

**Disease and Society
Stony Brook University**

Elective: MA in Bioethics, Stony Brook University Graduate School

Course # HCB 513 Time Location

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Office Hours will be before class or by appointment, Location TBA

This course examines the problem of disease in the history of medicine and society focusing on the 20th and 21st centuries, but also drawing examples from earlier periods. Through a case study approach, students will learn about people's changing experiences of disease, transformations in biomedical understanding of disease, as well as shifts in clinical and public health practice over time. The historical case studies examine infectious diseases (from polio to AIDS) as well as non-infectious maladies (like cancer, diabetes, organ failure, and sickle cell anemia). Readings and discussions focus on the political and cultural dimensions of disease control efforts. We will examine how medical and public health professionals, private philanthropy, government funding, disease foundations, and patient advocacy have combated disease and promoted health. We will also analyze the ways that class, race, gender, and sexuality have impacted these efforts. The geographical focus of the course will be on the United States with some comparison to other countries.

Disease and society – through the intermediation of healthy and sick individuals – are intimately interrelated.

This course examines this proposition in detail, pursuing the following questions:

Is individual health affected by society and culture?

If so: **How does the outside get in?** How do social or cultural factors impact health? What are the mechanisms?

Are societies and cultures influenced by the health or disease burden of individuals?

If so: **How does the inside get out?** By what means are social structures altered when individuals have diseases? How are cultural values or tropes altered?

Why do these processes matter? Economically, politically, ethically, morally?

How can we study these questions? Using methods of history, epidemiology, sociology, economics, political science, cultural studies?

OUR COURSE OBJECTIVES

1. Enhance your understanding of key concepts: Disease, illness, health, society, culture, association, cause, meaning, incidence, prevalence
2. Challenge your assumptions about these key concepts: Are diseases stable ‘facts’? Which is more important regarding disease: germs or poverty? What is medicine’s role regarding disease, illness, & health? Is technology a sign of progress? What is the proper balance of protecting public health & civil liberties?
3. Improve your argument, analysis, and writing skills Thesis, claims, warrants, & evidence as used in arguments. The science and art of rigorous pertinent comparisons. Clarity, cohesion, emphasis, coherence, & concision in writing

Course Materials: The required reading for this course includes three books and shorter readings which will be posted to BlackBoard or distributed in class.

- Paul Farmer, Infections and Inequalities: The Modern Plagues, Updated Edition (University of California Press, 2001)
- Anne Fadiman, The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and The Collision of Two Cultures (Farrar Strauss Giroux, 1997)

Optional

Jeremy Greene, Prescribing by the Numbers: Drugs and the Definition of Disease, (Johns Hopkins, 2007)

Patrice Bourdelais, Epidemics Laid Low: A History of What Happened in Rich Countries (Johns Hopkins, 2006)

Assignments and Grading

All students will be evaluated on their written and oral communication over the course of the semester. Please be mindful that it is a primary goal of this course to promote critical thinking about medicine and society, both past and present.

Participation. The class participation grade will reflect the student’s in-class performance in both their oral and written comments. The student should come to class prepared to discuss the assigned reading. The success of the seminar format actually depends on this. Attendance is also mandatory. Active participation in class will improve course grade. Moreover, students who choose not to participate in class risk being penalized. 20% of the final grade is devoted to participation. You may be penalized for absenteeism, tardiness, and/or early exits from the classroom. If you miss class due to illness, military service, or another unavoidable reason, please contact me as soon as possible to arrange to make up the work.

The student will write three papers in this course.

First Essay. The first written assignment of the semester will involve finding a primary document about a disease problem in the first half of the twentieth-century and writing a 3-4 page essay about it. The essay will place the document in historical context and discuss its significance. The essay will be due the 4th week of class. Guidelines for this writing assignment will be distributed at least a week in advance of the due date. The essay counts for 15% of the final grade.

Second Essay. The second written assignment in the course will discuss one or more of the weeks' readings assigned in the course. The essays will be 5-7 pages long, and will reflect on a central theme or issue raised in one of these books. Guidelines for each essay will be distributed at least a week in advance of the due date. This essay counts for 25% of the final grade.

Final Essay. The final essay in this course will treat the history of a disease or a historical episode shaped by disease in 10-15 pages. Each student will determine their topic in consultation with the professor, and work on the paper over the course of the last month of the semester. This essay counts for 40% of the final grade.

Academic integrity: I expect every student in this course to abide by the University Code of Academic Integrity. While it is appropriate for you to discuss assignments with each other, all work submitted by you must be your own work, done for this course (and not for previous or other courses) unless you have my permission to modify or extend other work. There are no collaborative projects in this course. If in your papers and presentations you quote from published materials or materials created by someone else, you must cite it appropriately and thoroughly. (If you have any questions about attribution, quoting, and citing, please speak to me.) If any of your work violates the Code of Academic Integrity, it will be referred for further action through the University's policies and procedures.

January 25th: Introduction

US Leading Causes of Death

<http://www.cdc.gov/nchs/FASTATS/lcod.htm>

February 1: Disaster, Health & History

Tracy Kidder, The Good Doctor, *The New Yorker*, July 10, 2000, pp. 40-57.

Tracy Kidder, Country Without a Net, *The New York Times*, January 13, 2010

David Brooks, The Underlying Tragedy, *The New York Times*, January 14, 2010

Marc Lacey, Nightmare in Haiti: Untreated Illness and Injury, *The New York Times*, January 21, 2010.

Mark Danner, To Heal Haiti, Look to History, Not Nature, *The New York Times*, January 22, 2010.

Christopher Hamlin, Could you Starve to Death in England in 1839? The Chadwick-Farr Controversy and the Loss of the “Social” in Public Health, *American Journal of Public Health*, June 1995; 85(6): 856-866.

February 8: Tuberculosis: Ancient or Emerging?

Rothman, Shelia, *Living in the Shadow of Death: Tuberculosis and the Social Experience of Illness in American History*, Baltimore: Johns Hopkins University Press, 1994, pp. 1-25.

Paul Farmer, *Infections and Inequalities: The Modern Plagues, Updated Edition* (University of California Press, 2001; orig. publ. 1999), introduction & chapters 1-3, 7-8, pp. 1-93, 184-227.

Grmek, Mirko Dražen. *Diseases in the ancient Greek world*, translated by Mireille Muellner and Leonard Muellner. Baltimore: Johns Hopkins University Press, 1989, Chapter 7: Tuberculosis: A Great Killer, pp. 177-197.

Further reading:

Lerner, Barron H. *Contagion and Confinement: Controlling Tuberculosis along the Skid Road*, Baltimore, Md. : Johns Hopkins University Press, 1998.

February 15: Black Plague

In Class Showing of Excerpts from, *The Plague*, History Channel (2005); *Restoration* (1995)

Hays, J. N., *The burdens of disease: epidemics and human response in western history*, New Brunswick, N.J. : Rutgers University Press, 2009. Chapter 3, The Great Pandemic, pp. 37-61 & notes 343-44.

Kelly, John, *The Great Mortality: An Intimate History of the Black Death, Most Devastating Plague of All Time*, New York: Harper Perennial, 2006, “Afterward: The Plague Deniers,” pp. 295-303.

The Black Death, translated and edited by Rosemary Horrox, Manchester & New York: Manchester University Press, 1994, Chapter 1: The Plague in Continental Europe, pp. 14-27.

John Aberth, *The Black Death: The Great Mortality of 1348-1350, A Brief History with Documents*, London: Palgrave Macmillan, 2005, Chapter 38, Mathias of Neuenberg, Chronicle, ca. 1349-1350, pp. 151-155 and Chapter 39, Konrad of Megenberg, Concerning the Mortality in Germany, ca. 1350, pp. 155-158.

Chase, Marilyn, *The Barbary plague: the Black Death in Victorian San Francisco*, New York : Random House, 2003, pp. 102-117 and 207-216.

Further Reading:

Cantor, Norman F. *In the wake of the plague: the Black Death and the world it made*, New York: Free Press, 2001.

February 22 Malaria

In Class Showing of Excerpts from, *Malaria: Fever Wars*

Packard, Randall M., *The making of a tropical disease: a short history of malaria*, Baltimore, Md. : Johns Hopkins University Press, 2007, Introduction: Constructing a Global Narrative, pp. 1-18 & Chapter 5: Making of a Vector-Borne Disease, pp. 111-149, + notes.

Humphreys, Margaret, *Malaria: poverty, race, and public health in the United States*, Baltimore: Johns Hopkins University Press, 2001, Introduction, pp. 1-7; Chapter 1: The Pestilence that Stalks in Darkness, pp. 8-29; Chapter 3: Race, Poverty, and Place, pp. 49-68.

Slater, Leo Barney, *War and disease: biomedical research on malaria in the twentieth century*, New Brunswick, N.J. : Rutgers University Press, 2009, Chapter 7, Chloroquine, Wonder Drug, pp. 156-176 and Chapter 8, Lessons Learned, pp. 177-196.

Further Reading:

Webb, James L. A. *Humanity's burden: a global history of malaria*, Cambridge ; New York : Cambridge University Press, 2009.

Jeffrey Sachs & Pia Malaney, The Economic and Social Burden of Malaria, *Nature*, 7 February 2002; 415:680-685.

Packard, Randall M. "Roll Back Malaria, Roll in Development"? Reassessing the Economic Burden of Malaria, *Population & Development Review*, March 2009, 35(1): 53-87.

March 1: Cholera and Urban Epidemics

Shapin, S. "Sick City." *New Yorker*: November 6, 2006,
http://www.newyorker.com/archive/2006/11/06/061106crbo_books

Richard J. Evans, "Epidemics and Revolutions: cholera in 19th century Europe." *Epidemics and Ideas*, edited by Terence Ranger and Paul Slack, Cambridge & New York: Cambridge University Press, 1992, pp. 149-173.

Rosenberg, Charles E. *The Cholera Years: The United States in 1832, 1849, and 1866*, Chicago and London: University of Chicago Press, 1962 and 1987, Introduction, pp. 1-9; Chapter 1: The Epidemic 1832, pp. 13-39, Chapter 11: 1866: The Metropolitan Board of Health, pp. 192-212 and Chapter 12: 1866: The Gospel of Public Health, pp. 213-225; Chapter 13: The Way We Live Now & Afterword, pp. 226-247.

John Snow, Cholera Dot Map

Further reading:

Duffy, John, *The Sanitarians: A History of American Public Health*, Urbana: University of Illinois Press, 1990.

Celia W. Dugger, "Cholera Epidemic Sweeping Across Crumbling Zimbabwe," *The New York Times*, December 12, 2008

March 8: AIDS

In Class Showing of Excerpts from, *And the Band Played On; Age of AIDS*

Steven Epstein, *Impure Science: AIDS, activism, and the politics of knowledge*, Berkeley: University of California Press, 1996, Chapter 1: The Nature of a New Threat, pp. 45-78 & Chapter 2: HIV and the Consolidation of Certainty, pp: 79-104

Larry Kramer, *Reports from the Holocaust: The Making of an AIDS Activist*, New York: St. Martin's Press, 1989, "1,112 and Counting," pp. 33-51.

Didier Fassin and Helen Schneider, The Politics of AIDS in South Africa: Beyond the Controversies, *BMJ: British Medical Journal*, Vol. 326, No. 7387 (Mar. 1, 2003), pp. 495-497.

Published

Further Reading:

Shilts, Randy. *And the Band Played On: Politics, People, and the AIDS Epidemic*, New York : St. Martin's Press, 1987. 20th Anniversary Edition, 2007.

Didier Fassin, *When Bodies Remember: Experiences and Politics of AIDS in South Africa*, University of California Press; 2007.

Oppenheimer, Gerald M. and Ronald Bayer. *Shattered dreams? An Oral History of the South African AIDS epidemic*, Oxford ; New York : Oxford University Press, 2007.

Films:

And the Band Played On (1993)

Philadelphia (1993)

A Closer Walk: A Film About AIDS in the World, A Story About the Way the World Is Pandemic - Facing AIDS

Absolutely Positive: 10th Anniversary Edition

March 15: Diabetes and the Rise of Chronic Diseases

Feudtner, Chris, *Bittersweet: diabetes, insulin, and the transformation of illness*, Chapel Hill: University of North Carolina Press, 2003, Chapter 1: Irony in an Era of Medical Marvels, pp. 3-29.

Jeremy Greene, *Prescribing by the Numbers: Drugs and the Definition of Disease*, Baltimore: Johns Hopkins University Press, 2007, Chapter 3: Finding the Hidden Diabetic: Orinase Creates a New Market, pp. 83-114.

Tattersall, Robert, *Diabetes: the biography*, Oxford ; New York : Oxford University Press, 2009, Chapter 9: Diabetes Becomes Epidemic, pp. 178-196; Postscript, 197-200; and Glossary, 201-207.

Louis Rosenfeld, Insulin: Discovery and Controversy, *Clinical Chemistry*, 2002; 48(12): 2270–2288.

March 22: Heart Disease & the Politics of Health

Lasby, Clarence G. *Eisenhower's Heart Attack: How Ike Beat Heart Disease and Held on to the Presidency*, Lawrence: University Press of Kansas, 1997, pp. 57-112.

Rothstein, William G. *Public Health and the Risk Factor: A History of an Uneven Medical Revolution*, Rochester: University of Rochester Press, 2003, pp. 279-358

Jones, D.S. "Visions of a Cure: Visualization, Clinical Trials, and Controversies in Cardiac Therapeutics, 1968-1998." *Isis* 91 (September 2000): 504-541.

March 29: NO CLASS SPRING BREAK

April 5: Breast Cancer, Control & Women's Health

Lerner, Barron, *The Breast Cancer Wars: Hope, Fear and the Pursuit of a Cure in Twentieth-Century America*, Oxford & New York: Oxford University Press, 2001, pp. "Establishing a Tradition: William Halsted and the Radical Mastectomy" 15-40 & " 'The World Has Passed us By,' Science, Activism and the Fall of the Radical Mastectomy," pp. 223-240.

Aronowitz, Robert A., "Do not delay: Breast cancer and time, 1900 – 1970," *Milbank Quarterly* 79 (2001): 355-386

Klawiter, Maren, *The Biopolitics of Breast Cancer: Changing Cultures of Disease and Activism*, Minneapolis: University of Minnesota Press, 2008, pp. 277-295.

April 12: Mental Illness

In class showing of excerpts from: *The Three Faces of Eve; Girl Interrupted*

Darby Penney and Peter Stastny, *The Lives They Left Behind: Suitcases from a State Hospital Attic*, New York, Bellevue Literary Press, 2008, pp. 9-20 & 34-56.

Jack D. Pressman, Chapter 2: "Sufficient Promise: John F. Fulton and the Origins of Lobotomy," in his *Last Resort: Psychosurgery and the Limits of Medicine*, New York: Cambridge University Press, 2002, pp. 47-101.

Andrea Tone, *The Age of Anxiety: A History of America's Turbulent Affair with Tranquilizers*, Basic Books, 2008, Chapter 2: The Making of Miltown, pp. 27-52 and Chapter 8: Mother's Little Helpers, pp. 175-201.

Jonathan M. Metz, "Caesar Williams," in his *The Protest Psychosis: How Schizophrenia Became a Black Disease*, Boston: Beacon Press, 2010, pp. 77-128

Stuart A. Kirk & Herb Kutchins, *The Myth of the Reliability of DSM*, Academy for the Study of the Psychoanalytic Arts.

Further Reading:

Joel Braslow, *Mental Illness and Bodily Cures, Psychiatric Treatment in the First Half of the Twentieth Century*, Berkeley: University of California Press, 1997; excerpts.

Porter, Roy, *Madness: a brief history*, Oxford ; New York : Oxford University Press, 2002.

Edward Shorter, *A History of Psychiatry: From the Era of the Asylum to the Age of Prozac*, Wiley; 2 edition, 1998.

April 19: Epilepsy: Medicines, Culture & Control

Anne Fadiman, *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and The Collision of Two Cultures* (Farrar Strauss Giroux, 1997),

Preface (pp. ix-xi), and Chs. 1 – 9 (pp. 1-118)

Note on Hmong Orthography, Pronunciation, and Quotations (pp. 291-2),

Joseph W. Schneider and Peter Conrad, *Having Epilepsy: The Experience and Control of Illness*, Philadelphia: Temple University Press, 1983, Chapter 9: The Meaning of Medications, pp. 181-203 and Chapter 10: Having Epilepsy: The Experience and Control of Illness, pp. 205-232

Greene, Jeremy A. Therapeutic Infidelities: 'Noncompliance' Enters the Medical Literature, 1955–1975, *Social History of Medicine*, 2004; 17(3): 327-343.

April 26: Alzheimer's Disease: Guest Lecturer, Stephen Post, PhD

Jesse F. Ballenger, *Self, Senility, and Alzheimer's Disease in Modern America: A History*, Baltimore: The Johns Hopkins University Press, 2006, Chapter 2: Beyond the Characteristic Plaques and Tangles, pp. 36-55 and Chapter 4: The Renaissance of Pathology, pp. 81-112.

Further Reading:

Peter J. Whitehouse M.D. and Daniel George M.Sc., *The Myth of Alzheimer's: What You Aren't Being Told About Today's Most Dreaded Diagnosis*, St. Martin's Griffin, 2008.

Cohen, Lawrence, *No Aging in India: Alzheimer's, the Bad Family, and Other Modern Things*, Berkeley & London: University of California Press, 1998.

May 3: Epidemiologic Transitions, Double Burdens & Re-Emerging Diseases

Achievements in Public Health, 1900-1999: Control of Infectious Diseases, *Morbidity & Mortality Weekly Report*, July 30, 1999, 48(29): 621-629

Omran, A.R. (1971) 'The epidemiological transition: A theory of the epidemiology of population change', *Milbank Memorial Fund Quarterly* 49:509–538

Murray CJL & Alan D. Lopez, Mortality by Cause for Eight Regions of the World: The Global Burden of Disease Study, *Lancet* 1997; 349: 1269–76

Abdesslam Boutayeb, The double burden of communicable and non-communicable diseases in developing countries. *Transactions of the Royal Society of Tropical Medicine and Hygiene* (2006) 100, 191—199

Tommy Bengtsson, Göran Broströmb, Do conditions in early life affect old-age mortality directly and indirectly? Evidence from 19th-century rural Sweden, *Social Science & Medicine*, 2009; 68: 1583-1590.

Further Reading:

Charles Rosenberg, “The Therapeutic Revolution.” *Explaining Epidemics* (Cambridge, 1992).

Linda Adair, Early nutrition conditions and later risk of disease, in *The Nutrition Transition: Diet and Disease in the Developing World*, edited by Benjamin Caballero and Barry M. Popkin, Academic Press, 2002, pp. 129-145.

Greenhalgh, Susan. “The social construction of population science: an intellectual, institutional and political history of twentieth-century demography,” *Comparative Studies in Society & History*, January 1996; 38(1): 26-66.

Gutiérrez-Delgado C, Guajardo-Barrón V. The double burden of disease in developing countries: the Mexican experience. *Advances in health economics and health services research*. 2009;21:3-22.

Riley, James C. *Low Income, Social Growth, and Good Health: A History of Twelve Countries*, Berkeley: University of California Press; New York: Milbank Memorial Fund, 2008.

Riley, James C. *Rising Life Expectancy: A Global History*, Cambridge, U.K.; New York: Cambridge University Press, 2001

G. Rose. “Sick individuals and sick populations,” *International Journal of Epidemiology* 1985 Mar;14(1):32–38.

Weisz, George & Jesse Olszynko-Gryn, “The theory of epidemiologic transition: the origins of a citation classic,” *Journal of the History of Medicine and Allied Sciences*, 2010; 65(3): 287-326.

May 10: Disease Causality, Diagnosis and Experience

Charles E. Rosenberg, "The tyranny of diagnosis: Specific entities and individual experience," *Milbank Quarterly* 80 (2002): 237 - 260

Charles E. Rosenberg, "Pathologies of progress: the idea of civilization as risk." *Bulletin of the History of Medicine*. 1998 Winter; 72(4): 714-30.

Arthur Kleinman, "What is specific to biomedicine?" pp. 21 – 40 in his *Writing at the Margin: Discourse between Anthropology and Medicine* (University of California Press, 1995)

Martha Balshem, "Cancer, control, and causality: Talking about cancer in a working-class community," *American Ethnologist* 18 (1991) pp. 152-171

Further Reading:

Excerpts from Thomas Mckeown. "Dream, Mirage, or Nemesis." *Role of medicine: dream, mirage, or nemesis?* (Nuffield Provincial Hospitals Trust, 1976).

Oswei Temkin, "The Scientific Approach to Disease: Specific Entity and Individual Sickness." *The double face of Janus and other essays in the history of medicine* (Johns Hopkins, 1977).

Jared Diamond, "Lethal gift of livestock." *Guns, Germs, and Steel* (Norton, 1997).

John Cairns, "The epidemiology of cancer." *Matters of Life and Death* (Princeton, 1997)

Kevles, Bettyann. *Naked to the bone: medical imaging in the twentieth century*, New Brunswick, N.J. : Rutgers University Press, 1997, pp. 9-32 & 261-317.

Additional Resources:

Armus, Diego. *The ailing city : health, tuberculosis, and culture in Buenos Aires, 1870-1950*. Durham [N.C.] : Duke University Press, 2011.

Attree, Lizzy. *Blood on the page : interviews with African authors writing about HIV/AIDS*. Newcastle : Cambridge Scholars, 2010.

Bliss, Michael. *The making of modern medicine : turning points in the treatment of disease*. Chicago : University of Chicago Press, 2011.

Boeckl, Christine M., *Images of leprosy : disease, religion, and politics in European art*. Kirksville, Mo. : Truman State University Press, 2011.

Brown, Karen. *Mad dogs and meerkats : a history of resurgent rabies in southern Africa*. Athens: Ohio University Press, 2011.

Byrne, Katherine. *Tuberculosis and the Victorian literary imagination*. Cambridge, UK ; New York : Cambridge University Press, 2011.

Cohn, Samuel Kline. *Cultures of plague : medical thinking at the end of the Renaissance*. Oxford ; New York : Oxford University Press, 2010.

Crosby, Molly Caldwell. *Asleep : the forgotten epidemic that remains one of medicine's greatest mysteries*. New York : Berkley Books, 2010.

Echenberg, Myron J. Africa in the time of cholera : a history of pandemics from 1817 to the present. New York : Cambridge University Press, 2011.

Encephalitis lethargica : during and after the epidemic. edited by Joel A. Vilensky. New York : Oxford University Press, 2011.

Hanson, Marta E. Speaking of epidemics in Chinese medicine : disease and the geographic imagination in late imperial China. Milton Park, Abingdon, Oxon ; New York, NY : Routledge, 2011.

Kinsman, John. AIDS policy in Uganda : evidence, ideology, and the making of an African success story. New York : Palgrave Macmillan, 2010.

Krieger, Nancy. Epidemiology and the people's health : theory and context. New York : Oxford University Press, 2011.

McCandless, Peter. Slavery, disease, and suffering in the southern Lowcountry. Cambridge ; New York : Cambridge University Press, 2011.

McGough, Laura J., Gender, sexuality, and syphilis in early modern Venice : the disease that came to stay. Basingstoke [England] ; New York : Palgrave Macmillan, 2011.

Pemberton, Stephen Gregory. The bleeding disease : hemophilia and the unintended consequences of medical progress. Baltimore : Johns Hopkins University Press, 2011.

Wailoo, Keith. How cancer crossed the color line. Oxford ; New York : Oxford University Press, 2011.

Willrich, Michael. Pox : an American history. New York : Penguin Press, 2011.

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From Official Stony Brook University Policy:

Statements required to appear in all syllabi on the Stony Brook campus:

Americans with Disabilities Act:

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.

Academic Integrity:

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 and suspected instances of academic dishonesty to the Academic Judiciary.

Faculty in the Health Sciences Center (Schools 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/>

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 School of Medicine are required to follow their school-specific procedures.