

Psychology of Prejudice and Discrimination

Fall 2019

*Course Meeting Time: Monday/Wednesday, 10:00 – 11:20 am***Course Professor****Dr. Bonita London**, Associate Professor of Psychology (Social and Health Psychology Area)*Office Location:* Psychology B, Room 242*Office Hours:* Monday 11:30 – 1:00 pm, Wednesday 11:30 – 1:00 pm*Email:* bonita.london@stonybrook.edu

[Note: when sending emails related to the course please start the subject line with: “PSY549”]

COURSE DESCRIPTION:

This course will provide an overview of theoretical perspectives, research methods, empirical findings, and practical applications of psychological research on prejudice, stigma, discrimination, and intergroup relations. We will examine in depth several issues that are central to research in this area. The topics covered will include, but are not limited to, the development of prejudices, cognitive, and sociocultural approaches to prejudice and stigma, the social, personality, and motivational factors that contribute to stereotyping and prejudice, the psychological consequences of prejudice and stigma, and interventions and strategies for reducing the consequences of stigmatization.

Instructional Strategies. This course will require in depth and critical reading of the empirical articles, chapters, and text assigned. The course will be conducted as a seminar, thus each class session will consist primarily of class discussions. Students are encouraged to identify and share relevant articles from alternative sources including the popular media that reflect the course topics.

Learning Objectives. In this course you will be asked to:

- (1) critically analyze theoretical models related to prejudice and prejudice reduction by identifying the components, critiquing the theories and generating alternatives to presented theories;
- (2) interpret and apply results of empirical studies to broader theories of prejudice and prejudice reduction; and
- (3) generate ideas for applied interventions to promote prejudice reduction.

Assessments. The learning objectives will be assessed through students’ participation in class discussions, written reaction papers, leading discussions as facilitator in class (and on discussion boards if present), submission of a course paper, and individual presentations.

CODE OF CONDUCT:

Stony Brook University expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to observe national, state, and local laws and University regulations; and 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, and/or inhibits students’ ability to learn.

REQUIRED READINGS:

- (1) *Empirical articles:* Most of the course readings are available free of charge online from SUNY Stony Brook library. The articles can be downloaded from the Stony Brook library website.

ADDITIONAL RECOMMENDED TEXT:

One or two chapters from the following text will be used in class. You may purchase the text or obtain a copy of the chapters used in class electronically:

- (1) Allport, G. W. (1954). *The nature of prejudice*. Reading, MA: Addison-Wesley Publishing Company. You may purchase or borrow the 25th Anniversary Edition print (1979) (Introduction by Kenneth Clark and forward by Thomas Pettigrew).
- (2) Goffman, E. (1986). *Stigma: Notes on the management of spoiled identity*. Touchstone Press.

AMERICANS WITH DISABILITIES ACT

If you have a physical, psychological, medical, or learning disability that might impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, room 128, (631) 632-6748. DSS will determine (with you) what accommodations, if any, are necessary and appropriate. Please confirm that your professor is made aware of any needs. All information and documentation is confidential.

BLACKBOARD

You can access class information on-line at: <https://blackboard.stonybrook.edu/>

Course announcements, assignments, test information, etc. will be posted on Blackboard. **Check Blackboard regularly for course updates and information.** If you have difficulty logging in, please contact Technical Support.

GRADING AND ASSESSMENTS:

Your final course grade will be calculated based on your scores on the following: (1) One-page Critical Review papers, (2) Discussion questions and class participation, (3) Discussion Facilitation, (4) Final paper, and (5) Presentation of final paper.

(1) Critical Review Papers (7 papers worth 5 points each = 35 points total)

In order to facilitate critical thinking about the assigned material, and to prepare for each discussion you will submit brief critical review papers in response to the assigned readings. Your paper should address the theoretical, methodological, and practical contributions and weaknesses of each article, chapter, or paradigm discussed. Critical Review papers should be uploaded to Blackboard by the due date. These review papers should be approximately 500 words (1 single spaced page), so you will need to be concise. There are 9 class sessions with assigned readings. **You must submit 7 Critical Review papers for the semester** (on the two days that you are the assigned Discussion leader, you do not have to submit a Critical Review paper).

(2) Discussion Questions and Participation (10 points total)

This is a discussion-based course. Therefore, it is critical that everyone play an active role in the class discussions. Your participation in discussions as well as submission of discussion questions will be assessed. There are 13 class sessions in which readings are assigned and discussion questions should be submitted. You must submit one discussion question for at least 10 class sessions. Discussion questions should be posted on the Blackboard discussion board 24 hours prior to each class session (due dates are listed in the schedule below). The questions you submit will help the assigned discussion leaders facilitate our analysis of the readings.

(3) Discussion Leader/Facilitator: (15 points total)

Twice during the semester, you will be responsible for leading/facilitating the class discussion with a classmate. As the facilitator, you must help generate and lead the discussion of the readings during class. Facilitators typically focus the discussion on the main issues raised by the readings (e.g., theoretical advances, methodological advances) and on connecting the readings to previous readings (other theories and methodologies discussed in previous class periods). Facilitators should also use the discussion questions posted by students to help direct the discussion. If you are unable to lead on your assigned day, please contact classmates to arrange a switch yourself.

(4) Final paper: (30 points total). The purpose of the final paper is to encourage critical thinking about research on prejudice, stigma, discrimination, and intergroup relations. Through the course readings and seminar discussions, you will learn about a variety of techniques psychologists have used to study prejudice and stigma. You can select the format of your final paper based on the options provided (we will discuss in class). Paper Format: Your paper must be typed and written in accordance with the guidelines of the American Psychological Association's Publication Manual. Your paper should be approximately 15 double-spaced pages (not including references and cover page) using standard 12-point font and 1-inch margins. **Final papers are due by midnight on December 9th.** Grade deductions will be taken for late papers.

(5) Final Paper presentation: (10 points total) During the final three class sessions, students will present their Final paper to the class in a formal presentation (20-minute presentation).

Your final letter grade will be based on the following grading scale:

| Letter Grade | = | Score | Letter Grade | = | Score |
|---------------------|----------|--------------|---------------------|----------|--------------|
| A | = | 93-100 | C | = | 73-76 |
| A- | = | 90-92 | C- | = | 70-72 |
| B+ | = | 87-89 | D+ | = | 67-69 |
| B | = | 83-86 | D | = | 60-66 |
| B- | = | 80-82 | F | = | < 60 |
| C+ | = | 77-79 | | | |

SCHEDULE OF READINGS

NOTE: All readings are due on the day they are listed in the schedule, with the exception of the first class. I will provide copies of some of the readings (e.g., chapters that are not easily accessible to you). You must obtain the readings that are available through the University library database yourself.

**** PLEASE BE ADVISED THAT READINGS FOR A GIVEN CLASS MAY BE CHANGED OR SUBSTITUTED BY THE PROFESSOR. YOU WILL BE GIVEN AT LEAST 1 WEEKS NOTICE IF READINGS WILL BE CHANGED ****

| Date | Topic | Readings | Assignment | Discussion Leaders |
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| Week 1 August 26- August 28 | Introduction Syllabus Review Semester overview | <p>Foundation Reading/Supplemental (if needed) Jordan, C. H., & Zanna, M.P. (2000). How to read a journal article in social psychology. In C. Stangor (Ed). <i>Stereotypes and Prejudice: Essential Readings</i> (pp. 457-466). Philadelphia, PA: Psychology Press, Taylor & Francis Group. [http://jfmuller.faculty.noctrl.edu/crow/HowtoReadaJournal3B107.doc]</p> <p>Lovejoy, T.I., Revenson, T.A., & France, C.R. (2011). Reviewing manuscripts for peer-review journals: A primer for novice and seasoned reviewers. <i>Annals of Behavioral Medicine</i>, 42, 1-13. [http://www.springer.com/cda/content/document/cda_download/document/Annals+Peer+Review+Manuscript+-+Online+First.pdf?SGWID=0-0-45-1126537-p173737515]</p> <hr/> <p>The following assignment is intended to guide you through some self-reflection. Please complete the assignment write-up but do not submit the assignment to the Professor. We will discuss your general responses to these questions in class. <i>The content of this assignment will not be graded.</i> Answer the following questions:</p> <ol style="list-style-type: none"> Take 2-3 minutes to list 20 descriptors/statements that describe who you are. After listing the descriptors, indicate how important each descriptor is to your self-concept (from 1 (not very important) to 10 (extremely important)). What are some of the attributes or stereotypes that have typically been associated with each of the identities you listed? How (if at all) do these identities impact your daily life? | <p><u>Week 1:</u> Submit response to the following question: What topic(s) do you hope to cover in this course? by August 28 (10:00 am)</p> | |

September 2nd NO CLASS

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| <p><u>Week 2</u> September 4</p> | <p>Defining Prejudice</p> | <p>Allport: Chapters 1 and 2 (download from blackboard)</p> <p>Plaut, V.C. (2010) Diversity science: Why and how difference makes a difference. <i>Psychological Inquiry</i>, 21, 77-99.</p> | <p><u>Week 2:</u> Submit discussion question by September 3 (10:00 am)</p> | |
| <p><u>Week 3</u> September 9- September 11</p> <p><u>Week 4</u> September 16- September 18</p> | <p>Social Identity Theory/ Categorization Theory</p> | <p>Tajfel, H., & Turner, J.C. (1986). The social identity theory of intergroup behavior. In S. Worchel & W.G. Austin (Eds), <i>Psychology of intergroup relations</i> (pp. 7-24). Chicago: Nelson.</p> <p>Abrams, D., & Hogg, M.A. (2004). Metatheory: Lessons from Social Identity Research. <i>Personality and Social Psychology Review</i>, 8, 98-106.</p> <p>Dunham, Y (2018). Mere Membership. <i>Trends in Cognitive Sciences</i>, 22 (9), 780-793. https://doi.org/10.1016/j.tics.2018.06.004</p> <p>Turner, J.C. (1987) A self-categorization theory. In J.C. Turner et al. Rediscovering the social group (pp.42-67). Oxford: Basil Blackwell.</p> <p>Allport: Chapters 3 and 4</p> | <p><u>Week 3:</u> Submit discussion question by September 10 (10:00 am)</p> <p><u>Week 4:</u> Submit discussion question and Critical Review paper by September 17 (10:00 am)</p> | <p><u>Discussions Leaders:</u> <u>September 18th session</u></p> <p>1 _____</p> <p>2 _____</p> |
| <p><u>Week 5</u> September 23- September 25</p> | <p>Development of Prejudice</p> | <p>Sinclair S., Dunn E., Lowery B. (2005a). The relationship between parental racial attitudes and children's implicit prejudice. <i>J. Exp. Soc. Psychol.</i> 41 283–289. 10.1016/j.jesp.2004.06.003</p> <p>About, F.E., Tredoux, C., Tropp, L.R., Spears Brown, C., Niens, U., and Noor, N.M. (2012). Interventions to reduce prejudice and enhance inclusion and respect for ethnic differences in early childhood: A systematic review. <i>Developmental Review</i>, 32(4), 307-336.</p> | <p><u>Week 5:</u> Submit discussion question and Critical Review paper by September 24 (10:00 am)</p> | <p><u>Discussions Leaders:</u> <u>September 25th session</u></p> <p>1 _____</p> <p>2 _____</p> |

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| | | Baron A. S., Banaji M. R. (2006). The development of implicit attitudes: evidence of race evaluations from ages 6, 10 and adulthood. <i>Psychological Science</i> , 17, 53–58. 10.1111/j.1467-9280.2005.01664.x | | |
| Week 6 September 30- October 2 | Cognitive and Social Neuroscience approaches to Stigma and Prejudice | Amodio, D.M (2014). The neuroscience of prejudice and stereotyping. <i>Nature reviews Neuroscience</i> , 15, 670-682. Amodio, D.M. (2011) Self-regulation in intergroup relations: A social neuroscience framework. In A. Todorov, S.T. Fiske & D.A. Prentice (Eds). <i>Social neuroscience: Toward understanding the underpinnings of the social mind</i> . New York, NY, US: Oxford University Press. | Week 6: Submit discussion question and Critical Review paper by October 1 (10:00 am) | Discussions Leaders: <u>October 2nd session</u> 1 _____ 2 _____ |
| Week 7 October 7- October 9 | Implicit/Explicit Stereotyping | Try the Implicit Associations Test: https://implicit.harvard.edu/implicit/demo/selectatest.html <u>Greenwald, A.G., McGhee, D.E., & Schwartz, J.L.K (1998). Measuring individual differences in implicit cognition. The implicit association test. <i>Journal of Personality and Social Psychology</i>, 74, 1464-1480.</u> Nosek, B.A., Smyth, F.L., Hansen, J.J., Devos, T., Lindener, N.M., Ranganath, K.A., Smith, C.T., Olson, K.R., Chugh, D., Greenwald, A.G., & Banaji, M.R. (2007). Pervasiveness and correlates of implicit attitudes and stereotypes. <i>European Review of Social Psychology</i> , 18, 36-88. Vuletich, H.A., & Payne, B.K. (2019). Stability and change in implicit bias. <i>Psychological Science</i> , doi: 10.1177/0956797619844270 | Week 7: Submit discussion question and Critical Review paper by October 8 (10:00 am) | Discussions Leaders: <u>October 9th session</u> 1 _____ 2 _____ |
| October 14th NO CLASS | | | | |

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| <p>Week 8 October 16</p> <p>Week 9 October 21</p> | <p>Collective Identity and Intersectionality</p> | <p>Roccas, S., & Brewer, M.B. (2002). Social Identity Complexity. <i>Personality and Social Psychology Review</i>, 6(2).</p> <p>Remedios, J.D., & Snyder, S.H., (2018). Intersectional oppression: Multiple stigmatized identities and perceptions of invisibility, discrimination, and stereotyping. <i>Journal of Social Issues</i>, 74(2), 265-281.</p> <p>Cole, E.R. (2009). Intersectionality and Research in Psychology. <i>American Psychologist</i>, 64 (3). 170-180.</p> | <p>Week 9: Submit discussion question and Critical Review paper by October 20 (10:00 am)</p> | <p>Discussions Leaders: <u>October 16th session</u></p> <p>1 _____</p> <p>2 _____</p> |
| <p>Week 9 October 23</p> <p>Week 10 October 28</p> | <p>Visible and Concealable Stigma</p> | <p>Quinn, D.M., & Chaudoir, S.R. (2009). Living with a concealable stigmatized identity: The impact of anticipated stigma, centrality, salience, and cultural stigma on psychological distress and health. <i>Journal of Personality and Social Psychology</i>, 97, 634-651.</p> <p>Herek, G.M. (2010). Sexual orientation differences as deficits: Science and stigma in the history of American Psychology. <i>Perspectives on Psychological Science</i>, 5, 693-699.</p> <p>Meyer, I. H. (2003). Prejudice, social stress, and mental health in lesbian, gay, and bisexual populations: Conceptual issues and research evidence. <i>Psychological Bulletin</i>, 129, 674-697. doi:10.1037/0033-2909.129.5.674</p> | <p>Week 10a: Submit discussion question and Critical Review paper by October 27 (10:00 am)</p> | <p>Discussions Leaders: <u>October 23rd session</u></p> <p>1 _____</p> <p>2 _____</p> |
| <p>Week 10 October 30</p> | <p>Allies</p> | <p>Chaney, K.E., Sanchez, D.T., & Remedios, J.D. (2018). We are in this together: How the presence of similarly stereotyped allies buffer against identity threat. <i>Journal of Experimental Social Psychology</i>, 79, 410-422.</p> <p>Cortland, C.I., Craig, M.A., Shapiro, J.R., Richeson, J.A., Neel, R., & Goldstein, N.J. (2017). Solidarity through shared disadvantage: Highlighting shared experiences of discrimination improves relations between stigmatized groups. <i>Journal of Personality and Social Psychology</i>, 113(4), 547-567.</p> | <p>Week 10b: Submit discussion question and Critical Review paper by October 29 (10:00 am)</p> | <p>Discussions Leaders: <u>October 30th session</u></p> <p>1 _____</p> <p>2 _____</p> |

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| <p><u>Week 11</u> November 4</p> | <p>Ingroup Bias</p> | <p>Scheepers, D., Spears, R., Doosje, B., Manstead, A.S.R. (2006). Diversity in in-group bias: Structural factors, situational features, and social functions. <i>Journal of Personality and Social Psychology</i>, 90, 944-960.</p> <p>Shah, J.U., Brazy, P.C., & Higgins, E.T. (2004). Promoting us or preventing them: Regulatory focus and manifestations of intergroup bias. <i>Personality and Social Psychology Bulletin</i>, 30, 433-446.</p> | <p><u>Week 11a:</u> Submit discussion question and Critical Review paper by November 3 (10:00 am)</p> | |
| <p><u>Week 11</u> November 6</p> | <p>Political Ideology</p> | <p>Van Bavel, J.J., & Pereira, A. (2018). The partisan brain: An identity-based model of political belief. <i>Trends in Cognitive Sciences</i>, 22, 213-224.</p> <p>Bail, C.A., et al. (2018). Exposure to opposing views on social media can increase political polarization. <i>Proceedings of the National Academy of Science</i>, 115, 9216-9221.</p> | <p><u>Week 11b:</u> Submit discussion question and Critical Review paper by November 5 (10:00 am)</p> | <p><u>Discussions Leaders:</u> <u>November 4th session</u> 1 _____ 2 _____</p> |
| <p><u>Week 12</u> November 11- November 13</p> <p><u>Week 13</u> November 18</p> | <p>Prejudice Reduction Interventions</p> | <p><i>Final articles will be selected from this list and announced.</i></p> <p>Dovidio, J.F., & Gaertner, S. L. (1999). Reducing prejudice: Combating intergroup biases. <i>Current Directions in Psychological Science</i>, 8, 101-105.</p> <p>Davies, P.G., Spencer, S.J., & Steele, C.M. (2005). Clearing the air: Identity safety moderates the effects of stereotype threat on women's leadership aspirations. <i>Journal of Personality and Social Psychology</i>, 88, 276-287.</p> <p>Cohen, G.L., Garcia, J., Apfel, N., & Master, A. (2006). Reducing the Racial Achievement Gap: A Social-Psychological Intervention. <i>Science</i>, 313(5791), 1307-1310.</p> <p>Crisp, R.J., & Turner, R.N. (2010). Cognitive adaptation to the experience of social and cultural diversity. <i>Psychological Bulletin</i>, 137, 242-266.</p> <p>Pettigrew, T.F., Tropp, L.R., Wagner, U., & Christ, O. (2011). Recent advances in intergroup contact theory.</p> | <p><u>Week 12:</u> Submit discussion question and Critical Review paper by November 12 (10:00 am)</p> <p><u>Week 13:</u> Submit discussion question and Critical Review paper by November 17 (10:00 am)</p> | <p><u>Discussions Leaders:</u> <u>November 13th session</u> 1 _____ 2 _____</p> <p><u>Discussions Leaders:</u> <u>November 18th session</u> 1 _____ 2 _____</p> |

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| | | <p><i>International Journal of Intercultural Relations</i>, 35, 271-280.</p> <p>Dovidio, J.F., Eller, A., & Hewstone, M. (2011). Improving intergroup relations through direct, extended and other forms of indirect contact. <i>Group Processes and Intergroup Relations</i>, 14, 147- 160.</p> <p>Eller, A., Abrams, D., & Zimmermann, A. (2011). Two degrees of separation: A longitudinal study of actual and perceived extended international contact. <i>Group Processes and Intergroup Relations</i>, 14, 175-191.</p> <p>Allport: Chapter 16</p> | | |
| Week 13 November 20 | Guest Lecture | Readings will be assigned | | |
| Week 14 November 25 | Wrap-Up | Wrap-up Discussion | | |
| November 27th NO CLASS | | | | |
| December 2 | Individual Presentations | Individual Presentations of Final Paper | | |
| December 4 | Individual Presentations | Individual Presentations of Final Paper | | |
| December 9 | Individual Presentations | Individual Presentations of Final Paper | | |
| | | Final Paper Due by midnight on December 9th | | |

STUDENT CODE OF CONDUCT

Stony Brook University expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to observe national, state, and local laws and University regulations; and 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, and/or inhibits students' ability to learn.

PLAGIARISM WILL NOT BE TOLERATED. *University statement on Plagiarism:* Plagiarism, intentional or unintentional, is considered academic dishonesty and all instances will be reported to the Academic Judiciary. To avoid plagiarism, you must give the original author credit whenever you use another person's ideas, opinions, drawings, or theories as well as any facts or any other pieces of information that are not common knowledge. Additionally quotations of another person's actual spoken or written words; or a close paraphrasing of another person's spoken or written words must also be referenced. Accurately citing all sources and putting direct quotations – of even a few key words – in quotation marks are required. Please visit: <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml> for exercises and descriptions of how to avoid plagiarism in your writing.

POLICY ON ELECTRONIC DEVICES, NOTES AND COURSE RECORDINGS

- In accordance with University guidelines, students are required to secure and turn off all electronic communication and entertainment devices during class.
- Students with Disability Support Services documentation for accommodations must see the Professor during the first week of class to discuss accommodations. Slide notes will not be posted on Blackboard. Students who attend the entire class session and take notes, but need clarification of notes can attend graduate TA office hours for assistance.

GENERAL CLASSROOM INFORMATION

- Students are expected to attend class regularly, arrive for class on time and leave the classroom only at the end of class. Students are expected to exhibit classroom behavior that is not disruptive of the learning environment.
- University rules governing academic conduct apply to all course work.
- Class announcements and handouts will be posted on Blackboard and/or sent via Blackboard email. So, make sure your email address is accurate on Blackboard and check Blackboard on a regular basis.
- Students are responsible for everything covered in the class discussion. This includes copies of handouts and articles, details about the assignments, changes to assignments and dates, and so forth. Students are also responsible for the activities completed in class.
- There are no extra credit assignments beyond the coursework. Please do not ask for exceptions.

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/>.

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.

UNIVERSITY RESOURCES

DISABILITY SUPPORT SERVICES (DSS) 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, room128, (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. For procedures and information go to the following website:

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

BLACKBOARD

You can access class information on-line at: <https://blackboard.stonybrook.edu>

Course announcements, assignments, test information, etc. will be posted on Blackboard. **Check Blackboard regularly for course updates and information.** If you have difficulty logging in, please see one of the Teaching Assistants or contact the computer support services.

For help or more information see: <http://it.stonybrook.edu/services/blackboard>.

UNIVERSITY LIBRARY

The University Library has compiled resources related to Psychology on the following webpage:

<http://guides.library.stonybrook.edu/psychology>

Navigate the page using the tabs. Tabs include Tipsheets for creating citations in APA format, database links to search for Psychology articles, among other helpful resources.

UNIVERSITY RESOURCE FOR SUCCESS

The following document provides information on offices, organizations, and resources on campus that help serve the needs of students, e.g., advising offices, tutoring services, psychological counseling, financial services, among other resources. Please refer to this guide as needed.

<https://ucolleges.stonybrook.edu/links/academic-success-resources.pdf>.