University of South Dakota
Department of History
Religious Studies
REL 352: “Churches, Cults and Cultures”
SPRING 2019

Course Syllabus

Professor Dr. Richard J. Van Lente
3 Undergraduate Credit Hours
This course includes 10 lessons; and one final written exam paper.

Texts: note that there are two texts.

And

Link to the course D2L
The direct link to D2L is http://d2l.sdbor.edu

Contacting the Instructor
I am available by phone (616-490-8426) any day of the week, including evenings and nights up until 11:00 PM CT. You will usually reach me: if not, leave a message. My virtual office hours when I will be at the computer will be Tuesdays to Fridays from 10:00 – 11:00 AM Central Time. I check my email many times a day including weekends. I will respond to your questions and concerns as soon as possible, usually the same day. I normally correct papers and email my comments and post the grade within five days and not more than one week. If, for some reason there is going to be a delay, I will let you know by email. If you do not receive a response in one week, check the proper “dropbox” to make sure your paper was posted. If so, please email me. I will respond to the discussions at the end of the discussion assignment.
Technical Standards

Minimum Hardware Requirements

Online students should have the minimum hardware requirements which are listed in the CE Online Orientation. For all information about USD’s technical, academic and student support services, as well as how to take advantages of these services please refer to the CE Online Student Orientation http://www.usd.edu/cde/upload/Online-Orientation-Guide.pdf This contains important information pertaining to minimum technology requirements, registration information, as well as other university services and policies.

Software Requirements

Free Downloads

Some or all of these programs may be needed to view material offered on suggested web sites. Adobe is required to read the course material.

“Macromedia Flash Player” (current version)

“RealOne Player” (current version) or Windows Media Player (current version)

“Adobe Acrobat Reader” (current version) (required)

“iTunes” for those who will want to download the podcasts.

Course Prerequisites

There are no course prerequisites for this course. It is necessary that the student is self-disciplined and self-starting, able to write and do research via the World Wide Web.

Course Description

The “Churches, Cults and Cultures” course consists of 10 study units plus a final exam paper (four of the study units are discussions and 6 are written research papers). There will be a reading and research assignment with each unit. There will also be a required paper or discussion for each unit. The final non-proctored exam will be a written paper. For more information on the writing of the papers and participating in the discussions see “Course Guidelines” below. For further description of the course see “Course Introduction” at “Course Content and related Material”. For study helps and glossary, see “Study Tools”. Links to all are found at the course homepage.

COURSE OBJECTIVE

The objective of this course is to challenge the student to demonstrate an accurate understanding and a basic knowledge of the history, beliefs and practices of the religious bodies presented in the course. The student needs to be able to demonstrate critical thinking in analyzing these beliefs and practices in relation to the current American culture. Critical Thinking is not criticism, but an ability to objectively analyze and to represent this analysis in writing and discussion. The student is challenged to be objective no matter how intense his or her own personal beliefs are. Experience in the fields of interreligious and ecumenical dialogue has shown that participation does not require a
person to lesson one’s own personal religious faith or belief. Experience has also demonstrated that religious pluralism is not indifference or a belief that all religious values are the same. In the course, no assessment, questioning or critique of a student’s personal belief or lack of belief on the part of the professor or other students is intended or accepted. The student is free and encouraged to express his or her own belief in the assignments and discussions if they are comfortable doing so, however this is not required and will not affect the grade.

Upon completion of the course the student should have a realization of the multiplicity and complexity of the religions currently practiced in the United States and the unique constitutional freedom of religious belief and practice in the U.S. The student also should have some understanding of the way in which these religions answer the common human questions about life and death. Hopefully the student will also develop more openness and tolerance to the religious beliefs and practices of others with whom they interact in their daily and future professional lives.

**Course Guidelines**

This course is divided into ten lessons and a final written exam. For each lesson, the student is expected to read the introduction, the reading helps provided with the lesson, the textbook pages assigned and do any additional required research via the indicated web sites. Each lesson will have an assigned paper or a required discussion. There are four discussion assignments and six paper assignments and a written final. Below are the lessons and the assignments. Due dates for the assignments are also found at the “**course calendar**”. Papers are due by 11:59 PM of the date listed. Discussions can begin on the first date and must be completed by the second date. Normally, the professor will not join in the ongoing discussion in order to avoid steering it in a particular direction but will comment on the papers and discussions when the discussion is finished. It is imperative that the student participate in the discussions during the dates listed. If a student is not able to participate in any discussion, it is important to arrange a makeup assignment with the professor. The assignments should be submitted in the order shown below. Assignments can be submitted early. The final exam will also be a written paper. Additional guidelines will be provided for you at “**study tools**” for the assigned papers and the final exam. Discussion guidelines are found below. This graph is to help you organize your time. You will note that the first assignment is a discussion. Since the discussion assignments are in a defined time period, it is essential to conform to the dates of the assignment listed below.

<table>
<thead>
<tr>
<th>LESSON</th>
<th>READING _ RESEARCH</th>
<th>ASSIGNMENT</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction and the cultural context in the United States. *</td>
<td>Read the introduction, assigned texts and web sites.</td>
<td>Post your discussion paper and participate in the assigned discussion.</td>
<td>1/14 to 1/21</td>
</tr>
<tr>
<td>2. Judaism</td>
<td>Read the introduction, assigned texts and web sites</td>
<td>Write and post your paper in the “dropbox”.</td>
<td>1/21</td>
</tr>
</tbody>
</table>
Lesson Assignments: Note; discussion papers have a 500 word minimum, all research papers have a 1000 word minimum, the final paper has a 2500 word minimum.

<table>
<thead>
<tr>
<th>Lesson #1 “Culture”</th>
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<tbody>
<tr>
<td><strong>Reading Assignment:</strong> read the “preface” and “Religion in America” in the text</td>
</tr>
<tr>
<td>Handbook of Denominations in the United States, pages 9-23 in either edition (12th or 13th). Read also pages1-12 in the second text American Religious Experience. Also see the Harvard University Pluralism Project at: <a href="http://www.pluralism.org">www.pluralism.org</a> and read “From Diversity to Pluralism”.</td>
</tr>
</tbody>
</table>

This is a discussion assignment. Each student will post a 500 word paper by 11:59 PM of the beginning date for the discussion. The paper will respond to the following listed below. In addition to posting his or her paper, each student is required to discuss the papers of a minimum of three other students by 11:59 PM of the ending date, one week later (see the assignment schedule for the dates of these discussion assignments). There is no maximum number of times a student may participate. See the grading rubric for the points earned for each posting. The discussions should be objective, honest,
comprehensive and substantive. Saying “I agree or disagree” is not considered participation without the reasons for the statement. Obviously it is important that the statements be relevant to the topic discussed. At all times students are expected to use good online etiquette “netiquette” which can be found in detail in the syllabus. Normally, I will not enter into the discussion by reserve my comments until your discussion is completed.

**The Questions are:**
1. What are the five factors the author of *Handbook of Denominations in the United States* proposes which make the American religious experience unique?
2. What is meant by “religious pluralism”? How is “pluralism” more than “tolerance”?
3. Has “religious pluralism” strengthened or weakened democracy in America. Explain your answer.
4. What are “blue laws” and how could they be seen as contrary to the “establishment clause” of the First Amendment.
5. What is your opinion concerning the influence of religion or religious bodies on the government of the United States.

**Lesson #2 Judaism**

1. In your opinion, what is the most unique belief of Judaism and why?
2. In your opinion, what is the most appealing or understandable belief of Judaism and why?
3. What do you judge to be the most difficult belief or practice of Judaism for you to understand and why?
4. What contributions has Judaism made to culture and society?
5. Choose one of the branches of Judaism (Orthodox, Reconstructionist, Reform, Conservative, Hasidic). Research this branch at its official web site and briefly explain the major differences of this branch of Judaism from the others. Give a short description of the unique beliefs of this branch of Judaism, that is, how does it differ from the other branches.

**Lesson #3 Roman Catholicism (1000 word minimum)**
Questions
1. What were the reasons that the Catholic Church was seen as suspect and feared by the established Protestant denominations in the United States?
2. What was responsible for the explosive growth of the Catholic Church in the United States? Explain your answer.
3. What do you consider the most unique belief or practice of the Catholic Church?
4. What is the belief or practice of the Catholic Church which is the most difficult to understand?
5. Which belief or practice of the Catholic Church do you think is most important to Catholics today?
6. Report on the most interesting item about the Catholic Church you discovered on the Internet.

Lesson #4 Orthodox Church (500 word minimum)
This is a discussion assignment. Read pages 51-76 in the text: Handbook of Denominations in the United States (in the 12th edition.) Read pages 46-68 (13th Edition) especially concerning the Greek Orthodox Church, page 60 and the Russian Orthodox Church; pages 62-25. Also visit the Greek Orthodox web site www.goarc.org and the Russian Orthodox (Orthodox Church in America) web site www.oca.org. Read the information provided there and respond to the following questions in a written discussion paper (500 word minimum) posted on the discussion board, following the guidelines found in the syllabus for discussion assignments.

1. What in your opinion are the major differences between the Orthodox Church and the Roman Catholic Church?
2. What do you think is the most unique belief of the Orthodox Church?
3. What belief of the Orthodox Church is the most difficult for you to understand?
4. Why does the Orthodox Church profess to be the only true Christian Church?
5. What is the nearest Orthodox Church from your residence? Visit their web site and comment on what you find there. For example, Holy Transfiguration Church is in Sioux Falls, SD www.transfigurationgoc.org.

Lesson #5 a.b.c. Classical Reformation Churches
Read the assigned readings for all three units of lesson three, a, b and c. Choose only one of the units for the written assignment, that is, Lutheranism, The Reformed Churches or the Anglican/Episcopal Church. Nota Bene: Choose only one of these assignments for Lesson #5. This is a research paper assignment (1000 words) posted in the dropbox.

Assignment for 5a, Lutheranism
Read pages 112-124 in the first text, Handbook of Denominations in the United States (12th Edition.) Read pages 100 to 111 (13th Edition). Read pages 133-144 in the second text, The American Religious Experience, A Concise History. Visit also the web sites of the Wisconsin Synod (www.wels.net), Missouri Synod (www.lcms.org) and Evangelical Lutheran Church in America (www.wlca.org). Write a research paper answering the following questions. See “Assignment Guidelines” in the “Syllabus”. 
Questions
1. In what ways do the original Lutheran teachings resemble the Roman Catholic teachings?
2. Describe the relationship of church and state in 16th century Germany and Scandinavia. How is this different from our practice of separation of church and state in the United States today?
3. What are the major differences between the three main bodies of Lutheranism in the United States today (Wisconsin Synod, Missouri Synod and the Evangelical Lutheran Church in America)?
4. In your opinion, what is the most important belief of Lutheranism?
5. For you, what is the most difficult belief or practice of Lutheranism to understand?

Assignment for 5b The Reformed Churches
Write a research paper answering the following questions. See “Assignment Guidelines” in the “Syllabus”.

Questions
1. What do you think is the most unique belief of Calvinism?
2. What is the belief or practice you find most difficult to understand?
3. What were the main differences between the teachings of John Calvin and Martin Luther?
4. What was the situation of church and state in Calvin's Geneva? List the issues and comment on what was advantageous and what disadvantageous to both church and state.

Assignment for 5c, The Anglican/Episcopal Church
Write a research paper answering the following questions. See “Assignment Guidelines” in the “Syllabus”.

Questions
1. What do you think is the most unique belief of the Anglican/Episcopalian Church?
2. What is the belief or practice you find most difficult to understand?
3. Why do some people describe the Anglican/Episcopal Church as a cross between Roman Catholicism and Protestantism?
4. Why did the “War of Independence” create tensions in the American Anglican Church?
5. How does the Anglican/Episcopal Church differ from the Lutheran and Reformed Churches?

Lesson #6 Radical Reformation

Write a research paper answering the following questions. See “Assignment Guidelines” in the “Syllabus”.

Questions
1. What were the main differences between the Radical Reformation Churches' beliefs and those of the Classical Reformation (Luther and Calvin)?
2. Why were the Radical Reformation Churches considered a threat to established societies?
3. What were the major contributions of the Quakers to American Society?
4. Choose any one of the churches in this unit. In your opinion, what was the most attractive belief of this church and what was the most difficult belief or practice to understand?

Lesson #7 Post Reformation Churches

Questions
1. What is common in the beliefs and practices of the Pentecostal, Adventist, Restoration, Holiness and Methodist Churches?
2. What are the greatest differences between these churches?
3. Choose one of these churches and explain in your opinion of what is the most unique belief or practice?
4. In the belief and practice of this same church, what is the most difficult to understand?
5. In your opinion, what explains the tremendous growth of the Pentecostal churches and non-denominational churches?
Lesson #8: Other churches, religious bodies or movements: The Native American Church, Scientology, Christian Science, Mormonism and the Evangelical Movement.

Choose only one of these churches or movements for your research paper.


For Scientology, note that neither text treats Scientology. There is much material on the Internet concerning the Church as well as the Church’s official site: www.scientology.org


For the Evangelical Movement, read pages 2, 55 and 58-59 in the second text The American Religious Experience, A Concise History. Note that there many Evangelical Churches. Review the suggested web sites listed above or any other listed on the internet.

Questions
1. With the exclusion of the Evangelical movement or churches, what was the common experience of the religious bodies studied in the unit at their beginnings and until they were well established?
2. Choose one of the religious bodies in this lesson, the Native American Church, Mormonism, Scientology or Christian Science. Answer the following questions concerning this religion.
   a. Why did you choose this particular religion to write about?
   b. What in your opinion is the most unique belief or practice of this religion? Give your reasons for the answer.
   c. What is the most difficult belief or practice of this religion to understand?
   d. What is the most understandable belief or practice of this religion?

Lesson #9 Islam
Questions:
1. In your judgment, what is the most unique belief of this religion and why?
2. What is the most appealing or understandable belief of this religion to you and why?
3. What is the most difficult belief or practice of this religion for you to understand and why?
4. What contributions has this religion made to culture and society?
5. What was the impact of this religion on the people at the time of its origin which resulted in such a large success?

Lesson #10: Cults
This is a discussion assignment. Read pages 261-263 and 382-384 (12th Edition) pages 234-235 and 347-348 (3th Edition) of the first text *Handbook of Denominations in the United States*. View at least one web site for each of the groups in the lesson. I would recommend looking at their official web site first if they have one.

Questions
1. How do you think is the best way to distinguish between a cult and a new religious movement which may be controversial?
2. What characteristics do you think should apply only to cults?
3. Which of the groups studied in the lesson would clearly fit your description of a cult?
4. Why do you think that new or controversial religious movements draw such a negative reaction in the United States both presently and through the history of the nation?
5. Why do you think cults and new religious movements are attractive to so many people both in America and worldwide?

Final Exam Paper
This is a research paper with a minimum word count of 2500 words. Choose the religion or church presented in this course which you are most familiar with, either through personal experience or through research. If you are not personally familiar with any particular religion or church, choose one of the religions presented in the course. The choice is completely up to you.

Note: Important elements in any religion are the following:
1. Significant and distinguishing characteristics.
2. Sources of belief and practice (revelation, written texts, inspiration, tradition, etc.)
3. Religious worship prayer, spiritual life and celebrations.
4. Central fundamental beliefs or doctrines.
5. Current organization, polity, type of decision making and use of authority.
6. Religious practices (fasting, dietary laws, etc.)
7. Important Historic events.
8. Suggested resources for further study.
For your paper, answer the following questions concerning the religion or church you have chosen.

1. How accurate are the authors of the texts and the course introduction in describing the practices, history and belief of this religion?
2. From your own experience and research, what would you suggest is important to add to the narrative concerning this religion in the texts or course in order to present a better understanding of this religion?
3. What do you think were the most important beliefs of this religion?
4. What do you think are its contribution and influence on the religious, social, political and cultural life in America?

Here are the specifics for the final exam paper. There also can be found in the course syllabus.

**Final Exam Paper Guidelines**
- The examination is a final paper of a minimum of 2500 words.
- This is an open book exam. No proctor is required. The student is encouraged to use the assigned text and the excellent resources on these religions provided in their official web sites.
- In using any references, the student must cite the author, book or periodical and the page number. If it is a web site, the student must reference the site address. The listing of sources and citations are very important for these papers.

**Course Guidelines**

**Assignment Guidelines**

- Written assignments are papers, typed with a minimum of 1000 words. To complete the assignments for this course the author suggests the following:
  - Read the discussion provided in the course.
  - Review the “reading help” outline provided with each lesson. It is good to refer back to these “helps” during the reading of the text.
  - Read the questions for the written assignment.
  - Read carefully the assigned texts.
  - Make notes of possible points and answers for the written assignment as you read the texts.
  - Do any additional web based research required or suggested.
  - Make an outline from your notes to be used for writing the assignment following the assigned questions.
  - Write out the assignment. Answer all the questions required. Proof the assignment before submitting.

**Online Discussion Assignment Guidelines.**

There are four (4) discussion assignments in the course. As stated above, students must participate during the dates posted dates. Each student’s input is important and necessary. For the discussion board, each student will post a 500 word (one page
single spaced) paper by 11:59 of the beginning date. The paper will respond to the questions given in the assignment. In addition to posting his or her paper, each student is required to discuss the papers of a minimum of two other students by 11:59 of the ending date. The student is encouraged to enter into any of the ongoing other discussions. There is no maximum number of times a student may participate. However, the grade will depend mostly on the quality of the paper posted and the number of the discussions. The discussion should be objective, honest, comprehensive and substantive. Saying “I agree or disagree” is not considered participation without the reasons for the statement. Obviously it is important that the statements be relevant to the topic discussed. At all times students are expected to use good online etiquette “netiquette”. The usual practice of the professor is to not join in the discussions. Experience has shown that this often results in influencing the direction and freedom of the discussion. A general comment will be sent to all of the students at the end of the discussion. Particular comments may also be sent to individual students concerning the discussion. Again, this will usually be after the discussion is completed. It is essential that the student follow the dates and times for the discussion assignments as outlined above.

**Netiquette**

During Online Discussions you are expected to use good “netiquette” such as:

6. Check the discussion frequently and respond appropriately and on subject.

7. Focus on one subject per message and use pertinent subject titles.

8. Capitalize words only to highlight a point or for titles. Capitalizing otherwise is generally viewed as SHOUTING!

9. Be professional and careful with your online interaction.

10. Cite all quotes, references, and sources.

11. When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.

12. It is considered extremely rude to forward someone else’s messages without his or her permission.

13. It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as :) or ;) to let others know that you are being humorous.

14. If something angers you, do not respond immediately. Wait and carefully formulate your response so that it is respectful.

15. Never say anything you would not want to see on the front page of your local newspaper.

[The above “netiquette” guidelines were adapted from Arlene H. Rinaldi’s article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.]
**Course Policies**

**Grading Policy**
Each of the ten assignments, papers as well as discussions will count for 8% of the total grade. The final exam paper will count for 20% of the grade. Each assignment will be graded on a 100% scale total for each assignment. The letter grade will be in accord with the USD BOR grade policy as below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Exceptional</td>
<td>100 - 90</td>
</tr>
<tr>
<td>B</td>
<td>Above Average</td>
<td>89 – 80</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>79 – 70</td>
</tr>
<tr>
<td>D</td>
<td>Lowest Passing Grade</td>
<td>69 – 60</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>59 and below</td>
</tr>
</tbody>
</table>

For the complete grading policy see the South Dakota Board of Regents “policy Manual” concerning “Grades and Use of Grade Point Averages (GPA) at: [https://www.sdbor.edu/policy/documents/2-10.pdf](https://www.sdbor.edu/policy/documents/2-10.pdf)

**Response to Assignments**
Each student will receive a response to each assignment with comments, grade (and suggestions for improvement if needed) from the instructor. As stated above, I normally correct papers and my comments and the grade within three days and not more than one week. If, for some reason there is going to be a delay, I will let you know by email. If you do not receive a response to your paper in 7 days, please let me know.

**Posting of Grades**
All grades will be posted immediately after the assignment is corrected and available to the student in D2L under “grades”. They will also be posted via the Web Advisor after the end of the semester and available to students to view by using the My Grades link.

**Early Alert and Deficiency Grades**
University policy requires instructors to submit Early Alert and Deficiency grades for students performing at the D level or below in a course. A student will receive an Early Alert report if the student has not completed the required postings and/or quizzes by the Early Alert deadline. A student will receive a Deficiency at midterm if the student has not completed the required postings, quizzes, and/or received a grade of D or less on the midterm exam.

**Extra Credit**
Extra credit is not offered in this course.
**Instructor Initiated Drop**

The Instructor Initiated Drop may be used if the student has not participated in the course by the date specified in the academic calendar (refer to the calendar for other significant dates). A student may also be dropped by the instructor for plagiarism or cheating as per College of Fine Arts policy.

**Incomplete**

The grade Incomplete (I) is given at the discretion of the instructor and only if arrangements are made by the student with the instructor for completing the course before the last day of the semester. Normally, the student must have completed a minimum of 50% of the assignments (six assignments) with a passing grade to be considered for an extension (grade of Incomplete “I”). The student also needs to have a serious reason for the requesting of the extension. A student must then complete the course before the end of the next full term.

**Other Course Policies**

Policies and procedures covering this course are detailed in the Online Student Handbook.

**Course Evaluation**

Students may be asked to evaluate the course using the institutional form as per the directives of the University.

**Academic Dishonesty**

**College of Arts & Sciences Plagiarism Policy:**
The College of Arts and Sciences considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The College supports the imposition of penalties on students who engage in academic dishonesty, as defined in the "Conduct" section of the University of South Dakota Student Handbook. No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

- Given a zero for that assignment.
- Allowed to rewrite and resubmit the assignment for credit.
- Assigned a reduced grade for the course.
- Dropped from the course.
- Failed in the course.

**Academic Integrity**
The University of South Dakota considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The University supports the imposition of penalties on students who have been adjudicated to have engaged in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook, and South Dakota Board of Regents policy 2-33 [www.sdbor.edu/policy/Documents/2-33.pdf](http://www.sdbor.edu/policy/Documents/2-33.pdf).
No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

a. Given a zero for that assignment.
b. Allowed to rewrite and resubmit the assignment for credit.
c. Assigned a reduced grade for the course.
d. Dropped from the course.
e. Failed in the course.

**Course Policy on Dishonest Assignments:** This class follows the official definitions of academic dishonesty as stated in the *Student Handbook*. The relevant passage is reproduced below. Any student violating this code of conduct will suffer the following consequences: A grade of zero will be recorded for the exam or research paper on which cheating or plagiarism takes place and a letter will be sent to the Vice President of Academic Affairs and the Dean of the student’s program notifying them of the offense. If a second offense should occur the student will receive a grade of “F” for the semester and a second letter will be sent to the VPAA and Dean.

A. **Academic Dishonesty:** Acts of dishonesty, including, but not limited to the following:

1. **Cheating,** which is defined as, but not limited to the following:
   a. use or giving of any unauthorized assistance in taking quizzes, tests, or examination;
   b. use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments: or
   c. acquisition, without permission, of tests or other academic material belonging to a member of the institutional faculty or staff.
2. **Plagiarism,** which is defined as, but not limited to, the following:
   a. the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment consistent with the practices of the discipline;
   b. the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers of other academic materials.
3. Other forms of dishonesty relating to academic achievement, research results, or academically related public service.
4. Furnishing information known or believed to be false to any institutional official, faculty member, or officer.
5. Forgery, fabrication, alteration, misrepresentation, or misuse of any document, record, or instrument of identification, including misrepresentations of degrees awarded or honors received.
6. Tampering with the election of any institutionally recognized student organization.
7. Claiming to represent or act in behalf of the institution when not authorized to represent or to act.

**Freedom in Learning**
Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or 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. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact Dr. Kurt Hackemer, Chair of the Department of History, to initiate a review of the evaluation.

**Disability Accommodation**
Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605) 677-6389
Web Site: [www.usd.edu/ds](http://www.usd.edu/ds)
E-mail: [disabilityservices@usd.edu](mailto:disabilityservices@usd.edu)

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

**Diversity and Inclusive Excellence**
The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.