

Instructor: Jade Kai  
Women's, Gender, and Sexuality Studies  
Stony Brook University

## **WST 102: Introduction to Women's and Gender Studies in the Social Sciences – Spring 2021**

**Notice:** This course fulfills 3.0 credit hours, and the general education designations (SBC) of CER (Practice & Respect Critical/Ethical Reasoning), DIV (Respect Diversity & Foster Inclusiveness), and SBS (Observe & Analyze Human Behavior & Society). Every effort will be made to avoid changing the course schedule, but the possibility exists that unforeseen events will make syllabus changes necessary. It is your responsibility to check Blackboard for corrections or updates to the syllabus. Any changes will be clearly noted in course announcements or through Stony Brook email.

### **Course Description**

This course introduces students to sites of non-normative knowledge production to consider the ways hegemonic discourses of race, sex, gender, disability, sexuality, and the body are rooted in legacies of colonial violence and the complex processes of Eurocentric socialization in the United States empire. Beginning with formations of the field and grounding our work in social construction theory, we will utilize a feminist, intersectional, and decolonial lens to challenge the customary notion that biology determines destiny. We will critically engage with constructs of binary gender, sex, and heterosexuality, and evaluate the functions and effects of racial, gendered, and sexual stereotypes. Following that, we will cover the historical formation of race and 'intersectionality' as a conceptual framework, and students will apply fundamental feminist theories to negotiate the social structures and institutions that govern normative ideologies around queerness, nationality, and disability.

### **Course Objectives**

- Apply basic feminist theoretical concepts to analyze a wide range of texts, including essays, film, and activist projects.
- Demonstrate interpretive skills in reading and visual analysis through course readings, films, and assignments.
- Understand the ways in which hierarchical structures and institutions shape the perceptions, privileges, and disadvantages of different bodies in different ways.
- Formulate critical questions and engage in discussions that demonstrate your own ability to join in key conversations of the field.
- Imagine and employ feminist methodologies to critically analyze the socio-institutional functions and impacts of global Westernization.

## **Accessibility and the ‘Classroom’**

This class values that everyone learns differently. Disability is not considered a “special case” and I am committed to work with you to create an optimal learning environment. If you have questions or concerns about the course structure and material, please do let me know via email. For general questions peers may be able to answer, as well as any appropriate articles, media, or other content you find beneficial to share with the class, please visit the Blackboard discussion board forum labeled ‘General.’ This is not required.

To be an accessible space also requires ongoing respect for the material presented and our fellow learners. We all come into this classroom with different lived experiences, bodies, thoughts, and opinions. While different opinions are welcome, students are expected to engage actively with the material with an open mind. This means we will commit to taking seriously the scholarship presented in class and listed on the syllabus.

## **Required Materials**

All texts, videos and films will be provided via Blackboard. To be successful in this course, students must be mindful of their own time management by keeping track of readings, lectures, assignments, and due dates. Please see the “technical requirements” section for information on internet communications.

## **Class Lectures**

There will be slides and an audio or video lecture posted each Monday. It is your responsibility to keep up with them in real time. My lectures, notes, handouts, and displays are protected by state common law and federal copyright law. They are my own original expression and I’ve recorded them prior or during my lecture in order to ensure that I obtain copyright protection. They are not to be saved or reproduced in any way.

## **Communication**

Regular announcements will be sent from Blackboard. These will be posted in the course site and may or may not be sent by email. It is your responsibility to check your SBU email account regularly. I am available over email to answer questions or assist with assignments on weekdays 9 AM – 5 PM. You may send me emails over the weekend or at night, but should not expect a reply until the following weekday. In cases of emergency, please contact emergency services. Course-related questions that peers can

answer, as well as resources you find beneficial to share with the class should be posted in the 'General' Forum in the course Discussion board.

## Office Hours

I encourage you to make appointments with me during office hours for further clarification on readings, assistance with your writing, guidance with assignments, and anything else of that nature. Office hours will be held virtually via Zoom. If you are interested in meeting with me, please send me an email with your availability during designated office hours (Mondays 10 AM – 1 PM). You may request an appointment at a different time if you are unavailable during the that time.

## Schedule of Classes

### Week 1: Feminist formations

**February 1<sup>st</sup>– 7<sup>th</sup>**

READ: 'Theory in the flesh' by Cherrie Moraga (1-2) and "I Am What I Am" by Rosario Morales (14-15)

\*Discussion board 1 post due 2/7 and reply due 2/9, both by 11:59 PM.

### Week 2: Grounding concepts

**February 8<sup>th</sup>– 14<sup>th</sup>**

READ: "Social Construction Theory: Problems in the History of Sexuality" by Carole Vance (29-31), "The Compulsory Order of Sex/Gender/Desire" Excerpt by Judith Butler (9-13), and ["Constructions of gender and race go hand in hand"](#) by YW Boston

\*Reading Response 1 due 2/14 by 11:59 PM.

### Week 3: Construction of sex

**February 15<sup>th</sup>– 21<sup>st</sup>**

READ: "The New Science of Sex Difference" Excerpt by Lisa Wade (278-289) and "A Note about Gender, or Why Is This White Guy Writing about Being a Lesbian?" by Eli Clare

WATCH: [Baby X – Animated Short Film](#)

\*Discussion board post 2 due 2/21 and response due 2/23, both by 11:59 PM.

### Week 4: Power and privilege

**February 22<sup>nd</sup>– 28<sup>th</sup>**

READ: "White Privilege: Unpacking the Invisible Knapsack" By Peggy McIntosh (1-7)

\**Made in America* Report due 2/28 by 11:59 PM

### Week 5: Racial formation

**March 1<sup>st</sup> – 7<sup>th</sup>**

READ: "Racial Formation in the United States" Excerpt by Omi & Winant (3-13) and "Mammies, Matriarchs, and Other Controlling Images" Excerpt by Patricia Hill Collins (69-74)

\*Reading Response 2 due 3/7 by 11:59 PM.

### Week 6: Gender, race, and difference

**March 8<sup>th</sup> – 14<sup>th</sup>**

READ: "Age, Race, Class and Sex: Women Redefining Difference" (1-7) by Audre Lorde and the [Combahee River Collective statement](#)

\*Discussion board 3 post due 3/14 and reply due 3/16, both by 11:59 PM.

### Week 7: Intersectionality

**March 15<sup>th</sup> – 21<sup>st</sup>**

WATCH: [The Urgency of Intersectionality - TED Talk](#) by Kimberlé Crenshaw READ: ["The 'Criminal' Black Lesbian: Where Does This Damaging Stereotype Come From?"](#) by Nicole Pasulka

\*Reading Response 3 due 3/21 by 11:59 PM.

### Week 8

**March 22<sup>nd</sup> – 28<sup>th</sup>**

There is no Spring Recess in the academic calendar this year, so there will be no lecture this week. Please use this week to review the guidelines and list of films to choose for your Final Film Analysis essay.

\*Final project proposal due 3/28 by 11:59 PM.

### Week 9: Sexualities

**March 29<sup>th</sup> – April 4<sup>th</sup>**

READ: "A New Politics of Sexuality" by June Jordan (437-441) and "The Uses of the Erotic" by Audre Lorde (87-91)

\*Discussion board post 4 due 4/4 and reply due 4/6, both by 11:59 PM.

## Week 10: Resisting racial binaries

April 5<sup>th</sup> – 11<sup>th</sup>

READ: [Building an Asian American Feminist Movement](#) (1-12) and Are Asian Americans Becoming White? By Min Zhou (1-6)

Optional: [Asian American Feminist Antibodies: Care in the Time of Coronavirus](#) by Asian American Feminist Collective (1-46)

\*Reading Response 4 due 4/11 by 11:59 PM.

## Week 11: Body and embodiment

April 12<sup>th</sup> – 18<sup>th</sup>

READ: “The Myth of the Latin Woman: I Just Met a Girl Named Maria” by Judith Ortiz Cofer (370-375) and “[On Being Fat, Brown, Femme, Ugly, and Unlovable - BGD](#)” by Caleb Luna

\*Discussion board 5 post due 4/18 and reply due 4/20, both by 11:59 PM.

## Week 12: Dismantling “First World” vs. “Third World”

April 19<sup>th</sup> – 25<sup>th</sup>

READ: “The Myth of Catching Up Development” by Maria Mies (150-157)

WATCH: [A Feminist’s Choice to Wear the Hijab](#) by Attia Latif (TEDxUVA)

\*Reading Response 5 due 4/25 by 11:59 PM.

## Week 13: Freaks and queers

April 26<sup>th</sup> – May 2<sup>nd</sup>

READ: “freaks and queers,” *Exile and Pride* by Eli Clare (81-96)

\*Discussion board post 6 due 5/2 and reply due 5/4, both by 11:59 PM.

## Week 14: Decolonizing feminism

May 3<sup>rd</sup> – May 8<sup>th</sup>

READ: “Decolonizing Feminism: Challenging Connections between Settler Colonialism and Heteropatriarchy” by Arvin, Tuck, & Morrill (excerpt, 8-13)

\*Reading Response 6 due 5/8 by 11:59 PM.

\*Final Critical Film Analysis Essay due 5/14 by 11:59 PM.

## Assignments and Grading

All assignments should be submitted on Blackboard under the 'Assignments' tab. All documents should be Word documents (.doc or .docx), double spaced with 12 pt. Times New Roman font, and include page numbers on the bottom right corner if the assignment exceeds one page.

### *Grade Scale*

**A:** 100-94 **A-:** 93-90

**B+:** 89-85 **B:** 84-81 **B-:** 80-78

**C+:** 77-75 **C:** 74-71 **C-:** 70-68

**D+:** 67-65 **D:** 64-61 **D-:** 60-58 **F:** 57 and below

### *25% Discussion Board*

You are expected to contribute meaningfully to online class discussions. Discussion board prompts are based on the course material assigned for the week they are due. These discussions are for students to assert viewpoints of their own, consider the contributions of others, and to solidify their understanding of concepts from the readings.

| DB # | Week | Prompt posted | Post due | Reply due |
|------|------|---------------|----------|-----------|
| 1    | 1    | 2/1           | 2/7      | 2/9       |
| 2    | 3    | 2/15          | 2/21     | 2/23      |
| 3    | 6    | 3/8           | 3/14     | 3/16      |
| 4    | 9    | 3/29          | 4/4      | 4/6       |
| 5    | 11   | 4/12          | 4/18     | 4/20      |
| 6    | 13   | 4/26          | 5/2      | 5/4       |

**You will submit a total of 6 response posts and 6 replies to a classmate.** Please refer to the table above for the date a prompt will be posted on a given week, and the date you should respond & reply to a classmate at the latest. Prompts will be posted on the Monday of the week they are due. You have the week to respond to the prompt by Sunday at 11:59 PM (Standard Eastern Time), and are welcome to post prior to this.

You must reply to a classmate's response by Tuesday of the following week. There is one exception on Week 14, when posts will be due by Thursday and replies will be due by Saturday.

### **Discussion Board Rubric**

#### ***Length & Content***

**4 points:** The student posts a response of at least 200 words that answers the prompt in full, and replies to one classmate with a comment that are at least 100 words each. The reply must be substantial in that it agrees or disagrees with, adds to, or poses questions to your peers.

**3 points:** The student addresses the prompt at hand and their reply is substantial, but their post or reply does not meet the length requirement.

**2 points:** The student addresses the prompt at hand in full, but did not make an original post or did not reply in a substantial way to a classmate.

**1 point:** The student only responded to the prompt or replied to a classmate, but the post is not substantial and the length requirement is not fulfilled.

**0 points:** The student did not post a response and did not post a reply to a classmate, or their response & reply are of very poor quality.

\*\* Each discussion board assignment is worth 4 points, which adds to a total of 24 points. Discussion boards are worth 25 points total, so everyone will get 1 point added to the total at the end of the term.

#### ***25% Reading Responses***

Reading responses are a space for you to reflect on the concepts from course readings in relation to your own experiences in social life, institutions, and more. It is also a space to share your questions and practice employing feminist frameworks of thought we learn

in lectures and readings. To receive full credit, you must include an original title and clearly discuss at least two of the readings or videos from the week. When you discuss the material, be sure to include a 1-2 sentence summary of the texts or concepts from the texts you will reflect on. Aside from discussing at least two readings, critical thinking & self-reflection is required. In this course, **critical thinking & self-reflection** require you to apply the concepts from the readings to your own life experiences, reflecting upon how systems of oppression (racism, sexism, xenophobia, queerphobia, transphobia, etc.) both benefit and disadvantage you. It also entails making connections between the readings assigned for that week and key concepts learned in class. Please see below for guiding questions. Answering all or any of these is not required, but may help you in your writing.

**Guiding Questions**

- What is/are the main point(s) of the readings for this week?
- Do you have personal experience with the topics in the reading? Explain.
- Do the ideas in this reading help you understand your own or others experiences in a new/different way?
- Do you agree/disagree with the reading? Explain why, support your explanation with evidence.
- Are there things you do not understand about the reading, or would like to learn more about?

| RR # | Week | Due Date |
|------|------|----------|
| 1    | 2    | 2/14     |
| 2    | 5    | 3/7      |
| 3    | 7    | 3/21     |
| 4    | 10   | 4/11     |
| 5    | 12   | 4/25     |
| 6    | 14   | 5/14     |

**There are 6 reading responses to complete throughout the course of the semester.**

Each reading response is worth 4 points, which adds to a total of 24 points. Reading responses are worth 25 points total, so everyone will get 1 point added to the total at the end of the term. You have the entire week to complete each reading response assignment.

The due dates listed here are the dates I will accept your responses at the latest. Sunday at 11:59 PM is a hard deadline. You are welcome to turn these responses in at any time before the due date.

## Reading Response Rubric

### 4 points

- Length: The journal entry is at least 450 words.
- Content: The entry competently discusses two or more readings or videos from the week and includes critical thinking & self-reflection. There is an original title.\*

### 3.5 – 3 points:

- Length: The journal entry is 400-450 words.
- Content: The entry discusses two readings or videos from the week and includes some critical thinking & self-reflection. There is an original title.

### 2.5 – 2 points:

- Length: The journal entry is around 350 words.
- Content: The entry discusses one reading or video from the week and includes self-reflection. There is no original title.

### 1.5 – 1 points:

- Length: The journal entry is 200-250 words.
- Content: The entry is mostly summary and lacking critical self-reflection. There is no original title.

### 1 – 0 points:

- Length: The journal entry is less than 200 words.
- Content: The entry does not competently discuss class readings or videos, or include coherent self-reflection or connections. There is no original title.

\* An original title is not "Reading Response X" or the titles of the readings.

**20% 'Made in America' Report** – This is a reflection essay assignment that requires you to listen to a podcast called 'Made in America,' part of Scene on Radio's *Seeing White* series. It explains the basis of the constitution of whiteness and its functions in the 'New World' that has become the United States. This assignment is worth 20 points total. This paper should include an original title, be at least three pages in length (including your notes from Section 2), and follow the instructions in the three sections below. Citation of texts is not required, there is no need to label the sections, and the report should be in paragraph form. **This report is due on 2/28 no later than 11:59 PM.**

## Sections & Questions

[Made in America, 'Seeing White' Podcast](#) by Scene on Radio

Content warning: This podcast depicts scenes of U.S. chattel slavery and racial violence.

### **Before Listening:** Section 1 (1 page)

1. Reflect on your understanding of 'race.' What is it, how does it function, and how have you come to understand what race is? In other words, how do you know what you know? What kind of feelings arise in you when talking about race? What feelings do you think arise in others?
2. How do you think about *your own race(s)* in relation to others? How is race experienced? How does gender, sex, sexuality, or body presentation impact how a person experiences their race? Use yourself as an example.

### **While Listening:** Section 2 (minimum 1 page)

Listen to the podcast. Take notes on what strikes you as relatable, upsetting, intriguing, and surprising. Scribble down facts, stories, and quotes that resonate with you. Jot down why you think this podcast episode is called 'Made in America.' Drawings, shorthand, questions you have, and any other way of taking notes is acceptable, as long as they demonstrate your process of reflection. Submit a scanned file or photograph of these notes in the same document as the other sections. Apps like Genius Scan, CamScanner and Scanbot Pro work on both Android and IOS if you do not have access to a scanner.

### **After Listening:** Section 3 (1 - 1.5 pages)

1. Reflect on your thoughts in Section 1. Explain how your understanding of race & racism has expanded since listening to this podcast. How would you answer the question "What is race?" now?
2. Colonialism and slavery were regarded as a 'project' several times in the podcast. Why do the speakers consider these 'projects'?
3. What is whiteness? Use evidence provided by the podcast to explain how whiteness has been institutionalized to oppress. To do this, reflect on the ways the law defines U.S. citizenship to keep Black people enslaved and white people in power.

**'Made in America' Report Rubric**

|                  | <b>15-20 points</b>   | <b>10-15 points</b>  | <b>5-10 points</b>  | <b>0-5 points</b>   |
|------------------|---|--|---|---|
| Before listening | Demonstrates critical self reflection. Answers all questions in full.                             | Demonstrates some critical self-reflection. Touches on all the questions.                            | Demonstrates little critical self-reflection and answers some of the questions. | Does not demonstrate critical self reflection and does not answer all the questions |
| While listening  | Writes at least one full page of notes that shows active engagement with the podcast.             | Writes at least one full page of notes that shows little engagement with the podcast.                | Writes less than one page of notes.   | Does not submit notes.  |
| After listening  | All questions are answered in full, and answers are supported by observation in sections 1 and 2. | All questions are addressed, and answers are substantiated by your observations in sections 1 and 2. | Does not address all the questions or does not reflect on previous sections.    | Does not address all the questions and does not reflect on previous sections.       |
| Length & Format  | Adheres to all formatting and length requirements.  | Adheres to some formatting and length requirements.  | Adheres to little formatting and length requirements.                           | Does not follow formatting and length requirements.                                 |

**30% Critical Film Analysis Essay** – This project requires you to critically analyze a film chosen from an approved list and write an essay that answers the questions below.

- Describe the plot of the film, main characters, and major events.
  - What is the overarching message? What audiences is this film meant for and what purpose does the film serve? How does the film function within overlapping structures of power?
  
- *How do race, gender, class, ability, and other standards of normality function in this film?*
  - Are these depictions negative or positive? Explain why you do or do not agree with these representations and messages. Finally, reflect on why analyzing this matters: *so what?*

**Final Project Proposal Rubric (5%)**

**Due: 3/28 by 11:59 PM**

| <b>Final Project Proposal</b> | <b>5 points</b>  | <b>2.5 points</b>   | <b>0 points</b>  |
|-------------------------------|--|---|--|
| Submitted                     | Yes  | Yes   | No   |
| Structure & Length            | Answers are in full sentences and in paragraph form. Meets the length requirement of 100 words or more.  | Answers to questions are not in full sentences or paragraph form. Does not meet the length requirement by approximately 25 words. | Severely neglects the length and formatting requirements.  |
| Content                       | The student states the film they want to analyze and clearly explains their reasons for choosing it, referencing the film's relation to course material. The student also references readings from class they might use. It is okay if this changes by the final project due date. | Project of choice, reasons for choosing this project, and reading references are unclear.   | The student did not turn in the assignment, turned in the assignment late, or severely neglected the prompts provided. |

## Critical Film Analysis Essay Rubric (25%)

**Due: 5/14 by 11:59 PM**

| <b>Critical Film Analysis Essay</b> | <b>25 points</b>  | <b>15 points</b>   | <b>5-10 points</b>  | <b>0 points</b>  |
|-------------------------------------|---|--|---|--|
| Length                              | 2.5-3 pages   | 2-2.5 pages  | 1.5-2 pages   | <1.5 pages   |
| Organization and structure          | Follows all formatting guidelines and answers all questions thoroughly. References at least two specific instances, scenes, elements, or characters in the film to analyze. | Follows all formatting guidelines and answers questions in part or somewhat thoroughly. References at least two specific elements film to analyze. | Follows some formatting guidelines and answers some questions thoroughly. References less than two elements in the film to analyze. | Does not follow formatting guidelines or answer questions thoroughly. References one or no elements from the film or readings. |
| Plot summary                        | Plot summary is succinct and sets the foundations for your critical analysis. Plot summary takes up ¼ or less of the length your essay.                                     | Plot summary is somewhat succinct and takes up more than ¼ of the length of your essay.  | Plot summary is not succinct and takes up 1/3 <sup>rd</sup> or more of the length of your essay.                                    | The essay is mostly plot summary as opposed to demonstrating thoughts, feelings, related experiences, or analytical abilities. |

|   |  |   |  |  |
|---|--|---|--|--|
| <p>Analytics, evidence, and critical thinking</p> | <p>Elucidates on scenes, elements, and characters in the film and interprets their underlying meanings. Critically examines their relations to hierarchical structures of power.</p> | <p>Somewhat elucidates on scenes, elements, and characters in the film and interprets their underlying meanings. Critically examines their relations to hierarchical structures of power.</p> | <p>Elucidates on scenes, elements, and characters in the film and interprets their underlying meanings, but does not adequately examine their relations to hierarchical structures of power.</p> | <p>Does not adequately elucidate on scenes, elements, and characters in the film, interpret their underlying meanings, or examine their relations to hierarchical structures of power.</p> |
| <p>Key terms</p>                                  | <p>At least two key terms from course are included. Key terms are accurately defined and their relations to scenes or arguments in the essay are explained.</p>                      | <p>At least two key terms from the course are incorporated, but they are not adequately defined OR their relations to scenes and arguments in the essay are not adequately explained.</p>     | <p>Less than two key terms from the course are incorporated, but they are accurately defined, and their relation to scenes and arguments in the essay are adequately explained.</p>              | <p>Less than two key terms from the course are incorporated, and they are not adequately defined OR their relations to scenes and arguments in the essay are not adequately explained.</p> |
| <p>References</p>                                 | <p>At least two readings or videos from course material are referenced in a meaningful and relevant manner.</p>  | <p>At least two readings or videos from course material referenced are somewhat relevant and meaningful.</p>  | <p>Less than two readings or videos from course material are referenced, but references are relevant and meaningful.</p>   | <p>Less than two readings or videos are referenced and they are not relevant or meaningful.</p>  |

**List of due dates**

| <b>Week</b> | <b>Assignment</b>             | <b>Due date</b> |
|-------------|-------------------------------|-----------------|
| 1           | Discussion board 1            | 2/7 and 2/9     |
| 2           | Reading response 1            | 2/14            |
| 3           | Discussion board 2            | 2/21 and 2/23   |
| 4           | <i>Made in America</i> Report | 2/28            |
| 5           | Reading response 2            | 3/7             |
| 6           | Discussion board 3            | 3/14 and 3/16   |
| 7           | Reading response 3            | 3/21            |
| 8           | Final project proposal        | 3/28            |
| 9           | Discussion board 4            | 4/4 and 4/6     |
| 10          | Reading response 4            | 4/11            |
| 11          | Discussion board 5            | 4/18 and 4/20   |
| 12          | Reading response 5            | 4/25            |
| 13          | Discussion board 6            | 5/2 and 5/4     |
| 14          | Reading response 6            | 5/8             |
| FINALS      | Film Analysis Essay           | 5/14            |

## Technical Requirements:

This course uses Blackboard for the facilitation of communications between faculty and students, submission of assignments, and posting of grades and feedback.

The Blackboard course site can be accessed at <https://blackboard.stonybrook.edu>

If you are unsure of your NetID, visit <https://it.stonybrook.edu/help/kb/finding-your-netid-and-password> for more information. 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.

Students should be able to use email, a word processor and presentation software to complete this course successfully.

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 10 or higher OR Macintosh with OS 10.11 or higher ● Latest version of Chrome or Firefox (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
- Word processing software (Microsoft Word, Google Docs, etc.)
- Headphones/earbuds and a microphone
- Webcam (recommended/optional)
- Printer (optional)
- Ability to download and install free software applications and plug-ins

## 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, Wi-Fi, software and hardware) ● Submit a help request ticket: <https://it.stonybrook.edu/services/itsm>. If you are on campus, visit the Walk-Up Tech Support Station in the Educational Communications Center (ECC) building.

## **SBU's Academic Integrity Statement**

Each student must pursue their academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Any suspected instance of academic dishonesty will be reported to the Academic Judiciary. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at [www.stonybrook.edu/academicintegrity](http://www.stonybrook.edu/academicintegrity).

## **Accommodations**

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Student Accessibility Support Center at [SASC@stonybrook.edu](mailto:SASC@stonybrook.edu), 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 Student Accessibility Support Center. For procedures and information go to the following website:

<http://www.stonybrook.edu/ehs/fire/disabilities>

## **SBU's 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 University Community Standards 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.

## **Student Success Resources**

If you are looking for general assistance, a helpful resource is the "For Students" section linked from the Stony Brook homepage:

<http://www.stonybrook.edu/for-students> as well as the Division of Undergraduate Education website: <http://www.stonybrook.edu/commcms/duel/index.html>

You can find information about the Academic Success and Tutoring Center here:

[http://www.stonybrook.edu/commcms/academic\\_success/](http://www.stonybrook.edu/commcms/academic_success/).