

# SOC/WST340: SOCIOLOGY OF HUMAN REPRODUCTION

Stony Brook University, Winter Session

Tuesday, January 7th, 2020 – Saturday, January 25, 2020

**\*\*THIS SYLLABUS IS 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](mailto: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 think critically about human reproduction as a social phenomenon
- Understand how providers, institutional contexts, resources, and systems of inequality structure people’s reproductive experiences
- Explore significant questions of how resources are allocated, individuals are regulated, and what is at stake as people and communities aim to determine their own family size and reproductive experiences
- Think critically about key reproductive concepts, such as contraception, assisted reproductive technologies, and women’s pregnancy and birth experiences

## Required Materials

*Readings:* All readings will be available to students via Blackboard. It is imperative that students understand this is an accelerated course. The volume, complexity, and timing of the course materials 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.

*Films:* I make extensive use of film in my courses. I find that films can help students digest the material and understand how the sociology of reproduction operates in the world. 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 and Amazon, or to individually rent the videos required for this course. I understand that the cost of education can be prohibitive, so these digital subscriptions are required in lieu of an assigned textbook. However, students can acquire access to these videos through whatever method is most cost-effective to them (e.g. a student owns a copy of the movie, etc.).

**\*Note:** If you have already seen the assigned video, 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 collect the greatest possible points from their quizzes and exam.

## 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.

Winter courses are much shorter than semester-long and summer courses, but still offer students the opportunity to earn 3-units towards their degree. Thus, the amount of work for this class will be similar to a longer course, though students have less time to complete the required content. In a normal semester-long course, students typically average three hours of work, per unit, per week. A semester runs about 15 weeks, so students taking winter courses that run for 19 days can expect around 7 hours of work per day (3 units x 3 hours per week = 9 total hours per week. 9 hours per week x 15 weeks = 135 total hours per semester. 135 hours per semester / 19 days = ~7.12 hours per day). With this in mind, I have made all course materials available to students at the start of the course so they may access them at their leisure. An exception to this are the Module quizzes and Final Exam.

*Recommended Order of Task Completion:* 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. Students should then view the assigned films for the week then complete the Module quiz. This order of task completion is recommended so that students encounter the material during lecture and reading first, then apply that knowledge to the weekly film, and last, test their knowledge of the content in the Module quiz.

## How We Will Communicate

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. 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: 1) the course syllabus; 2) any detailed assignment documentation posted in the Assignments folder in blackboard; and 3) the “Open Forum” Discussion Forum thread where I respond to common questions and concerns.

## Technical Requirements

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

**Note About Viewing Lectures:** I record my lectures using PowerPoint. Students without PowerPoint installed on their computer should be able to view the lectures (see this [link](#) for more information). If you receive a Security Alert when opening the lectures, click "Enable external content for this session." This will allow you to view multimedia components of the lecture.

If you have trouble viewing the lecture, please email me directly at [katie.gordon@stonybrook.edu](mailto:katie.gordon@stonybrook.edu).

## 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

Module	Assignments, Activities, and Due Dates
<b>Module 1:</b> <b>Introduction to the Topic of Reproduction; Pregnancy and Birth</b> 1.7.2019 – 1.8.2019	<b>Read:</b> [BWHC 2008] Choosing Your Health Care Provider and Birth Setting (pp. 159-160) [Leavitt 2009] The Medicalization of Childbirth (pp. 1-27) [Coeytaux, Bingham, and Strauss 2011] Maternal Mortality in the United States: A Human Rights Failure (pp. 153-160) [Schwartz and Woodruff 2011] The Risks to Reproductive Health and Fertility (pp. 175 - 183) [Morris 2013] The Liability Threat in Obstetrics (pp. 184-197)

**Watch:**

Module 1 Instructor Lecture

[The Business of Being Born](#) | 2008, 85 mins | \$3.99 for 30 day / 48-hour rental on Amazon

- 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.

[Giving Birth in America](#) | 82 mins total | Free

- 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.
- 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:**

Discussion Forum Introduction [due January 7<sup>th</sup> at 11:59 p.m.]

Reply to another's Introduction [due January 8<sup>th</sup> at 11:59 p.m.]

Syllabus Quiz [due January 8<sup>th</sup> at 11:59 p.m.]

Module 1 Quiz [due January 12<sup>th</sup> at 11:59 p.m.]

**Module 2:  
Populations Targeted  
for Reproductive  
Control**

1.9.2020 - 1.12.2020

**Read:**

[Gutiérrez 2008] The Fertility of Women of Mexican Origin: A Social Constructionist Approach (pp. 32-42)

[Chen 2013] Invisible Immigrants: What Will Immigration Reform Mean for Migrant Women? (pp. 206-209)

[Stotland 2011] Prescriptions: Dr. Carolyn Sufrin, Prison Ob/Gyn (pp. 1-2)

[Kallianes and Rubenfeld 1997] Disabled Women and Reproductive Rights (pp. 219-232)

[Solinger 2001] Motherhood as Class Privilege in America (pp. 232-238)

**Watch:**

Module 2 Instructor Lecture

[The Eugenics Crusade](#) | 2018, 113 mins | Free

- The Eugenics Crusade tells the story of the unlikely - and largely unknown - campaign to breed a "better" American race, tracing the rise of the movement that turned the fledgling science of heredity into a powerful instrument of social control.

[Babies Behind Bars P1](#) | 2011, 45 mins | Free

[Babies Behind Bars P2](#) | 2011, 45 mins | Free

- 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.

	<p><b>Due:</b> Module 2 Quiz [due January 12<sup>th</sup> at 11:59 p.m.]</p>
<p><b>Module 3: Contraception and Abortion</b> 1.13.2020 - 1.16.2020</p>	<p><b>Read:</b> [Gordon 2007] The Folklore of Birth Control (pp. 19-30) [Joffe 1995] Doctors of Conscience: The Struggle to Provide Abortion Before and After <i>Roe v. Wade</i> (pp. 51-59) [Parker and Joffe 2012] Race, Reproductive Politics, and Reproductive Health Care in the Contemporary United States (pp. 75-78) [Silverstein 2007] Facing the Fetus (pp. 90-98) [MacIvor Thompson 2019] Women Have Always Had Abortions</p> <p><b>Watch:</b> Module 3 Instructor Lecture</p> <p><a href="#">Reversing Roe</a>   2019, 99 mins   Netflix</p> <ul style="list-style-type: none"> <li>○ 45 years after it revolutionized abortion law in America, the landmark 1973 US Supreme Court case <i>Roe v. Wade</i> is once again at a crossroads. Reversing Roe depicts the state of abortion and women’s rights in America.</li> </ul> <p><a href="#">Trapped</a>   2016, 80 mins   \$4.99 for 30 day / 48-hour rental on Amazon</p> <ul style="list-style-type: none"> <li>○ TRAP (Targeted Regulations of Abortion Providers) laws have been passed by conservative state legislatures in the US. And clinics have taken their fight to the courts. Trapped follows the struggles of the clinic workers and lawyers who are on the front lines of a battle to keep abortion safe and legal for millions of American women.</li> </ul> <p><b>Due:</b> Module 3 Quiz [due January 16<sup>th</sup> at 11:59 p.m.]</p>
<p><b>Module 4: Assisted Reproductive Technologies</b> 1.17.2020 - 1.20.2020</p>	<p><b>Read:</b> <a href="#">[Rudrappa 2012] India’s Reproductive Assembly Line</a> [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) [Mamo 2007] Debates Over Lesbian Reproduction within Lesbian/Gay and Feminist Communities (115-121) [Higgins 2019] Assisted Reproductive Technology Cries Out for Comprehensive Legislation (pp. 1-2)</p> <p><b>Watch:</b> Module 4 Instructor Lecture</p> <p><a href="#">Google Baby</a>   2009, 68 mins   Free</p> <ul style="list-style-type: none"> <li>○ A journey across three continents telling the story of the up and coming baby production industry in the age of globalization.</li> </ul> <p><b>Due:</b> Module 3 Quiz [due January 20<sup>th</sup> at 11:59 p.m.]</p>

<p><b>Module 5:</b>  <b>The Way Forward - Moving Toward Reproductive Justice</b>  1.21.2020 - 1.24.2020</p>	<p><b>Read:</b>  [Luna and Luker 2013] Reproductive Justice (pp. 244-249)  [Corrêa, Germain, and Petchesky 2005] Thinking Beyond ICPD+10: Where Should Our Movement Be Going? (pp. 109-119)  [Goldberg 2009] The Globalization of the Culture Wars (pp. 260-264)  [Mahalingam and Wachman 2012] Female Feticide and Infanticide: Implications for Reproductive Justice (pp. 264-270)  [Clinton 1995] Excerpt from Remarks to the U.N. 4<sup>th</sup> World Conference on Women Plenary Session (pp. 270-273)</p> <p><b>Watch:</b>  Module 5 Instructor Lecture</p> <p><a href="#">Birthright: A War Story</a>   2017, 100 mins   Available on Amazon</p> <ul style="list-style-type: none"> <li>o 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.</li> </ul> <p><b>Due:</b>  Module 5 Quiz [due January 24<sup>th</sup> at 11:59 p.m.]</p>
<p><b>Final Exam</b>  1.24.2020 - 1.25.2020</p>	<p><b>Due:</b>  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, and course media. <u>The final exam will be open on Blackboard between January 24<sup>th</sup> at 12:01 a.m. and January 25<sup>th</sup> at 8:00 p.m.</u> Students who do not complete the final by the deadline will not have an opportunity to make up the exam.</p>

### PART 3: GRADING AND LATE WORK POLICIES

#### 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%	Discussion Forum Introduction and Responses	
10%	Syllabus Quiz	
40%	Module Quizzes	
40%	Final Exam	

  

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

### Discussion Forum Introduction and Response: 10%

Students are required to post an introduction and respond to **two** other students in the class Discussion Forum. Students should tell us:

- Who are you? Name, where you are from, college major
- Something about your educational or professional background
- Why are you interested in the Sociology of Human Reproduction?
- What you hope to learn from this class

In addition, students should select one of the following options to add something personal to their Introduction:

- a photograph or other image you particularly like
- a word cloud you created using [Tagxedo](#) (free!)
- a favorite quote you find meaningful

**Note:** This assignment is worth a large portion of your final grade. Please be sure that you complete each component of the assignment as listed here to receive full points. Introductions are due on January 7th at 11:59 p.m. and responses are due on January 8th at 11:59 p.m.

### Syllabus Quiz: 10%

Students are required to complete a quiz testing their knowledge about the content in this syllabus. This is designed to be an opportunity for students to demonstrate their knowledge about the contents of this syllabus and earn points toward their final grade. The quiz is “open book,” i.e. students are encouraged to use this syllabus during the quiz to receive the maximum amount of points possible. The syllabus quiz is available on January 4th and is due by January 8th at 11:59 p.m. Late work will not be accepted.

### Module Quizzes: 40%

Students will complete a quiz for each Module. Quizzes are intended to ensure students are engaging with the material and prepare them for the final exam. Quizzes will include a mixture of T/F and multiple-choice questions. Questions for the quizzes will be culled from lectures, readings, and course media. Quizzes will open on the first day of the Module and are due by 11:59 p.m. on the last day of the Module (all dates are included in the Course Schedule above). Students will complete their quizzes in Blackboard via the Assignments link. Students will have one opportunity and 30 minutes to complete their quiz (i.e. you will not be able to make multiple attempts to complete the quiz). Students will be able to view their quiz scores after the due date has passed. **Note:** Students have extra time to complete the quiz for Module 1, which is due on January 12th.

### Final Exam: 40%

The final exam will be available through Blackboard. Students will have two-and-a-half hours to complete the exam. The exam will include 75 questions, which provides students with two minutes per question. The questions 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 previous quizzes. Savvy students will review their quizzes to prepare for the final exam. The final exam will be open on Blackboard between January 24th

at 12:01 a.m. and January 25<sup>th</sup> at 8:00 p.m. Students who do not complete the final by the deadline will not have an opportunity to make up the exam. Students will be able to view their final exam score after the due date has passed.

### **Late Work Policy**

Late work will not be permitted in this course unless students have legitimate documentation. Students are responsible for notifying the instructor as far in advance as possible about scheduled “absences,” sicknesses and/or emergencies. 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 and turn it in late, you will forfeit the opportunity to make-up the assignment in the future. In cases of incapacitating illness or family emergencies, it is your responsibility to contact me ASAP to discuss opportunities to complete your work.

## **PART 4: COURSE AND UNIVERSITY POLICIES**

### **Classroom Culture and The Rules of Engagement**

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 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, when you don't understand something.

### **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](mailto: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](mailto: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](mailto: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](mailto:dss@stonybrook.edu); <http://www.stonybrook.edu/commcms/studentaffairs/dss/>
- [Library](#): Access to online databases, electronic journals, eBooks, and more!  
[Library Instruction Website](#)  
[SBU Library Research Guides and Tutorials](#)
- [Registrar](#): Having a registration issue? Let them know. Phone: (631) 632-6175; email: [registrar\\_office@stonybrook.edu](mailto: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](#)
- [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/>

### Your Stony Brook University Email Address

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](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.

### **Copyright Notice**

Unless otherwise noted all materials in this course are the intellectual property of Katie M. Gordon and you may not reuse and/or duplicate the material in printed or electronic form without prior written permission from the owner. Further, course material accessed from Blackboard, SB Connect, SB Capture or a Stony Brook Course website is for the exclusive use of students who are currently enrolled in the course. Content from these systems cannot be reused or distributed without written permission of the instructor and/or the copyright holder. Duplication of materials protected by copyright, without permission of the copyright holder is a violation of the Federal copyright law, as well as a violation of Stony Brook's Academic Integrity.

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