SOC/WST340: Sociology of Human Reproduction
Stony Brook University, Summer Session II
Monday, July 8, 2019 – Saturday, August 17, 2019
**SUBJECT TO CHANGES **

"Pregnancy and childbirth are not only physical and medical experiences, after all.
They are also social experiences that, in modern America, serve to restrict women's
ability to participate in society on equal footing with men."
— Katha Pollitt, American poet, essayist, and critic

Part 1: Course Information

Professor Katie M. Gordon   Email: katie.gordon@stonybrook.edu
Office Hours: By appointment   Office: Online

Welcome! Sociology is the study of human social activity, organization, and interaction. The Sociology of Human Reproduction studies the links between biological reproduction and the socioeconomic and cultural processes that affect and are affected by it. We examine the history of the transition from high levels of fertility and mortality to low levels of both; different kinship, gender, and family systems around the world and their links to human reproduction; the value of children in different social contexts; and the social implications of new reproductive technologies. It is my hope that the topics and readings we discuss in this course will cast a new light on some of your prior assumptions and knowledge about reproduction and the social world, and that students will "arrive" to the class curious, with questions in mind! Together, we will create a valuable learning community, one in which we will draw upon each other as resources.

Learning Objectives

In this course, students will:
- Develop the ability to examine human reproduction from using a sociological perspective
- Be introduced to the major sociological perspectives in the study of human reproduction
- Understand the ways that systems of privilege that are organized around gender, race, class, and sexual orientation structure perspectives on human reproduction
- Think critically about key reproductive concepts, such as contraception, assisted reproductive technologies, and women's pregnancy and birth experiences

All readings will be available to students via Blackboard. It is imperative that students understand that this is an accelerated course. Both the volume and complexity of the assignments will be demanding. I recommend that students read the required texts and view the Instructor Lecture prior to engaging with any media or movies I have assigned for that week.

I make extensive use of film in my courses. I find that they help students digest the material and understand how sociology operates in their worlds. However, because this course is taught online, we will not have the opportunity to view films together in the classroom. Therefore, students are required to either have digital subscriptions to Netflix, Amazon, and Hulu, or to individually rent the videos required for this course. I understand that the cost of education can be prohibitive, so this digital subscription is a requirement in lieu of an assigned textbook. Students can acquire access to these videos through whatever method is more cost-effective to them (e.g. students own copies of the movies, etc.).

Note: Even if you have seen the video outside of this course, I ask that you re-watch it with the weekly course material in mind. As such, students should complete the weekly readings and lecture **prior** to watching the video so they can apply the topics to the film. Completing the assignments in this order will help students with their Discussion Forum responses.

Course Delivery Mode and Structure

This is an asynchronous online course, delivered in the Blackboard learning management system (LMS). This means that this course does not have a set meeting time and date – you may engage with the learning materials when it is most convenient to you. However, students in asynchronous courses must take extra care to be mindful of all course expectations, deliverables and due dates.

Note: Materials for each week will be made available to students on Blackboard on the preceding Monday. For example, readings for Week 3, which begins on July 21st, will be open for viewing on Blackboard at midnight on Monday, July 15th.

Recommended Order of Task Completion: The following is my recommendation for the order to approach the weekly course materials. I recommend students view the Instructor Lecture first to provide foundation for the rest of the assigned materials. Next, students should complete the readings in the order they are listed. Last, students should view the assigned films for the week. This order of task completion is recommended so that students can first learn the material through lecture and reading, then apply the knowledge they have acquired to the week's film.

How We Will Communicate

Course-related questions should be posted in the General Questions Forum in the course Discussion Forum. I strive to respond to your questions as soon as possible, but please allow between 24-48 hours for a reply. For questions not listed in the General Questions Forum, please contact me using your Stony Brook University email account. When you contact me with questions please adhere to the "three before me" approach and check the following resources before emailing: first, the course syllabus, second, any detailed assignment documentation posted in the Assignments folder in blackboard, and third, the "Open Forum" Discussion Forum thread where I respond to common questions and concerns. All instructor correspondence will be sent to your SBU e-mail account. Please plan on checking your SBU email account regularly for course-related messages.

This course uses Blackboard for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The Blackboard course site can be accessed at https://blackboard.stonybrook.edu. You are responsible for having a reliable computer and Internet connection throughout the term. **Caution!** You will be at a disadvantage if you attempt to complete all coursework on a smart phone or tablet. It may not be possible to submit the files required for your homework assignments.

The following list details a minimum recommended computer set-up and the software packages you will need to have access to, and be able to use:

- PC with Windows 8 or higher (we recommend a 3-year Warranty), or:
- Macintosh with OS 10.11 or higher (we recommend a 3-year Warranty)
- Intel Core i5 or higher
- 250 GB Hard Drive
- 8 GB RAM
- Latest version of Chrome, Firefox or Explorer; Mac users may use Chrome, Firefox or Safari. (A complete list of supported browsers and operating systems can be found on the My Institution page when you log in to Blackboard.)
- High speed internet connection
- Printer
- Word processing software (Microsoft Word, Pages, etc.)
- Speakers (either internal or external) or headphones
- Ability to download and install free software applications and plug-ins (note: you must have administrator access to install applications and plug-ins).
- Adobe Flash player with the latest update is crucial for playing multiple videos throughout the course

Technical Assistance

If you need technical assistance at any time during the course or to report a problem with Blackboard you can:

- Phone: (631) 632-9800 (client support, Wifi, software and hardware)
- Submit a help request ticket: https://it.stonybrook.edu/services/itsm
- Visit the Walk-Up Tech Support Station in the Educational Communications Center building

Part 2: Course Schedule	
Week	**Assignments, Activities, and Due Dates**
Week 1: **July 8 – July 14** Sociological Perspectives on Reproduction	**Read:** [Leavitt 2009] The Medicalization of Childbirth (pp.1-27) [BWHC 2008] Choosing Your Health Care Provider and Birth Setting (pp. 159-160) [Time Magazine 2013] Having it All Without Having Children (pp. 1-3) **Watch:** Week 1 Instructor Lecture The Business of Being Born | 2008, 85 mins | $3.99 for 30 day / 48-hour rental o The Business of Being Born explores the history of obstetrics, the history and function of midwives, and how many common medical practices may be doing new mothers more harm than good. **Due:** Discussion Forum Introduction [opens July 1st, due July 10th] Syllabus Quiz [opens July 8th, due July 10th]

First Responders Post in Discussion Forum [opens July 7th, due July 10th]
Reply to another's Introduction [due July 12th]
Week 1 Quiz [opens July 12th, due July 14th]
Connectors Post in Discussion Forum [due July 14th]

Week 2: **July 15 – July 21** Fertility, Birth Control, and Abortion	**Read:** [Lowrey 2012] The Economic Impact of the Pill (pp. 43) [Gordon 2007] The Folklore of Birth Control (pp. 19-30) [Joffe 1995] Doctors of Conscience: The Struggle to Provide Abortion Before and After Roe v. Wade (pp. 51 - 59) [Reich 2008] Not Ready to Fill His Father's Shoes: A Masculinist Discourse of Abortion (pp. 78 - 89) [Paltrow 2013] Roe v. Wade and the New Jane Crow: Reproductive Rights in the Age of Mass Incarceration (pp. 209 - 216) **Watch:** Week 2 Instructor Lecture Reversing Roe | 2019, 99 mins | Netflix o 45 years after it revolutionized abortion law in America, the landmark 1973 US Supreme Court case Roe v. Wade is once again at a crossroads. Reversing Roe depicts the state of abortion and women's rights in America. **Due:** First Responders Post in Discussion Forum [opens July 14th, due July 17th] Week 2 Quiz [opens July 19th, due July 21st] Connectors Post in Discussion Forum [due July 21st]
Week 3: **July 22 – July 28** Reproductive Technologies	**Read:** [Rudrappa 2012] India's Reproductive Assembly Line [Almeling 2011] Selling Genes, Selling Gender (pp. 104 - 110) [Gamson 2013] The Belly Mommy and the Fetus Sitter: The Reproductive Marketplace and Family Intimacies (pp. 121 - 135) **Watch:** Week 3 Instructor Lecture Google Baby | 2009, 68 mins | YouTube o A journey across three continents telling the story of the up and coming baby production industry in the age of globalization. **Due:** First Responders Post in Discussion Forum [opens July 21st, due July 24th] Week 3 Quiz [opens July 26th, due July 28th] Connectors Post in Discussion Forum [due July 28th]
Week 4: **July 29 – August 4**	**Read:** [Coeytaux, Bingham, and Strauss 2011] Maternal Mortality in the United States: A Human Rights Failure (pp. 153 - 160)

Maternal Mortality and Reproductive Health	[Schwartz and Woodruff 2011] The Risks to Reproductive Health and Fertility (pp. 175 - 183)
	
	Watch:
	Week 4 Instructor Lecture
	Giving Birth in America | 82 mins total
	   o CNN and Every Mother Counts present the surprising journeys of women giving birth in America. The films seek to raise the profile and issues of maternal health in the United States.
	   o Watch [links available beneath video on main page]
	       ▪ Giving Birth in America: Florida [15:29 mins]
	       ▪ Giving Birth in America: New York [13:35 mins]
	       ▪ Giving Birth in America: Montana [16:37 mins]
	       ▪ Giving Birth in America: California [18:10 mins]
	       ▪ Giving Birth in America: Louisiana [18:37 mins]
	
	Due:
	First Responders Post in Discussion Forum [opens July 28th, due July 31st]
	Week 4 Quiz [opens August 2nd, due August 4th]
	Connectors Post in Discussion Forum [due August 4th]

Week 5: **August 5 – August 11** Special Populations Targeted for Reproductive Control	**Read:** [Chen 2013] Invisible Immigrants: What Will Immigration Reform Mean for Migrant Women? (pp. 206 - 209) [Kallianes and Rubenfeld 1997] Disabled Women and Reproductive Rights (pp. 219 - 232) [Solinger 2001] Motherhood as Class Privilege in America (pp. 232 - 238) [Gutierrez 2008] The Fertility of Women of Mexican Origin: A Social Constructionist Approach (pp.32 - 42) **Watch:** Week 5 Instructor Lecture Babies Behind Bars P1 | 2011, 45 mins | YouTube Babies Behind Bars P2 | 2011, 45 mins | YouTube o Babies Behind Bars follows pregnancy and birth in prison, including the 'Wee Ones' program at the women's prison in Indiana, in which well-behaved prisoners are allowed to keep their babies in a nursery wing with other inmates as nannies. **Due:** First Responders Post in Discussion Forum [opens August 4th, due August 7th] Week 5 Quiz [opens August 9th, due August 11th] Connectors Post in Discussion Forum [due August 11th]
Week 6: **August 12 – August 17** The Way Forward:	**Read:** [Luna and Luker 2013] Reproductive Justice (pp. 244 - 249) [Mahalingam and Wachman 2012] Female Feticide and Infanticide: Implications for Reproductive Justice (pp. 264 - 270)

| Moving Toward Reproductive Justice | [Clinton 1995] Excerpt from Remarks to the U.N. 4th World Conference on Women Plenary Session (pp. 270 - 273) |

Moving Toward Reproductive Justice	[Clinton 1995] Excerpt from Remarks to the U.N. 4th World Conference on Women Plenary Session (pp. 270 - 273)
	Watch: Week 6 Instructor Lecture Birthright: A War Story | 2017, 100 mins ○ Birthright: A War Story is a feature length documentary that examines how women are being jailed, physically violated and even put at risk of dying as a radical movement tightens its grip across America. Available to rent on Amazon or through Hulu. **Due:** First Responders Post in Discussion Forum [opens August 11th, due August 14th] Final Exam [opens August 16th, due August 17th at 5:00 p.m.] Connectors Post in Discussion Forum [due August 17th]

Part 3: Grading, Attendance, and Late Work Policies

ASSESSMENT AND GRADING

Viewing Grades on Blackboard

Points you've earned for graded activities will be posted to the MyGrades screen in the Tools area of Blackboard. In this course, you will be assessed on the following:

Percentage	Activity/Assignment
10%	Syllabus Quiz
30%	Weekly Quizzes [5% each]
35%	Weekly Discussion Board Participation
25%	Final Exam

Letter Grades

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Letter Grade	%	Performance
A	94 – 100	Excellent Work
A-	90 – 93	Nearly Excellent Work
B+	87 – 89	Very Good Work
B	84 – 86	Good Work
B-	80 – 83	Mostly Good Work
C+	77 – 79	Above Average Work
C	74 – 76	Average Work
C-	70 – 73	Mostly Average Work
D+	67 – 69	Below Average Work
D	64 – 66	Poor Work
D-	60 – 63	Near Failing Work
F	0 – 59	Failing Work

<u>Syllabus Quiz: 10%</u>

Students are required to complete a quiz testing their knowledge about the content in this syllabus. This is designed to be an easy an opportunity for students to demonstrate their knowledge about the contents of

this syllabus to me and earn points toward their final grade. A link to the quiz will be posted on Blackboard at the beginning of our course. All quizzes must be completed by **July 10, 2019 at 11:59 p.m.** Late work will not be accepted.

Weekly Quizzes: 5% each, 30% total
Each week students will complete a quiz. Quizzes are intended to ensure students are engaging with the material and prepare them for the final exam. Quizzes will mirror the format of the final exam and will include a mixture of T/F and multiple-choice questions. Questions for the quizzes will be culled from lectures, readings, course media, and Discussion Forum activity. **Quizzes will open on the Friday** they are due (dates are included in the Course Schedule above). Students will complete their quizzes in Blackboard via the Assignments link by **Sunday at 5:00 p.m.** on the week they are due (due dates are included in the Course Schedule above). Students will have 1 hour to complete their quiz and will only have one opportunity to complete the quiz (i.e. you will not be able to make multiple attempts to complete the quiz). Students are not required to complete a quiz on the final week of class; students will instead complete the final exam. Questions from the final week of class will be included on the final exam.

Weekly Discussion Forum Participation: 35%
As this is an online course, we will not have an opportunity to interact in a classroom with one another. Therefore, I require students to participate in the Discussion Forum section of Blackboard. **Note:** This is worth a substantial portion of your grade. Students should pay close attention to the requirements of this assessment.

For the Weekly Discussion Forum Participation, I organize students into groups that have different responsibilities each week. Students will either be *First Responders* or *Connectors.* Each student will be assigned as a First Responder once during the course and a Connector for the remaining 5 weeks. I have created a schedule so that everyone knows when they are assigned to be a First Responder or a Connector. This Weekly Discussion Forum Participation schedule is located in the Course Documents section of our Blackboard site. **Note:** The Discussion Forum Participation schedule cannot be altered.

First Responders:
The week's Discussion Forum will open for First Responders on the **Sunday** preceding the week's material. First Responders are required to respond to the prompt by **Wednesday at noon** on their assigned week (due dates are included in the Course Schedule above). First Responders will post a minimum 250-word (about half one single-spaced page) response to the prompt I have provided for that week. First Responders are expected to incorporate the weekly course materials in their response. First Responders can briefly summarize the weekly material to lay the foundation for their response to the weekly prompt, but should focus primarily on engaging analytically with the material. Students who demonstrate thoughtful consideration of the course material will do well on this assignment. **Note:** During the week that you are assigned as a First Responder, you will need to complete the weekly assignments earlier than you will on the weeks that you are assigned as a Connector. Please schedule your time accordingly.

Connectors:
Connectors are required to post twice (i.e. one response to two different discussions). Connector posts should reply to the First Responder or to another student who has already posted to the thread. In other words, Connectors do not reply to the prompt itself. Connectors may choose which comment to they would like to respond to. Connectors are required to post their responses to the First Responders by **Sunday at noon** (due dates are included on the Course Schedule above). **Note:** If you are assigned to be a Connector

during the final week of class, the due date is **Saturday, August 17ᵗʰ** (not on the normally scheduled Sunday).

The Discussion Forum is your area to engage with our weekly topics. Therefore, I will remain outside of the conversations until the end of the week when I provide my response to the week's activity.

Final Exam: 25%
The final exam will be available through Blackboard. Students will have two hours to complete the exam. The exam will consist of a combination of multiple choice and true/false questions. Questions for the final exam will be culled from lectures, readings, course media, and Discussion Forum activity. The final exam will be open on Blackboard between **August 16, 2019 at 12:01 a.m. and August 17th, 2019 at 5:00 p.m.** Students who do not complete the final by the deadline will not have an opportunity to make up the exam.

Writing Expectations

This is a writing-intensive course. While I understand that students in my class come from diverse linguistic backgrounds, I do require that papers are grammatically correct, follow ASA guidelines, and show attention to writing style and format. If you believe that this may be difficult for you, please contact me early in the semester so that we can work out appropriate arrangements. Written communication is important in Sociology, but I do not want this to be a stumbling block for anyone to do well. Some strategies for improving your writing include taking advantages of The Writing Center, scheduling meetings to talk with me about your writing, and reading your written work aloud to yourself as part of the editing process. Remember that even the best writers need practice with editing, and don't be over-critical of yourself.

Late Work Policy

Late work will not be permitted in this course unless the student has a legitimate documentation of each absence. Students are responsible for notifying the instructor as far in advance about scheduled absences, sicknesses and/or emergencies as possible. Failure to do so in a timely manner will result in the student forfeiting any opportunities to make-up missed deadlines and late work in the future. If you arrange to make-up late work but fail to keep the appointment time, you will forfeit the opportunity to make-up the assignment in the future. *All late work must be completed within three days of the assignment's original due date.* In cases of incapacitating illness or family emergencies, it is your responsibility to contact me ASAP to arrange to take complete your make-up work.

DISCUSSION BOARD GRADING RUBRIC	
Understanding Readings and Outside References	
Exemplary = 3	Discussion postings display an excellent understanding of the required readings and underlying concepts including correct use of terminology. Postings integrate an outside resource, or relevant research, or specific real-life application (work experience, prior coursework, etc.) to support important points. Well-edited quotes are cited appropriately. No more than 10% of the posting is a direct quotation.
Proficient = 2	Discussion postings display an understanding of the required readings and underlying concepts including correct use of terminology and proper citation.
Limited = 1	Discussion postings repeat and summarize basic, correct information, but do not link readings to outside references, relevant research or specific real-life application and do not consider alternative perspectives or connections between ideas. Sources are not cited.

Unsatisfactory = 0	Discussion postings show little or no evidence that readings were completed or understood. Postings are largely personal opinions or feelings, or "I agree" or "Great idea," without supporting statements with concepts from the readings, outside resources, relevant research, or specific real-life application.

Participation in the Learning Community	
Exemplary = 3	Discussion postings actively stimulate and sustain further discussion by building on peers' responses including o building a focused argument around a specific issue or o asking a new related question or o making an oppositional statement supported by personal experience or related research, **OR** Discussion postings are distributed throughout the module (not posted all on one day or only at the beginning or only on the last day of the module).
Proficient = 2	Discussion postings contribute to the class' ongoing conversations as evidenced by: o affirming statements or references to relevant research or, o asking related questions or, o making an oppositional statement supported by any personal experience or related research. **OR** Discussion postings respond to most postings of peers within a 48-hour period.
Limited = 1	Discussion postings sometimes contribute to ongoing conversations as evidenced by: o affirming statements or references to relevant research or, o asking related questions or, o making an oppositional statement supported by any personal experience or related research, **OR** Discussion postings respond to most postings of peers several days after the initial discussion.
Unsatisfactory = 0	Discussion postings do not contribute to ongoing conversations or respond to peers' postings. There is no evidence of replies to questions, **OR** Discussion postings are at midpoint or later in the module, or contributions are only posted on the last day of the module.

Quality of Writing and Proofreading	
Exemplary = 3	Written responses are free of grammatical, spelling or punctuation errors. The style of writing facilitates communication.
Proficient = 2	Written responses are largely free of grammatical, spelling or punctuation errors. The style of writing facilitates communication.
Limited = 1	Written responses include some grammatical, spelling or punctuation errors that distract the reader.
Unsatisfactory = 0	Written responses contain numerous grammatical, spelling or punctuation errors. The style of writing does not facilitate effective communication.

Etiquette in Dialogue with Peers	
Exemplary = 3	Written interactions on the discussion board show respect and sensitivity to peers' gender, cultural and linguistic background, sexual orientation, political and religious beliefs.
Proficient = 2	Written interactions on the discussion board show respect and interest in the viewpoints of others.
Limited = 1	Some of the written interactions on the discussion board show respect and interest in the viewpoints of others.
Unsatisfactory = 0	Written interactions on the discussion board show disrespect for the viewpoints of others.

Part 4: Course and University Policies

CLASSROOM CULTURE AND THE RULES OF ENGAGEMENT

Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Students have the right and privilege to learn in the class, free from harassment and disruption. I will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students. We will use language that is respectful of others. Students will not attack other students for their political or religious beliefs, personal appearance, nationality, race / ethnicity, gender identification, sexuality, age, or ability. This course follows the standards set in the Student Code of Conduct, and students are subject to disciplinary action for violation of that code. If your behavior does not follow the course etiquette standards as stated in this syllabus, the grade you receive for a posting may suffer. I reserve the right to remove any discussion messages that display inappropriate language or content.

Online Post Etiquette

- Offensive language or rudeness will not be tolerated. Discuss ideas, not the person.
- Avoid cluttering your messages with excessive emphasis (stars, arrows, exclamations).
- If you are responding to a message, include the relevant part of the original message in your reply, or make sure to refer to the original's contents so as to avoid confusion;
- Be specific and clear, especially when asking questions.
- Use standard punctuation and capitalization. Using all UPPERCASE characters gives the appearance of shouting and makes the message less legible;
- Remember that not all readers have English as their native language, so make allowances for possible misunderstandings and unintended discourtesies.

Online Classes Require Better Communication

It is important to remember that we will not have the non-verbal cues that occur in a face-to-face classroom. I cannot see the confused, frustrated, or unhappy expressions on your face if you encounter problems. You must communicate with me so that I can help. To make the experience go smoothly, remember that you're responsible for initiating more contact, and being direct, persistent, and vocal when you don't understand something.

As the instructor, I will serve as a "guide" in terms of the Discussion Board. While I will not respond to every post, I will read what is posted, and reply when necessary. Expect instructor posts in the following situations:

- To assist each of you when it comes to making connections between discussion, lectures, and textbook material.
- To fill in important things that may have been missed.
- To re-direct discussion when it gets "out of hand".
- To point out key points or to identify valuable posts.

STUDENT LEARNING RESOURCES

- Academic and Transfer Advising Services: Have questions about choosing the right course? Contact an advisor today. Phone: (631) 632-7082 (option 2); email: advising@stonybrook.edu; website: http://www.stonybrook.edu/commcms/advising/
- Bursar: For help with billing and payment. Phone: (631) 632-9316; email: bursar@stonybrook.edu; website: http://www.stonybrook.edu/bursar/
- Career Center The Career Center's mission is to support the academic mission of Stony Brook University by educating students about the career decision-making process, helping them plan and attain their career goals, and assisting with their smooth transition to the workplace or further education. Phone: (631) 632-6810; email: sbucareercenter@stonybrook.edu; Website: http://www.stonybrook.edu/career-center/
- Counseling and Psychological Services: CAPS staff are available by phone, day or night. http://studentaffairs.stonybrook.edu/caps/
- Disability Support Services: Students in need of special accommodations should contact DSS. Phone: (631) 632-6748; email: dss@stonybrook.edu; http://www.stonybrook.edu/commcms/studentaffairs/dss/
- Library: Access to online databases, electronic journals, eBooks, and more!
    - **Library Instruction Website -** http://library.stonybrook.edu/workshops-this-week-citation-skills-worldcat-and-endnote-the-hsc/
    - **SBU Library Research Guides and Tutorials** http://library.stonybrook.edu/research/research-basics/
- Registrar: Having a registration issue? Let them know. Phone: (631) 632-6175; email: registrar_office@stonybrook.edu; http://www.stonybrook.edu/commcms/registrar/
- Writing Center: Students are able to schedule face-to-face and online appointments. https://www.stonybrook.edu/writingcenter/
- **Support for Online Learning** http://www.stonybrook.edu/commcms/onlineed/student.html
- Ombuds Office The Stony Brook University Ombuds Office provides an alternative channel for confidential, impartial, independent and informal dispute resolution services for the entire University community. We provide a safe place to voice your concerns and explore options for productive conflict management and resolution. The Ombuds Office is a source of confidential advice and information about University policies and procedures and helps individuals and groups address university-related conflicts and concerns. http://www.stonybrook.edu/ombuds/

Students can expect announcements, updates, and other information related to this course from me via email. These communications will be sent to your official Stony Brook University email address. It is your responsibility to check your @stonybrook.edu email account regularly.

In Case of an Emergency

I recognize that events may occur in life that negatively affect a student's ability to perform well in class. Students may contact the Office of the Dean of Students to receive assistance with notifying your department and professors about your circumstances. http://studentaffairs.stonybrook.edu/dos.

Academic Integrity Statement

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at http://www.stonybrook.edu/uaa/academicjudiciary. Please pay close attention to the section on avoiding plagiarism.

Student Accessibility Support Center (SASC) Statement

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, room 128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential. Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Disability Support Services. https://www.stonybrook.edu/dss/.

Critical Incident Management

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures. Further information about most academic matters can be found in the Undergraduate Bulletin, the Undergraduate Class Schedule, and the Faculty-Employee Handbook

Understand When You May Drop This Course

It is the student's responsibility to understand when they need to consider disenrolling from a course. Refer to the Stony Brook Academic Schedule for dates and deadlines for registration:
http://www.stonybrook.edu/commcms/registrar/calendars/academic_calendars

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. Circumstances must be documented and significant enough to merit an Incomplete. If you need to request an incomplete for this course, contact me for approval as far in advance as possible.

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