 (pp. 170-196), pp. 229-249
* [SKIM] General Orders 100 (see Appendix in Witt)

**Mar. 2 History: The Birth of the ICRC**

* Barnett, *Empire of Humanity: A History of Humanitarianism*. Ithaca: Cornell University Press, 2011. Ch. 4: “Saving Soldiers and Civilians During War.”

**Mar. 4 History: Negotiating the Law**

* Davis, Calvin DeArmond. *The United States and the First Hague Peace Conference.* Ithaca: Cornell University Press, 1962. Ch. III, “The Czar’s Rescript.”
* Best, Geoffrey. *War & Law Since 1945*. Oxford: Clarendon Press, 1994. Chs. 4: “The Geneva Conventions of 1949.”

*Spring Break – Mar. 9, 11, 16*

**Mar. 18 Compliance and Counterfactuals**

* Fearon, James. “Counterfactuals and Hypothesis Testing in Political Science.”  
  *World Politics* 43:2 (January 1991), 169-95
* Henkin, Louis. 1979. *How Nations Behave*. New York: Council on Foreign  
  Relations. Ch. 3: “The Politics of Law Observance.”

**Mar. 23 Understanding compliance, continued**

* Carpenter, R. Charli. “’Women and Children First’: Gender, Norms, and  
  Humanitarian Evacuation in the Balkans, 1991-1995.” *International Organization*57: 4 (Autumn 2003), pp. 661-694.
* Lewis, Jeffrey G. and Scott Sagan. “The Nuclear Necessity Principle: Making US  
  Targeting Policy Conform with Ethics & the Laws of War.” *Daedalus*, Fall 2016,  
  pp. 62-74.

**Mar. 25 Variation in Compliance: Civilian Targeting and Treatment of Prisoners**

* Valentino, Benjamin, Paul Huth, and Sarah Croco. “Covenants without the Sword: International Law and the Protection of Civilians in Times of War.” *World Politics* 58:3 (2006), pp. 339-377.
* Wallace, Geoffrey P.R. 2012. “Welcome Guests, or Inescapable Victims? The Causes of Prisoner Abuse in War.” *Journal of Conflict Resolution* 56(2): 955-981.
* WATCH: “SPR 1.mpg” (available in “Files” on Canvas).

*Mar. 30 & Apr. 1 – No Class*

**Apr. 6 Tactical Decision Game**

* Carefully read the TDG Background and conduct any additional reading or research you need to understand military unit sizes, weapon system capabilities, and basic ground warfare tactics and operations. Your troops will die if you fail.

**Apr. 8 When Will Belligerents in Civil Conflict Comply with the Law of War?**

* Andreopoulos, George J. “The Age of National Liberation Movements,” in Michael Howard et. al, eds. The Laws of War: Constraints on Warfare in the Western World.
* Common Article 3 of 1949 Geneva Conventions. Additional Protocol II to the 1949 Geneva Conventions.

**Apr. 13 *Malum In Se* – Nuclear and Chemical Weapons**

* Tannenwald, Nina. “The Nuclear Taboo: The United States and the Normative Basis of Nuclear Non-Use.” *International Organization* 53: 3. 1999.
* Walzer, Chapter 16, Section: “The Limits of Calculation”

**Apr. 15 Jus In Bello against Terrorism**

* Sitaraman, Ganesh. “Counterinsurgency, The War on Terror, and The Laws of War.” *The University of Virginia Law Review* 95(7), November 2009.

**Apr. 20 Jus In Bello: Torture**

* Office of Legal Counsel, U.S. Department of Justice, “Memorandum for Alberto R. Gonzales.” August 1, 2002. <https://nsarchive2.gwu.edu/NSAEBB/NSAEBB127/02.08.01.pdf>. Read:
  + Section I, “18 U.S.C. 2340-2340A, pp. 2-8.
  + Conclusion, p. 46.
* Schiemann, John. “Interrogational Torture: Or How Good Guys Get Bad Information with Ugly Methods.” *Political Research Quarterly*. 65:1. Read:
  + Intro and “A Normative Model of Interrogational Torture”, pp. 3-5.
  + SKIM pp. 5-15. This will be hard, so understand as best as possible Propositions 2-4 and Table 2.
  + Read Conclusion, pp. 15-16.
* WATCH: “ZD30 1.mpg” and “ZD30 2.mpg” (available in “Files” on Canvas).

**Apr. 22 Pew Pew! Technological Change and IHL**

* Smith, Thomas. 2002. “The New Law of War: Legitimizing Hi-Tech and Infrastructural Violence.” *International Studies Quarterly* 46: 355-374.
* Walzer, Chapter 5, “Anticipations.”

**Apr. 27 How should the law address cyber attacks?**

* Fidler, David. “Just and Unjust War, Uses of Force & Coercion: An Ethical Inquiry with Cyber Illustrations.” *Daedalus*, Fall 2016, pp. 37-49.
* Baker, Stewart. “Denial of Service.” *Foreign Policy.* September 30, 2011.

**Apr. 29 Drones and Killer Robots**

* Carpenter, Charli. 2013. “Beware the Killer Robots: Inside the Debate over Autonomous Weapons.” *Foreign Affairs.*
* Paul Scharre. *Army of None*. W.W. Norton, 2018. Chapter 16: Robots on Trial.
* WATCH: “IinSky.mpg” (available in “Files” on Canvas).

*Optional*

* Walzer, Michael. “Just & Unjust Targeted Killing & Drone Warfare.” *Daedalus*, Fall 2016, pp. 12-24.
* Horowitz, Michael, Sarah E. Kreps, and Matthew Fuhrmann. “Separating Fact from fiction in the Debate over Drone Proliferation.” *International Security* (41:2), pp. 7-42.

**May 4 The International Criminal Court and *Jus post Bellum***

* Dowden, Richard. “ICC in the Dock.” *Prospect Magazine* Issue 134, May 2007.
* Branch, Adam. “Uganda’s Civil War and the Politics of ICC Intervention.” *Ethics and International Affairs* Vol 21.2 (Summer 2007). **Read after the Dowden piece, and only the following two parts:**
  + “Politics of the intervention.”
  + “Mitigating the negative effects of ICC intervention”
* Bass, Gary. “Jus Post Bellum.” *Philosophy & Public Affairs*. 32:4. 2004.

*Optional*

* Wechsler, Lawrence. “Exceptional Cases in Rome: The United States and the Struggle for an ICC.” in Sarah B. Sewall and Carl Kaysen, eds. *The United States and the International Criminal Court: National Security and International Law.* (Boulder: Rowman & Littlefield, 2000).
* Ward Ferdinandusse. “Improving Interstate Cooperation for the National Prosecution of International Crimes: Towards a New Treaty?”*ASIL Insights* 18:5, July 21, 2014. <http://www.asil.org/insights/volume/18/issue/15/improvinginter-state-cooperation-national-prosecution-international>
* Leslie Vinjamuri. “Syria and the International Criminal Court.” April 25, 2014 at Political Violence @ A Glance: <http://politicalviolenceataglance.org/2014/04/25/syria-and-the-internationalcriminal-court/>

**Student Conduct Code:**The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community. As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see: [*regents.umn.edu/sites/default/files/policies/Student\_Conduct\_Code.pdf*](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf).  
  
Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

**Use of Personal Electronic Devices in the Classroom:**

The University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: [*policy.umn.edu/Policies/Education/Education/STUDENTRESP.html*](https://policy.umn.edu/education/studentresp).

**Scholastic Dishonesty:**

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University.

For additional information, please see: [*policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html*](https://policy.umn.edu/education/instructorresp).

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: [*/www1.umn.edu/oscai/integrity/student/index.html*](http://www1.umn.edu/oscai/integrity/student/index.html). If you have additional questions, please clarify with your instructor for the course.

**Makeup Work for Legitimate Absences:**

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. [*policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html*](https://policy.umn.edu/education/makeupwork).

**Appropriate Student Use of Class Notes and Course Materials:**

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: [*policy.umn.edu/Policies/Education/Education/STUDENTRESP.html*](https://policy.umn.edu/education/studentresp).

**Grading and Transcripts:**The University utilizes plus and minus grading on a 4.000 cumulative grade point scale. The two grading systems used are the ABCDF and S-N. Political science majors and minors must take POL courses on the ABCDF system. An S grade is the equivalent of a C- or better. Inquiries regarding grade changes should be directed to the course instructor. Extra work in an attempt to raise a grade can only be submitted with the instructor’s approval.

For additional information, please refer to: [*policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html*](https://policy.umn.edu/education/gradingtranscripts).

**Incompletes:**The instructor will specify the conditions, if any, under which an “Incomplete” will be assigned instead of a grade. No student has an automatic right to an incomplete.

* **Department of Political Science Policy:** The instructor may set dates and conditions for makeup work using a "Completion of Incomplete Work" contract form. All work must be completed no later than one calendar year after the official last day of the class.

**Sexual Harassment**

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: [*regents.umn.edu/sites/regents.umn.edu/files/policies/Sexual\_Harassment\_Sexual\_Assault\_Stalking\_Relationship\_Violence.pdf*](https://regents.umn.edu/sites/regents.umn.edu/files/policies/Sexual_Harassment_Sexual_Assault_Stalking_Relationship_Violence.pdf)

University of Minnesota employees must report sexual misconduct they learn about in accordance with University policy. More information on mandated report can be found here:*[diversity.umn.edu/eoaa/reporting](https://diversity.umn.edu/eoaa/reporting)*

**Equity, Diversity, Equal Opportunity, and Affirmative Action:**

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: [*regents.umn.edu/sites/default/files/policies/Equity\_Diversity\_EO\_AA.pdf*](http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf).

**Disability Accommodations:**The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website: [*diversity.umn.edu/disability/*](https://diversity.umn.edu/disability/).

**Mental Health and Stress Management:**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: [*mentalhealth.umn.edu*](http://www.mentalhealth.umn.edu/).

**Academic Freedom and Responsibility:**Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

Students are responsible for class attendance and all course requirements, including deadlines and examinations. The instructor will specify if class attendance is required or counted in the grade for the class.

**Health and Safety**The University of Minnesota is committed to maintaining a healthy and safe environment for students. Information about policies, procedures, and emergency plans can be found at:

University Health and Safety: [*uhs.umn.edu/uhs/welcome*](https://www.uhs.umn.edu/uhs/welcome)

Department of Emergency Management: [*dem.umn.edu/welcome*](https://dem.umn.edu/welcome)