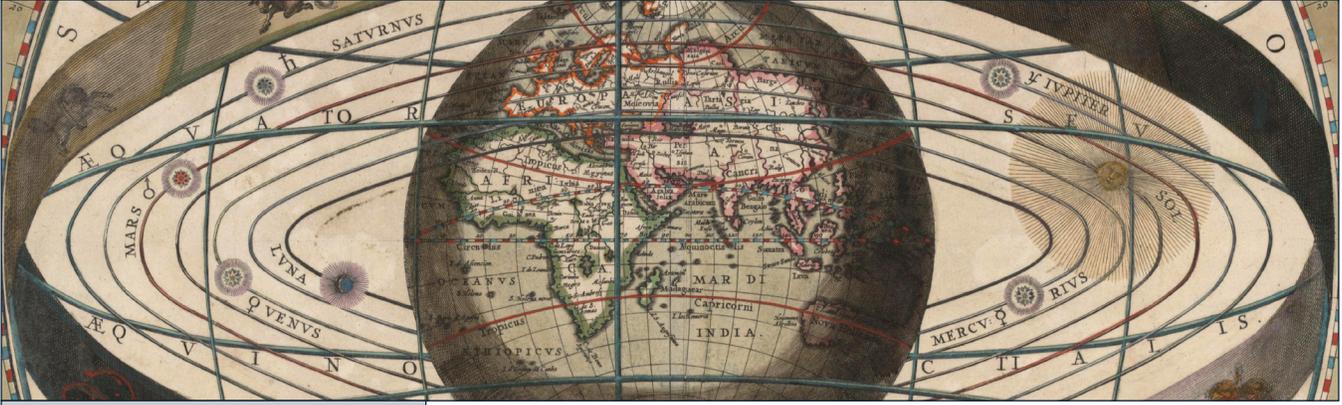


# RELS 2060 Religion & Science: Examining a Complex History of Interaction Syllabus Utah State University



## Instructor Contact Information



**John L. Crow**

*Instructor*

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By Appointment Only.

Email response generally  
within 24-48 hrs.

## Course Description

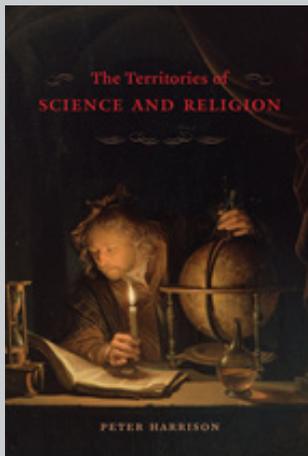
Welcome to Religion & Science: Examining a Complex History of Interaction. This course is a historical study of the relationship between the cultural domains of religion and science. If asked, some would say there is a conflict between the ways of knowing offered by the separate domains of religion and science. Yet, others do not recognize such a conflict and see the domains as complementary. Regardless of either perspective, both assume the domains are separate and have been that way for a long period of time, if not since the beginning of human civilization.

Such a perspective about the domains of religion and science obscure how such perceptions arose, and more fundamentally, what exactly constitutes the domains of religion and science? How long have they existed? If there was something that preceded the domains of religion and science, and if so, how did humans understand and know about the world before these domains of knowledge were constructed?

In this course we will examine the history of the domains religion and science by surveying the historical uses and understanding of the categories religion and science. We will begin in the ancient or classical period (3500 BCE to 500 CE), by looking broadly at the constructions of the categories and terms religion and science. Working our way forward through the medieval period (500 CE to 1500 CE) and then spending a few weeks in the early modern period (1500 CE to 1750 CE) with a tight focus on the domains of religion and science as they were understood through the lens of a few select historical figures including Francis Bacon, Galileo Galilei, Thomas Tymme, Robert Boyle, and Isaac Newton. Finally, the last third of the course, we will look at the modern period (1715 CE to present) and the emergence of science in the late eighteenth / early nineteenth centuries,

## Religion & Science Course Syllabus

### Learning Resources



#### Textbook & Reading Materials:

- Harrison, Peter. *The Territories of Science and Religion*. Chicago: University of Chicago, 2015. Print. ISBN: 9780226184487
- A scholarly book on religion and science that you'll pick from a list. Most, if not all of them, will be available through the library.
- Additional materials will be provided on the course website in Adobe Acrobat (.pdf) format.

and how it became the primary way of knowing the world, displacing the previous ways of knowing which included Christianity. While this course is intended to increase your awareness of this history of these categories of knowledge, another goal of this course is to improve your critical thinking skills. Both will be accomplished through the readings, lecture videos and assignments, which will challenge you to think broadly, creatively, and to look for answers below the surface, and to think about implications and the causes and effects of historical unfolding.

By the end of this course, you will better understand, through critical thinking, how the domains of religion and science came into being, what preceded them, how they competed for influence within our societies historically, and how, even today, the so-called war between religion and science is the result of specific decisions people made and contingent events that took place. You will be well placed to go beyond the simplistic representation of conflict and will be able to see historically and culturally the interdependence of the domains of religion and science and know the complex history of their interaction.

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## Course Objectives

By the end of this course, you will be able to:

1. Identify, explain and describe key historical facts, opinions, biases, and influences that shape scholarly and popular thinking about religion and science.
2. Demonstrate knowledge of the history, theories, and methodologies used to analyze the relations between religion and science, drawing on history, natural and physical sciences, religious studies, and philosophy.
3. Demonstrate reflection about the one's own learning process, analyzing one's views, perspectives, biases, and preconceived notions, about the categories of religion and science, and their changes over the course of the semester, if any.
4. Demonstrate an improved ability to analyze and discuss claims and supporting arguments made by those with the domains of religion and science, as well as the general public.
5. Analyze and describe the diverse approaches to the cultural categories of religion and science, including those that assume conflict, integration, and separation between the two domains, as well as how those approaches effect the lives of individuals, communities, and nations.

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## The Academic Study of Religion

This course is organized within the principles of the academic examination of religion. This should not be confused with the theological or confessional approach to studying religion. It is not appropriate to put your own personal religious opinions into your course work unless this is specifically stated as permissible. This means in any discussion proselytizing is inappropriate as is condemning other religions based on personal religious views. In your writing, your personal opinions and religious beliefs should not be included unless the assignment calls for it. The academic study of a subject requires us to examine the topic of religion as objectively and dispassionately as possible. Including personal beliefs and opinions where they are not appropriate will negatively affect your grades.

## Assignments

Over the duration of this course, you will be given a variety of assignments. These assignments are designed to enhance your engagement with the course learning material.

### Book Review Essay

Over the course of the semester, you'll be required to read and write a review of a scholarly book that examines one aspect of the study of religion and science. Detailed instructions will be given when the essay is assigned. A list of choices will be provided for you during the first week of classes. Your essay must be between 1000 and 1100 words and will be turned in via the Canvas course website which can only accept PDF and Microsoft Word .doc and .docx files. Turning in the essay in any other format than PDF or Microsoft Word will not be accepted nor counted as being turned in on time. You must make sure you include a work cited page that includes the book you reviewed and any resources you used in the review. Your essay must be submitted by (11:59 pm mountain time) Sunday night. You may turn in your Book Review Essay five days late, that is the last day of classes, for 50% of the grade.

### Position Essay

In Week 12 you'll be assigned a position essay in which you'll have to take a position and argue for or against a topic basing your position on evidence. A sign-up list of possible choices will be provided for you. The position essay will be due at the end of Week 13. This essay must be between 1000 and 1250 words. This assignment will give you practice in developing the skill to present arguments clearly, backed by evidence, and to be able to anticipate and counter arguments made against your position. To be very clear, this is not an opinion essay. You must use legitimate sources, data, and other forms of information to establish the validity of your argument. The ability to evaluate facts and data, and to understand the implications and possible weaknesses of arguments in an important skill to have. This essay will help you to improve analysis skills. Your final essay will be turned in via the Canvas course website which can only accept PDF and Microsoft Word .doc and .docx files. Turning in the essay in any other format than PDF or Microsoft Word will not be accepted nor counted as being turned in on time. The essays must follow the MLA formatting style guide. You may turn in your Position Essays up to one week late for 50% of the grade.

### Primary Text Analysis Essay

During the week we examine Isaac Newton, Week 9, you will be reading transcripts from his manuscripts about alchemy. Your assignment will be to analyze how he uses what would be called religious and scientific language in the modern context. Detailed instructions will be given when the essay is assigned. This essay must be between 500 and 750 words. The goal of this essay is to help you improve your analysis skills by examining primary texts and drawing conclusions from the texts based on what is in them and what you know about the author and the context in which the text was produced. The essay will be turned in via the Canvas course website. The essays must follow the MLA formatting style guide. You may turn in your Primary Text Analysis essay up to one week late for 50% of the grade.

### News Report Analysis Essay

Every day journalists and news outlets present the news and make claims about a variety of events. These reports, no matter how much neutrality is emphasized, often display the news outlets' or journalist's views and/or biases. In this essay, you will find a news report that discusses religion and science and analyze it. Your focus will not be on the information being reported, but how the journalist or writer presented that information, what kind of position was presented, and how was that position reflected within the news report. This essay must be between 500 and 750 words. This assignment will give you practice in developing the skill to analyze statements, and

### Civil Communication (Netiquette)

Students are expected to communicate in a civil manner at all times. Discussion board interactions are to be carried out in a polite, courteous and dignified manner. Class discussion should be respectful and understanding towards both peers and instructor. Course discussion boards operate by the same rules of interaction and communication as per-person courses, not by the rules of interaction of social media. It is helpful to keep the following in mind:

- Be attentive to the fact that students will have varying cultural and linguistic backgrounds, as well as different political and religious beliefs, which will influence their approach, understanding, and views about many subjects. Use the differences as an opportunity to learn other perspectives.
- Use good taste when composing your responses in discussion boards. Swearing and profanity is not acceptable and avoiding it is part of being considerate to your classmates. Also consider that slang can be misunderstood or misinterpreted. Avoid its use if possible.
- Don't use all capital letters when composing your responses as this is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message. Similarly, do use proper capitalization, punctuation, good grammar, and spelling, and avoid using text messaging shortcuts.

look for the underlying position of the writer, so that you may identify biases or views that slant the reporting in one direction or another. You must use legitimate news sources. This means well known and established news organizations. These could be newspapers, television or cable news departments, or internet based news sites that have an established presence. If in doubt, ask the instructor. This essay will help you to improve your critical thinking skills. Your essays will be turned in via the Canvas course website which can only accept PDF and Microsoft Word .doc and .docx files. Turning in the essay in any other format than PDF or Microsoft Word will not be accepted nor counted as being turned in on time. You will also have to turn in a copy of your news article as a PDF. You may turn in your News Report Analysis Essays up to one week late for 50% of the grade.

### Reflection Essay

Four times during the semester, you'll be required to write a reflection essay in which you examine your own view, perspectives, biases, and preconceived notions about both religion and science. Each essay will build on the previous one, allowing you an opportunity to examine your own learning progress and see how the material you have examined has possibly changed your understanding of the categories or domains of religion and science. These essays should be written within a word processor and be at least 250 words. While this essay does not have to follow MLA formatting standards, you must include your name at the top of the essay. Your essays will be turned in via the Canvas course website which can only accept PDF and Microsoft Word .doc and .docx files. Turning in the essay in any other format than PDF or Microsoft Word will not be accepted nor counted as being turned in on time. You may turn in your reflection essays up to one week late for 50% of the grade.

### Discussion Boards

On many weeks, you will have one or two discussion board posts to answer. Each discussion board requires an initial response due by midnight, Friday night mountain time, and a comment to another's response by midnight Sunday mountain time. As a helpful reminder, the course calendar indicates the first discussion board post is due midnight Friday. Nevertheless, it is your responsibility to remember and make these posts on time. Not posting your first post by Friday night will incur a 5 point penalty against the final grade of the discussion board. That said, it is still better to post a response and comment by midnight Sunday even if you lose 5 points than posting nothing at all and receiving a zero.

As discussion boards move on from week to week, missing the discussion board week is like missing an in person conversation. Once it is missed there is no revisiting it. Thus missed discussion board posts, that is posts made after the midnight Sunday deadline, will not be accepted unless there are extenuating circumstance approved by the instructor. That said, life can get in the way and you can easily forget a discussion board or

do badly on it. Recognizing this I will drop your lowest discussion board score. Discussion boards make up 40% of your final grade.

### Reading Quizzes

Each week there will be a reading quiz. It will consist of ten multiple choice and/or true or false questions taken from a pool of questions. You will only be permitted to take the quiz twice. You will have a 10-minute time limit. You will be given the results of the quiz but not the answers to any you missed. You will receive the highest score of the two attempts. Each quiz is worth 10 points. Only the highest ten quizzes will be counted towards your final grade. The total of all the quizzes together equals 10% of your final grade. Each quiz will only be available the week it is assigned. It cannot be made up if missed nor can partial credit be given. The goal of these quizzes is to strongly encourage you to do the reading in a timely manner and to pay attention to the details, not just skim the text(s).

### Extra Credit

Towards the end of the semester, students often ask about extra credit opportunities. You will be provided a list of topics from which you must pick one. Once you have a topic, you will be required to write and submit an essay about it. The essay will be between 750 and 1000 words. The extra credit opportunity will become available in Week 10 and will be due on Friday of Week 15, the last day of class. The essay will earn a maximum of 75 points, or 7.5% of your final grade. This extra credit assignment is available to everyone regardless of what grade has been earned up to the point it becomes available. The essay will be turned in via the Canvas course website like all other essays. The essays must follow the MLA formatting style guide. This essay may **\*\*NOT\*\*** be turned in late.

### Civil Communication (Netiquette)

#### Continued...

- Be respectful of your others' views and opinions even if you disagree. Avoid "flaming" (publicly attacking or insulting) them as this can cause hurt feelings and decrease the chances of getting all different types of points of view. Instead, point out your disagreement and explain why you view things differently. Attacks shut down communication. Respectful disagreement opens up opportunities for everyone to learn.
- Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.

## Grading

### Assignment Breakdown

| Assignment Description              | Quantity | Points Each | Total Points | Total % |
|-------------------------------------|----------|-------------|--------------|---------|
| Discussion Boards (drop lowest one) | 15       | 25          | 400          | 40%     |
| Book Review Essay                   | 1        | 200         | 200          | 20%     |
| Position Essay                      | 1        | 75          | 75           | 7.5%    |
| Primary Text Analysis Essay         | 1        | 75          | 75           | 7.5%    |
| News Report Analysis Essays         | 2        | 25          | 50           | 5%      |
| Reflection Essays                   | 4        | 25          | 100          | 10%     |
| Reading Quizzes (drop lowest five)  | 10       | 10          | 100          | 10%     |
| Totals                              |          |             | 1000         | 100%    |

### Grading Scheme

In this course the following grading format will be used: A: 93-100; A-: 90-92; B+: 88-89; B: 83-87; B-: 80-82; C+: 78-79; C: 73-77; C-:70-72; D+:68-69; D: 60-67; F: below 60.

## Syllabus Change Policy

This syllabus is a guide for the course and is subject to change. Please check occasionally to make sure you have the latest version of the syllabus. Each change will result in an increase in the version number on the top of the page. You are responsible to make sure you have the most recent version of the syllabus.

## Course Schedule

The following is the schedule of the class. Unless specified, all assignments are due Sunday night, 11:59 PM Mountain Time. The last week of classes is the one exception. In that case, all assignments are due by 11:59 PM Mountain Time on the last day of classes. See the Assignment Summary below for actual due dates and assignment links.

| Week Topic                                      |   | Readings  | Assignments/Tasks  |
|---|---|---|--|
| <b>Interrogating Our Objects of Study</b>       |   |   |  |
| 1   | <b>Overview of the Complex History between Religion and Science</b> | <ol style="list-style-type: none"> <li>Harrison, Chapter 1, "The Territories of Science and Religion" in <i>The Territories of Science and Religion</i> (19 pages)</li> <li>Cunningham, "Getting the Game Right: Some Plain Words on the Identity and Invention of Science" (PDF) (25 Pages)</li> </ol> | Reflection Essay #1<br>Book Review Essay Topic Selection<br>Reading Quiz<br>Personal Introduction Discussion Board |
| 2   | <b>What Do We Mean By "Religion" and "Science"?</b>                 | <ol style="list-style-type: none"> <li>Cunningham and Williams, "De-Centering the 'Big Picture': 'The Origins of Modern Science' and the Modern Origins of Science" (PDF) (26 pages)</li> <li>Nongbri, <i>Before Religion</i>, "Introduction" (PDF) (14 pages)</li> </ol>                               | Discussion Boards (2)<br>Reading Quiz  |
| 3   | <b>Previous Ways of Knowing</b>                                     | <ol style="list-style-type: none"> <li>Harrison, Chapter 2, "The Cosmos and the Religious Quest" in <i>The Territories of Science and Religion</i> (34 Pages)</li> </ol>  | Discussion Boards (2)<br>Reading Quiz  |
| 4   | <b>What is Natural Philosophy and the Book of Nature?</b>           | <ol style="list-style-type: none"> <li>Cunningham, "The Identity of Natural Philosophy: A Response to Edward Grant" (PDF) (20 Pages)</li> <li>Harrison, Chapter 3, "Signs and Causes" in <i>The Territories of Science and Religion</i> (27 Pages)</li> </ol>   | Discussion Boards (2)<br>Reading Quiz  |
| <b>Theologians? Scientists? Something Else?</b> |   |   |  |
| 5   | <b>Francis Bacon (1561-1626)</b>                                    | <ol style="list-style-type: none"> <li>Zagorin "Francis Bacon's Concept of Objectivity and the Idols of the Mind" (PDF) (15 Pages)</li> </ol>   | Reflection Essay #2<br>Discussion Board<br>Reading Quiz  |
| 6   | <b>Galileo Galilei (1564-1642)</b>                                  | <ol style="list-style-type: none"> <li>Reeves, "Kingdoms of Heaven: Galileo and Sarpi on the Celestial" (PDF) (19 Pages)</li> <li>History.com, "Galileo Galilei" (PDF) (2 Pages)</li> </ol>   | Discussion Boards (2)<br>Reading Quiz  |
| 7   | <b>Thomas Tymme (d. 1620)</b>                                       | <ol style="list-style-type: none"> <li>Janacek, "Thomas Tymme and Natural Philosophy: Prophecy, Alchemical Theology, and the Book of Nature" (PDF) (21 Pages)</li> </ol>  | News Report Analysis Essay #1<br>Reading Quiz  |
| 8   | <b>Robert Boyle (1627-1691)</b>                                     | <ol style="list-style-type: none"> <li>Shapin &amp; Schaffer, Chapter 1, "Understanding Experiment" in <i>Leviathan and the Air-Pump: Hobbes, Boyle, and the Experimental Life</i> (PDF) (19 Pages)</li> </ol>  | Discussion Boards (2)<br>Reading Quiz  |

| Week Topic                                     |   | Readings  | Assignments/Tasks   |
|--|---|---|---|
| 9  | Isaac Newton (1643-1727)                                      | 1. Principe, “Reflections on Newton’s Alchemy in Light of the New Historiography of Alchemy” (PDF) (15 pages)<br>2. Guicciardini, “Digitizing Isaac Newton” (PDF) (7 Pages)                                 | Primary Text Analysis Essay #1<br>Reading Quiz                          |
| <b>The Invention of Religion &amp; Science</b> |   |   |   |
| 10   | From Religion to Religions                                    | 1. Harrison, Chapter 4, “Science and the Origins of ‘Religion’” in <i>The Territories of Science and Religion</i> (34 Pages)  | Reflection Essay #3<br>Discussion Board<br>Reading Quiz                 |
| 11   | Religion, Science & Nature                                    | 1. Harrison, Chapter 5, “Unity & Progress” in <i>The Territories of Science and Religion</i> (PDF) (28 Pages)   | News Report Analysis Essay #2<br>Reading Quiz                           |
| 12   | The Invention of Modern Science                               | 1. Harrison, Chapter 6, “Professing Science” in <i>The Territories of Science and Religion</i> (38 Pages)   | Position Essay Topic Selection<br>Discussion Boards (2)<br>Reading Quiz |
| 13   | The Professionalization of Modern Science                     | 1. Barton, “An Influential Set of Chaps’: The X-Club and Royal Society Politics 1864-85” (PDF) (29 pages)<br>2. Lucier, “The Professional and the Scientist in Nineteenth-Century America” (PDF) (34 pages) | Position Essay<br>Reading Quiz  |
| 14   | The Scopes Trial: Science and Religion in the American Courts | 1. Larson, Introduction and Chapter 1, “Digging Up Controversy” in <i>Summer of the Gods: The Scopes Trial and America’s Continuing Debate Over Religion and Science</i> (PDF)                              | Book Review Essay<br>Discussion Boards (2)<br>Reading Quiz              |
| <b>Review and Reflection</b>                   |   |   |   |
| 15   | Pulling It All Together                                       | 1. Harrison, Chapter 7, “Epilogue” in <i>The Territories of Science and Religion</i> (16 Pages)   | Reflection Essay #4<br>Discussion Board<br>Reading Quiz                 |

## University Policies & Procedures

Each week there will be a reading quiz. It will consist of ten multiple choice and/or true or false questions taken from a pool of questions. You will only be permitted to take the quiz twice. You will have a 10-minute time limit. You will be given the results of the quiz but not the answers to any you missed. You will receive the highest score of the two attempts. Each quiz is worth 10 points. Only the highest ten quizzes will be counted towards your final grade. The total of all the quizzes together equals 10% of your final grade. Each quiz will only be available the week it is assigned. It cannot be made up if missed nor can partial credit be given. The goal of these quizzes is to strongly encourage you to do the reading in a timely manner and to pay attention to the details, not just skim the text(s).

### Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. [Faculty Code Policy #403](#) further defines academic freedom and professional responsibilities.

### Academic Integrity - “The Honor System”

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

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The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

*“I pledge, on my honor, to conduct myself with the foremost level of academic integrity.”*

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

## Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University’s Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating**: using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
  - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done “individually;”
  - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
  - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
  - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
  - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
  - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification**: altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism**: representing, by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

## Sexual Harassment

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any “unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.” If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at (435) 797-1266.

## Withdrawal Policy and “I” Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term ‘extenuating’ circumstances includes: (1) incapacitating

illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

### Students with Disabilities

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print, digital, or audio) are available with advance notice.

Contacting the Disability Resource Center (DRC):

- On Campus: Room 101 of the University Inn
- Phone: 435-797-2444
- Website: <http://www.usu.edu/drc/>

Disability related resources for current students:

- [DRC Student Handbook](#)
- [Deaf and Hard of Hearing Student Handbook](#)
- [Disability Related Scholarships](#)
- [Campus Resources](#)
- [Documentation Guidelines](#)
- [Online Resources for Students with Disabilities](#)

### Diversity Statement

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Student Services: <http://www.usu.edu/student-services/> 435.797.1712, [studentservices@usu.edu](mailto:studentservices@usu.edu), TSC 220
- Student Advocates: <http://www.usu.edu/ususa/legal/> 435.797.2912, TSC 340,
- Access and Diversity: <http://www.usu.edu/accesscenter/> 435.797.1728, [access@usu.edu](mailto:access@usu.edu); TSC 315
- Multicultural Programs: <http://www.usu.edu/accesscenter/multiculture/> 435-797-1728, TSC 315
- LGBTQA Programs: <http://www.usu.edu/accesscenter/lgbtqa/> 435-797-GAYS, TSC 314
- Provost's Office Diversity Resources: <http://www.usu.edu/provost/faculty/diversity/> (435) 797-8176

You can learn about your student rights by visiting:

The Code of Policies and Procedures for Students at Utah State University: <http://www.usu.edu/student-services/studentcode/>

### Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: [Article VII. Grievances](#).

Full details for USU Academic Policies and Procedures can be found at:

- [Student Conduct](#)

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- [Student Code](#)
- [Academic Integrity](#)
- [USU Selected Academic Policies and Procedures](#)
- [USU Academic Policies and Procedures](#)
- [Academic Freedom and Professional Responsibility Policy](#)

### Emergency Procedures

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.

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