Global Seminar

Spanish History on the Camino de Santiago: A Hiking Adventure
CLA 3501 3 credits
May term 2020
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Syllabus

We have a wonderful adventure ahead of us as we hike approximately 300 miles together across northern Spain. We will walk on ancient Roman roads and follow the path first created by pilgrims over 1200 years ago. Most of our days will be filled with breathtaking scenery as we pass through fields, forests, small villages and tiny hamlets. We'll also spend time in major cities (Pamplona, Burgos, Leon) exploring the monuments through walking tours and lectures by local historians and guides. You will meet many pilgrims and fellow travelers from around the world, all with a unique story and reason for being on the Camino. Your journey and your story will become part of the Camino once we arrive at kilometer zero in Santiago de Compostela.

This seminar will combine the history of Spain, the history of the Camino de Santiago, art history, and architectural history with the practice of travel for transformation. While we will travel together, each of us will have the opportunity to experience something that holds unique and individual meaning. It may be a spiritual awakening, an educational epiphany, or a transformative personal moment. There will be ample time for personal reflection and contemplation as well as group experiences. You will be encouraged to use your time on the Camino to discover something that holds special meaning for you whether it is spiritual, a rite of passage, personal transformation or just openness to new experiences. We will all engage in reverent travel which is a practice that spans traditions and religions.

What are the objectives of this course?

- To experience firsthand the art, architecture, and fellow travelers on the Camino de Santiago.
- To reflect on the ethical implications of religion and government and discuss and debate topics such as racial issues, immigration, political resistance, spiritual observances and religious practice and traditions and historical contexts.
- To connect the experience, readings, and discussions to your own lives and to the larger world around you.
- To create a personal journal of the experience and record of conversations and readings
- To travel in a contemplative manner and engage with your own personal goals

Why does this course meet the Liberal Education requirements?

This course shows the value of critical thinking and analysis. Pilgrims have been walking the Camino for over 1200 years but the pilgrims of today are very different from the original pilgrims.
Through the readings (both historical and contemporary) and discussions, students will understand how the history of the Camino and the connection to the Catholic Church has been culturally informed and constructed and how writers have used this history to develop new areas of intellectual inquiry into the effect of this history on the life of the mind.

The Camino is a contemporary experience as well and each pilgrim has a personal reason for the journey. Students will engage with a variety of fellow pilgrims from all over the world which will help them understand and know that the history of the Camino continues to be written by every person who steps foot on that path – including the current students. Reading pilgrim stories is very different from experiencing this creation of history in the moment. Your journey becomes the story and the history. You are literally writing history.

This course meets Global Perspectives which is a liberal education requirement. You will have the opportunity to reflect on ethical implications of religion and government, and discuss and debate a variety of topics including, but not limited to, racial issues, immigration, political resistance, spiritual observances and religious practice and traditions, and historical contexts. We will also connect our experience, readings and discussions to our own lives and to the larger world around us both historical and contemporary. This course meets every day so there will be sustained opportunity to engage in the academic material as well as the physical experience of walking with an international community and engaging with history in a (primary) context. By the end of this course you will be able to identify, define, and solve problems through the daily experience of walking through towns and villages and speaking with people from around the world. You will also be able to understand diverse philosophies and cultures within and across societies through the readings and discussions and the articulation of your thoughts and experiences in the daily journal entries, presentations and written papers. All of the readings and conversations will be focused on helping you to become better equipped to understand (and ultimately deal with) the challenges and consequences of globalization and the effects of history and the interpretation of that history on our perceptions and assumptions. It is my goal that the Camino experience will equip you with the skills for effective citizenship and life-long learning. Throughout your life, you will meet others who have walked the Camino and it will be an opportunity to experience it again and learn from others what the experience meant to them.

The course considers how the questions we ask and the sources available to us shape our knowledge of the past and our understanding of its significance. We will discuss how we learn and process information and demonstrate that we cannot accept the received, dominant, or mainstream view of facts without critical reflection and comparison. At certain points on the Camino we will read specific historic accounts of the area or specific village or town and we will compare that with contemporary writings as well as our own perceptions. What has changed, what remains, what has been expanded, what has been lost. How have historians discussed these changes and what methods have they used to consider the physical, economic, and spiritual impacts. As an example, when we visit the Knights Templar castle in Pontferrada, we will discuss the influence of the Templars and what that meant for the city, the surrounding villages and pilgrims on the Camino. We will discuss their influence in Spain and in the larger European context as well as their conflict with the rising Muslim population in the Iberian Peninsula. We will read pilgrims accounts of visiting the castle and the experiences they had.
and contrast that to how contemporary pilgrims experience the town and the castle. We will read several documents about the Knights Templar and discuss their context in history as well as how we view such an organization today and we will explore the issues around religious conflicts and persecutions. Muslims were not the only culture to influence Spain and the person of Rodrigo Diaz de Vivar known as El Cid will give us the opportunity to discuss the role of Jews in Spanish thought and culture. We will evaluate the trustworthiness of multiple perspectives on historical issues and learn how historical claims can or cannot be backed by documentary evidence. In addition, we will discuss how these opposing viewpoints have impacted the current myths in Spain about El Cid and his continuing importance to national identity.

While abroad, we will follow international news and we will engage with others we meet on the Camino to understand and reflect on how events are impacting citizens in Spain, and other countries as well as Americans.

We will hike nearly every day, rain or shine with our days starting early (around 8 a.m.) to avoid the hottest part of the day. Most days, we will walk an average of 24 kilometers (15 miles) or 5-6 hours and eat our lunches as picnics along the way. After arriving at our evening destination, we will have time for exploration, rest, completing the journal assignments or hearing presentations. Spaniards do not eat dinner before 9:00 p.m. and we will quickly learn to adjust our patterns to the local culture. In the larger towns and cities, we will visit cathedrals, museums, monasteries, and historic buildings. There will also be group excursions and tours beyond the Camino to significant and interesting sites.

We will be constantly moving across the Spanish countryside. During the day, we’ll use our feet, and occasionally we’ll travel by bus. We will sleep in a different small hotel or hostel every night. On the trail we will carry a day-pack containing water, sun screen, camera, rain gear, extra clothing as necessary, band-aids, etc. Our luggage (one bag per student) will be transported for us each day to our evening destination. Each student will be given a cell-phone to use on the trail. Well broken in hiking boots are an absolute must for this seminar. It is recommended that hiking boots be purchased and broken in at least 2 months prior to the trip. Breakfast will be provided each morning and will generally be toast, orange juice, coffee with/without milk, and cola cao, which is a kind of powdered hot chocolate mixed with steamed milk. We will have dinner together a few evenings during the trip, otherwise lunch and dinner is on your own. Lunches may be purchased along the way – there are many restaurants, coffee shops and open air markets in the towns and villages we walk through. You do not need to have Spanish language skills, but some basic understanding will be helpful as you negotiate in shops and restaurants. Many languages, including English, are routinely spoken on the Camino.

I have walked the Camino de Santiago 21 times and every time has been a unique and amazing experience. The landmarks are now familiar to me but the journey is always new. I am very excited to share this experience with students.

Prior to departure students are required to attend at least two meetings where we will discuss preparation for the hike and general information will be provided.
Before arriving in Spain, students are required to view the film, *The Way* (2010) by Emilio Estevez.

**Prior to leaving the U.S.**

**By Friday, May 8**

Return your signed Accountability Contract to Nanette’s office (106 Johnston Hall) or by email to nhanks@umn.edu

**Join the Instagram account**

Essay #1 (due by email to Nanette nhanks@umn.edu by May 15th)

- Without doing any research, write down everything you know about Spain, such as; who lives there, what do they look like, how do they act, what do they eat, what do they wear, are they educated, what do they care about, what kind of music do they listen to, what are their customs, etc. Just make a list, don’t worry about punctuation or paragraphs or accuracy, just include as much as you can no matter how ridiculous. (at least one page in length, double spaced)

- Understanding your own culture will help you understand others. Write down all the things you can think of that make you who you are culturally. Where were you born, where are your parents/family from, what rituals are important in your family (Religious holidays? Birthdays? Graduations?), what values do you hold (honesty, education, work ethic, religion, etc.), how do you define success and what does it mean to be happy (is it how you dress, act, what you own, where you live)? A minimum of 300 and no more than 500 words.

Beginning reading *The Pilgrimage* by Paulo Coelho (2008) prior to arrival in Spain. This is a good text to take with you on the plane.

**Monday, May 18** Pamplona – Roncesvalles

Accommodations: La Posada de Roncesvalles (the same one that is in the movie *The Way!*)

http://laposada.roncesvalles.es/

After arriving by train in Pamplona, we will take a short drive (about one hour) to Roncesvalles, Spain which sits on the border with France in the beautiful Pyrenees Mountains. We will have an orientation meeting and discuss logistics. At the monastery in Roncesvalles, students will have their pilgrim’s passport document validated and stamped. We will attend the pilgrim’s evening mass and have a welcome dinner together in our hotel.

**Journal Entry:** What are your goals for this experience? What do you hope to achieve by the time you reach Santiago? What will it mean for you to say this was a successful experience? Think about the different RAM exercise Petrus teaches Paulo in the book; calling upon a messenger for help, discerning the correct solution to a problem, increasing the amount of love one has for the world – what are the exercises that will be useful for you to incorporate into your experience?
**Student Presentation: Song of Roland ( )** The monument to Roland and the accompanying text from 1040-115 demonstrate the Muslim influence in Spain and the struggle for Spanish independence from the French.

175. Roland feels that the end of his time has come. He lies on a rocky hillock looking towards Spain, and with one hand he beats his breast: “God, I am guilty before thee on account of the sins both great and small that I have committed, from the hour I was born to this day on which I am struck down!” He has stretched out his right glove towards God. The angels of heaven descend to him.

**Tuesday, May 19** Walk Roncesvalles – Zubiri (20 km)

Beginning in Roncesvalles, students will hike through the Basque region to Zubiri. Make special note of the architecture of the Basque region.

**Journal Entry:** How do you feel physically and mentally after today’s walk? Write it all down. Aches? Pains? Blisters? Concerns? Did you get enough to eat?

**Discussion:** Be prepared to discuss the Coelho book. Part of the quest involves being able to sift through all the pieces of advice and figure out which is useful and which is not in order to lead him to his goal. What pieces of advice have you received that were or were not useful and how did you figure out which was which?

**Student Presentation: The Basque past and present ( )** The struggle for independence in the Basque region has included a long history of terrorist attacks and discussions of ETA are still guarded by most Spaniards.

**Wednesday, May 20** Walk Zubiri – Pamplona (Iruña) (15 km)
Accommodations: Hotel Pompaelo Urban Spa https://www.hotelpompaelo.com/

We will hike directly into Pamplona and on to our hotel. We will have a brief meeting at the hotel and student presentation after which students will be free to explore the city.

**Journal Entry and Scavenger Hunt combined.**

**Student Presentation: History of Pamplona ( )** We will enter the city through the walls surrounding Pamplona. Who or what are they protecting against and how do these monuments figure into current and local history including our own country’s desire to build walls to keep out undesirable peoples.

**Thursday, May 21** Walk Pamplona – Puente la Reina (20 kms)
Accommodations: Hostel Albergue Jakue http://www.jakue.com/el-albergue/

After leaving Pamplona, students will visit the 12th century Romanesque Church of Eunate with its unique octagonal design and cross over the famous bridge in Puente la Reina.
Journal Entry: ODIE assignment; Observe, Describe, Interpret, Evaluate
As you walk today, choose something – anything that interests you or catches your eye and use the prompts ODIE to write about it. We will share these observations in small groups during our evening meeting.

** Student Presentation: Church of Eunate and Puente la Reina ( )** The tradition of fund raising and building by women in the Catholic Church in aid of pilgrims and travelers and linking that to current practices.

Friday, May 22 Puente la Reina – Estrella (22 kms) Drive to Logrono

** DAY OF SILENCE ** We will walk the entire day in silence with no electronic devices.

Journal Entry: What was it like to walk in silence? What was good and what was challenging? Would you like to do it again? Why or why not?

Saturday, May 23 Drive to Najera and walk from Najera to Santo Domingo de la Calzada (20 km)
Accommodations: El Molina de Floren elmolinodefloren.com

We will have a short drive from Logrono to Najera with a stop at Santa Maria Real. We will walk from Najera to Santo Domingo de la Calzada and assemble in front of the cathedral for the student presentation and afterwards we will visit the chickens.

Journal Entry: Walk with someone different today either inside or outside the group. Find out all you can about that person. Why are they walking the Camino? What do they hope to achieve by the time they walk into Santiago? What did you learn and what did that tell you about yourself?

** Student Presentation: Najera
** Student Presentation: History of Santo Domingo de la Calzada and the camino miracle ( )** The employment of myth in religious practice.

Sunday, May 24 Drive to Villafranca walk from Villafranca to San Juan de Ortega and drive to Burgos (12 kms)

Students will walk approximately 12 kilometers with a stop at the Monumento de los Caidos.

Journal Entry: Read the Conrad Rudolph “Pilgrimage to the End of the World.” Rudolph describes the cultural atmosphere of the medieval pilgrimage. What is the cultural atmosphere of the Camino today and how does that compare to that described by Rudolph?

** Student Presentation: Monumento de los Caidos ( )** A monument for those who were murdered during the Spanish Civil War and the determination of the people to acknowledge and remember those who were lost
**Student Presentation: El Cid** Larger than life figure in Spanish history; the good, the bad, and the truly ugly facts about this historical figure.

Tour of the cathedral at 5:00 p.m.

**Monday, May 25** Rest day in Burgos
Accommodations: Boutique Museo

This is a non-hiking day. Burgos is a very cosmopolitan city. There is great shopping, music, restaurants, museums, and monuments to visit. You will have nearly the whole day free to explore the city at your leisure.

**Journal Entry:** There is a difference between being a tourist and being a pilgrim. Reflect on that difference. To help you get started, think about this; pilgrims are assigned or prescribed to complete the journey with the goal of personal transformation. A tourist usually has no interest or investment in the communities or people or culture, these things exist for their enjoyment and entertainment. What does it mean to you to be a pilgrim and not a tourist? How has that manifested itself so far?

**Tuesday, May 26** Drive to Hornillos del Camino and walk to Castrojeriz (18 km)

We will begin our day with a drive from Burgos to Hornillos del Camino and walk from there to Castrojeriz

**Wednesday, May 27** Walk Castrojeriz to Fromista (25 kms)
Accommodations: Hotel San Pedro [hostalsanpedrodefromista.com](http://hostalsanpedrodefromista.com)

**Student Presentation: Church at Fromista** Considered one of the most architecturally pure examples of Romanesque architecture in the world, this church has always been an important stop on the camino.

**Journal Entry:** Start thinking about how you will describe this experience on your resume. List at least 4 or 5 ways you might want to describe it. We will workshop this as a group so be prepared to share your list. This will help you prepare essay #2.

**Thursday, May 28** Drive to Leon (non-hiking day)
Accommodations: QH Centro Leon [https://www.hotelqhcentroleon.com/](https://www.hotelqhcentroleon.com/)

City tour and tour of the cathedral. Turn in Essay #2 in the morning.

**Friday, May 29** Drive to Astorga with a stop at Hospital de Orbigo walk from Astorga to Rabanal del Camino (20 km)
Accommodations: Casa Indie [https://casaindie.com/](https://casaindie.com/)

The Bishop’s Palace in Astorga, designed by the famous architect Gaudi, is definitely a must-see and be sure to try the pastries Astorga is famous for. There is also a Museum of Chocolate which is a great place to purchase souvenirs and postcards or maybe just fill your backpack with chocolate bars for yourself. The Museum of the Camino is also recommended.
** Student Presentation: Spanish architect Antoni Gaudi ( ) Known throughout the world for his fanciful and spectacular architectural creations, Gaudi has become the most famous Spanish architect in the world.

** Assignment: Read the handout marked 62. Hospital de Orbigo. We will perform a reenactment of the Paso Honroso when we arrive in town. Work with Zoe to assign roles and secure props in preparation. Everyone must participate in some way.

** Saturday, May 30 Walk from Rabanal del Camino to Molinaseca (25 kms) 
Accommodations: Albergue Santa Marin
http://www.alberguescaminosantiago.com/albergues/albergue-de-peregrinos-santa-marina-molinaseca-leon/

SILENT WALKING TO AND FROM CRUZ DE FERRO. (Remember to bring your stone with you in your backpack)

** Journal Entry: Reflect on dropping the stone at the Cruz de Ferro. How did that feel? Was it different than you expected?

** Sunday, May 31 Drive from Molinaseca to Ponferrada to visit the Castle Walk from Ponferrada to Villafranca del Pierzo (23 km) 
Accommodations: Albergue El Castillo https://www.albergueelcastillo.es/

** Student Presentation: Knights Templar ( ) The complicated history of a group sworn to protect the pilgrim travelers but at odds with both the church and the state.

** Journal Entry: ODIE assignment; Observe, Describe, Interpret, Evaluate
As you walk today, choose something – anything that interests you or catches your eye and use the prompts ODIE to write about it. We will share these observations in small groups during our evening meeting.

** Student Presentation: Who was St. James? ( ) Apostle, disciple, brother, saint, the history of St. James is equal parts historical fact, legend, and money making scheme.

** Monday, June 1 Drive from Villagranca del Bierzo to Ambasmestas walk from Ambasmestas to O’Cebreiro drive to Sarria (14 km) 

** Tuesday, June 2 Walk from Sarria to Portomarin (23 km) 
Accommodations: Albergue Ultreia ultreiaportomarin.com/en/

Pilgrims must walk from Sarria to Santiago to receive the Compostela certificate. The camino will get noticeably more crowded from this point on but it’s a great opportunity to meet walkers from all over the world. Don’t miss the chance to strike up a conversation with fellow pilgrims.

** Journal Entry: Describe someone you’ve met on the trail outside the group. Where were they from? Why were they walking the Camino? How does their journey mirror yours?

** Wednesday, June 3 Walk from Portomarin to Palas do Rei (26 km) 
Accommodations: Albergue San Marcos http://alberguesanmarcos.com/
Now we are fully in Galicia and you will start to notice the Celtic influence. This should be a very pleasant walk and you will reach the top of the Serra do Ligonde which rests between the rivers Mino and Ulla. You will have a stunning panoramic view from the top. This area had a very notorious reputation during the middle Ages. It was said “these mountains were swarmed by prostitutes to lure pilgrims.” Fortunately, those days are long past.

**Student Presentation: The Celtic Influence in Spain** How did they get here? Why did they come? How do we see that manifested on the camino?

**Journal Entry:** Read the Julia Blackburn handout. How have you consumed the experience so far? Have you eaten a map as Sally did? How does your consuming of this experience manifest itself? How might it be “born” in your future?

**Thursday, June 4** Walk from Palas do Rei to Arzu (28 km)

This is one of the most beautiful sections of the camino but it is also a long hike with many rolling hills. Take it slow and easy, this isn’t a race. Enjoy the song of the cuckoos in the wooded areas.

**Student Presentation: Compostela certificate** The historical and culture significance of the Compostela and what it means to modern day pilgrims.

**Friday, June 5** Walk from Arzu to Pedrouzo (20 km)
Accommodation: Mirador Albergue [https://www.alberguemiradordepedrouzo.com/](https://www.alberguemiradordepedrouzo.com/)

You may want to get to bed early after yesterday’s section and today will seem like a stroll in comparison. You will walk through beautiful and fragrant eucalyptus forests.

**Assignment:** Start working on final project and essay

**Student Presentation: The Witches of Galicia** You see them everywhere, las brujas, how and why have they become such a cultural icon for this area?

**Saturday, June 6** Walk from Pedrouzo to Santiago de Compostella (20 km)

We will hike directly to the Pilgrim Office to receive our Compostela Certificates. Tour of the Cathedral, rest of the day free, meet again for farewell dinner and final project presentations.

**Student Presentation: Monte de Gozo** From this point you can see the spires of the cathedral and the long descent into the city of Santiago.

**Presentation of final project and submit final paper**

**Wednesday, June 7** Transfer to Santiago airport
Grading: A = 90 - 100%, AB = 86 – 89%, C = 70 – 74%, CD = 65 – 69%, D = 60 – 64%, F = 0 – 59%

Participation: 35% Students are expected to hike each scheduled day and to participate fully in all discussions, assignments, and excursions.

Journal entries: 30% Students will keep a daily journal recording their experiences on the Camino. Some entries will address specific topics but most will be a space for reflection on issues encountered on the Camino, in the readings, or in the group discussions. The reflections should provide insight to issues, challenges, concerns, or successes experienced during the seminar. These writings will sometimes be discussed during the evening in small groups or pairs. Be prepared to hand in your journals for review each day.

Oral presentations: 10% Each student will give one oral presentations to the group on a specific topic. The presentation should be at least 10 minutes in length and incorporate historical and contemporary information as applicable. The presentations should include information about how or why the topic is connected to the Camino de Santiago. Research can be done prior to leaving for Spain. Each student must connect with me about the presentation to go over the format and content before leaving for Spain.

Essays: 30% Students will complete three reflection essays of at least 500 words.

Final exam: It is traditional after finishing the camino, for each member to offer something to the group at the final dinner. This could be a poem, song, reading, interpretive dance, joke, haiku, or any other creative expression that demonstrates how you feel about your Camino experience.

Essay #2 – Beth Justino writes that the camino has three stages; a test of the body, a test of the mind and a gift to the soul. In this essay, take some time to think about where you are in this journey and what you have learned so far. If you were to put this experience on your resume, what would you say about it? How would you describe it to an employer? What skills have you learned?

Essay #3 – Think of each presentation, each reading, journal entry and reflection as individual stepping stones along the way. Walk through these in your mind until you come to the end. Now, describe the journey. What were your fears, excitements, expectations? Were they realized or unrealized? What are the remaining unanswered questions? When you close your eyes and think about this experience, what mental images come to mind and what are their meanings to you? Imagine you are describing this journey to your family or to a friend. How will you tell them what it meant to you?

Required readings/film:

The Pilgrimage
Coelho, Paulo (HarperOne, 2008)

Walking to the End of the World
Beth Justino (Mountaineers Books 2018)
The Way (film)
Estevez, Emilio (Icon Entertainment International, 2010)

The additional readings will be available as an attachment.

**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 to adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see: [http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html](http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html).

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."

**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. ([Student Conduct Code:](http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html) 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: [http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html](http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html).

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: [http://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. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class—e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.
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:
http://www1.umn.edu/regents/policies/humanresources/SexHarassment.html

Equity, Diversity, Equal Opportunity, and Affirmative Action:

The University will provide 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:
http://www1.umn.edu/regents/policies/administrative/Equity_Diversity_EO_AA.html

Disability Accommodations:

The University is committed to providing quality education to all students regardless of ability. Determining appropriate disability accommodations is a collaborative process. You as a student must register with Disability Services and provide documentation of your disability. The course instructor must provide information regarding a course's content, methods, and essential components. The combination of this information will be used by Disability Services to determine appropriate accommodations for a particular student in a particular course. For more information, please reference Disability Services: http://ds.umn.edu/student-services.html

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: http://www.mentalhealth.umn.edu.

Academic Freedom and Responsibility: for courses that do not involve students in research

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. [Customize with names and contact information as appropriate for the course/college/campus.]