

Women and Mental Health
CCPX 4125.001, Fall 2020
Thursday 9:00am – 10:40am

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This course focuses on theoretical material regarding women and mental health as well as the psychological experiences that women face across the life span. You will be expected to be familiar with the course material for each class session, and to be able to present your own critical thoughts about the readings. We will discuss the limitations and generalizability of the materials reviewed, and you will be expected to understand the contributions of the authors within their own context and as related to the development of thought in the field. Successful students will become engaged in the process of learning through the course readings, and will consider ways in which these readings may or may not be applicable in a variety of circumstances.

Readings:

Classes will involve instruction regarding important aspects of the readings, and will be most successful when students participate in discussion of the class topics. Articles denoted as optional or of clinical interest are not mandatory, but will enhance your understanding of the material. In particular, articles that are of clinical interest are usually engaging reads from the lay press, and demonstrate clinical aspects of that week's topics.

Each week, there will be academic readings assigned, as well as some readings of clinical interest. You may access the readings in the Pages section of Canvas. The Page with the academic course readings is entitled Course Reading, where the readings (with links) are listed more or less chronologically according to the syllabus. (At present some of these readings may be listed as unavailable in digital form but they will be made available in time for the classes for which they are needed.) The articles labeled "Of clinical interest" may be accessed in the document entitled Clinical Interest Articles in the Pages section of Canvas, or via the links provided below. I recommend that you purchase the Gilligan & Snider book, for our this class session, which is available on Amazon as a paperback for ~\$10 or as a Kindle ebook for even less. It is also available online through the link in the course readings document, but there are limits to how many pages may be printed, and only one user may access it at a time.

Requirements:

Firstly, please read the discussion board in Canvas, and submit your introduction by Wednesday, September 2, at noon ET. This paragraph should include your name; your program and when you started it; your geographical origins, where you will be Zooming in from, and any other personal demographics that you feel comfortable sharing; previous relevant experience in the field; and what brought you to this class or something you are interested in exploring through this class. The course is enhanced by the participation of students, who will each bring unique perspectives to the material we cover, so we would like to begin the process of getting to know one another and encouraging your comfortable participation in the online course.

Secondly, in an effort to develop some group cohesion and help students to get to know one another, I will be assigning small Zoom groups. Please hold a private zoom for your group at some point during the week prior to the second class session on September 10th, so that you may develop personal contacts in the class. Consider this an opportunity to introduce yourself and get to know each other, as would happen informally in class. Some groups may find it easiest to schedule a Zoom for the 20 minutes or so before class begins on the 10th, but I leave it to you to decide what is most convenient for the group. You will find the list of small Zoom groups in the Pages section of Canvas. Please make contact with the other Zoom members to set up your meeting time.

Final grades will be based upon the following:

Class participation & reaction papers	10%
Small group presentation	20%
Mid-term exam	30%
Final paper	40%

Class Participation: Students will attend class via Zoom, available at myTC for your use. The meeting ID is 972 2629 8435, and the password is WMH@TC. Please log in to Zoom in time to be at the meeting at 9:00 am sharp. It is disruptive to all when students are late, and those who are late risk missing important announcements.

All students will be expected to attend the class session with their video monitors on. Except in extenuating circumstances that have been previously discussed with the instructor, attendance without video will be considered an absence. Courtesy demands that you fully attend to the course session, and refrain from use of other devices during the class.

Students are expected to drive class discussion. A portion of your grade will be derived from the extent to which you participate appropriately. Students are therefore expected to participate by asking questions and commenting on the material during the class. This may be done by speaking during the discussion or by texting such questions and comments in the chat function to the instructor and course assistant (please be sure to text to both of us) or to the class as a whole.

Reaction Papers: Each student will write a one-page reaction paper for class sessions on September 10 through October 8. The paper is not a summary, but rather should be an informal recounting of your experience of the week's academic reading(s). APA style is not necessary. Students may focus on whichever aspects of the academic readings were most thought-provoking, inspiring, troubling, confusing, or interesting. It is not necessary to comment on every academic reading each week; you may choose to focus on one or more of the academic assignments. To receive credit, your reaction papers shall be written in relation to at least one of the academic assignments, i.e., please do not include your reactions to the articles denoted "of clinical interest" except as they relate to the academic assignments. These papers will serve to shape and focus the week's lecture and class time, by providing feedback to the instructor about aspects of the course that require clarification or that can become topics of concentration for class discussion. Reaction papers are due in the instructor's and course assistant's email inboxes by 7pm EST on the day before class. Papers received after 7pm will not be counted for credit. Reaction papers will not be given an individual grade, nor will specific feedback be provided; rather, each paper will be counted towards your participation and reaction paper portion of your grade.

Mid-term exam: The mid-term exam will be given on October 15th. It will cover class readings and discussions from September 5 through October 10. Be sure you understand the readings well; simple memorization of the information may not be sufficient for success on the midterm. Participation in class discussions will help to improve your grasp of the material.

On the day of the exam, we will hold a Zoom session as usual, during which the exam questions will be distributed. At the end of the zoom session, each student will email the responses to the instructor and the course assistant. The exam will be open note, but the time limitation will be strictly adhered to (except for students who have accommodations, for whom arrangements will be made with the OASID, Office of Access and Services for Individuals with Disabilities).

Students who would like specific feedback regarding the midterm grade must attend the class session one week subsequent to the exam (October 24). During

that class I will provide detailed information regarding the grading system of the essays, which will clarify the number grades you will have received.

Presentation: Each student will participate in a presentation, which will occur on a weekly basis, from October 22th through December 17th. The instructor will assign students to small groups which will present the topics to be discussed that week. An essential part of the presentation will be the inclusion of clinical material or case studies relating to the week's topics. These case reports will be selected by the small group, and presented to the class in order to illuminate the issues discussed in the readings. All members of the small groups will be involved in developing the presentation as well as in presenting during their group's week. Group members will work together to determine what and how they will present, and will be graded individually based on their own aspects of the presentation. Small group presentations are expected to last the duration of the class session. Feel free to be creative in your presentations with regard to the format of presentation by using direct instruction, Q & A, short skit, video clips, guest speakers, or any other method you may come up with. Please note that a summary of readings will not fulfill the expectations for this assignment. Clinical material that reflects the presentation topic(s) must also be included to expand on or illustrate the issues at hand.

To find a case report or clinical material to present, students may search in PsycInfo or PEP Web (available through the Gottesman Library website) or PubMed (available to the public at <http://www.ncbi.nlm.nih.gov/sites/entrez>). In addition to case reports in journal articles, clinical material in books related to topic areas should be considered, as these will often include typical, rather than unique, presentations of the issues involved. So, for example, a case may illustrate issues related to a woman's development during a particular stage of life (e.g., adolescence) or experiences (e.g., marriage, coming out, menopause). The materials relied upon for these cases need not be from strictly academic sources (i.e., lay public literature may be included, if it provides an in depth treatment of the case material). Cases should illustrate important aspects of the week's subject area(s) and should reflect material about actual people (i.e., movies and other fictional work should not be considered for the presentation). In the past, students have verbally presented case material in conjunction with the week's readings, used audio or video material, and invited guests to speak about their own experiences, among other ways of presenting. Most presentations use a combination of these methods; those interviews that include information from an interview (whether live, taped, or transcribed) are usually most compelling.

Final Paper: The final paper will be a literature review of 15-18 pages on a particular area of women's mental health. You will select the topic for your literature review. Some examples include:

--mental health aspects of a particular medical problem, illness, or condition e.g., domestic violence, breast cancer, lupus, fibromyalgia
--a review of a particular area of psychopathology as it relates to women or girls e.g., ADHD, substance abuse, eating disorders
--psychological considerations during a particular stage or experience of life e.g., menopause, adolescence, motherhood, infertility

The paper topic you select must be discussed with the instructor in advance to determine suitability. Do not submit a paper without approval for your topic; you risk failure for your grade if the topic is not an appropriate one. Approval may be sought via email or in person.

References for the paper should include appropriate readings from professional literature such as books or journals (i.e., you are expected to do your own research on the topic selected). The paper should be written in a professional style, using APA format. Information from Wikipedia, descriptions of personal experiences, or lengthy passages from published memoirs, for example, are not appropriate for inclusion in an academic literature review. Brief information (e.g., statistics) gleaned from reliable sources on the internet should be used sparingly and only as necessary (e.g. websites of the APA, CDC, or other established, reputable organizations). (Questionable sources on the internet should not be used at all.) You may also include readings from the course, as appropriate. The articles and book chapters included in the syllabus may be considered as models for the style of writing expected.

The final paper is due on on the last day of class, December 17. Please submit papers electronically as an attachment (not in Google Docs, Pages, or other online format). Deadline extensions will only be granted in exceptional circumstances. Students will receive a letter grade in Canvas for papers submitted on December 17. If you would like specific, written feedback on the final paper, you may submit it two weeks earlier, on December 3, in an attachment that is an editable document. Papers submitted on December 3 will be returned with instructor comments and a final grade. Rewrites will not be accepted. The early deadline option may appeal to those students who will use the final paper as an opportunity to develop their Integrative Project (IP). It should also be exercised by students seeking specific feedback on their paper.

Another important note. Students are expected to develop contacts in the class, and to call on those contacts if basic questions arise. For example, though regular attendance in class is expected, if a class is missed, you are expected to ask your peers for notes or other information. Information about course materials may be found in the syllabus, which is available on Canvas, along with many of the course materials themselves. Similarly, if there is a question about the class schedule, you are expected to consult the syllabus or the TC academic calendar.

If you have a question about anything related to the course which cannot be answered by classmates, the syllabus, Canvas, the TC academic calendar, or other sources available to you, you are welcome to contact the instructor or the course assistant by email. Though we do not hold regular office hours, we are available via email and are happy to respond to your questions.

Class schedule

September 3 Introduction/Overview

Assignment due: Introduction paragraph on Canvas discussion board

September 10 Psychoanalytic perspectives

Assignment due: Small group Zoom

First reaction paper due

Freud, S. (1925/1989). Some psychical consequences of the anatomical distinction between the sexes. In P. Gay (ed.), The Freud Reader (pp. 671-679). New York: W. W. Norton & Co.

Choderow, N.J. (1990). Gender, relation and difference in psychoanalytic perspective. In C. Zanardi (Ed.) Essential Papers on the Psychology of Women (pp. 420-436). New York: New York University Press.

Dimen, M. (1995). The third step: Freud, the feminists, and post modernism. American Journal of Psychoanalysis, 55, 303-319.

Of clinical interest:

Bekerman-Greenberg, R. (January 26, 2016). The punctual patient. Retrieved from: <https://opinionator.blogs.nytimes.com/2016/01/26/the-punctual-patient/>

September 17 Psychodynamic perspectives

Reaction paper due

Gilligan, C. (1982). Visions of maturity. In C. Gilligan, In a different voice: Psychological theory and women s development (pp. 151-174). Cambridge, MA: Harvard University Press.

Jenkins, Y. M. (2000). The Stone Center theoretical approach revisited: Applications for African American Women. In L. C. Jackson & B. Greene (eds.) Psychotherapy with African American Women: Innovations in Psychodynamic Perspectives and Practice (pp. 62-81). New York: Guilford Press.

Gilligan, C & Snider, N. (2018). Why does patriarchy persist? Cambridge: Polity Press.

Please read pages 1-31, 45-72, 89-105. Optional: 105-121.

Optional article:

Gilligan, C. (1982). Woman's place in a man's life cycle. In C. Gilligan, In a different voice: Psychological theory and women's development (pp. 5-23). Cambridge, MA: Harvard University Press.

Baker Miller, J. (1991). The development of women's sense of self. In J. V. Jordan, A. G. Kaplan, J. Baker Miller, I. P. Stiver, & J. L. Surrey (Eds.), Women's growth in connection: Writings from the Stone Center (pp. 11-26). New York: Guilford Press.

Of clinical interest:

Burnett-Ziegler, I. (April 25, 2018). The strong and stressed Black woman. Retrieved from <https://www.nytimes.com/2018/04/25/opinion/strong-stressed-black-woman.html>

**September 24 Developmental, biological, & social learning perspectives
Reaction paper due**

Bussey, K. & Bandura, A. (1999). Social cognitive theory of gender development and differentiation. Psychological Bulletin, 106, 676-713.

**October 1 The body & society
Reaction paper due**

Fredrickson, B. L., & Roberts, T.-A. (1997). Objectification theory: Toward understanding women's lived experiences and mental health risks. Psychology of Women Quarterly, 21, 173-206.

Bordo, S. (2003). Anorexia nervosa: Psychopathology as the crystallization of culture. In Unbearable Weight: Feminism, Western Culture, and the Body (10th Anniversary edition), pp. 139-164. Berkeley: University of California Press.

Kaw, E. (1993). Medicalization of racial features: Asian American women and plastic surgery. Medical Anthropology Quarterly, (7),

Optional article:

Gulbas, L.E. (2012). Embodying racism: Race, rhinoplasty, and self-esteem in Venezuela. Qualitative Health Research, 23 (3), 326-335.

Of clinical interest:

Karr, M. (2016, August 11). The crotchgrabber: On a shockingly casual case of sexual assault. Retrieved from: <https://www.newyorker.com/culture/culture-desk/the-crotchgrabber>

Bartlett, J. (September 21, 2016). Longing for the male gaze. Retrieved from <https://www.nytimes.com/2016/09/21/opinion/longing-for-the-male-gaze.html>

Henkel, M. (August 5, 2018). The gift of menopause. Retrieved from <https://www.nytimes.com/2018/08/05/opinion/the-gift-of-menopause.html>

October 8 **Race & ethnicity**
Last reaction paper due

Cole, E. (2009). Intersectionality and research in psychology. American Psychologist, 64 (3), 170-180.

Chisholm, J. & Greene, B. (2017). Women of Color: Perspectives on “Multiple Identities” in Psychological Theory, Research, and Practice. In Psychology of Women: A Handbook of Issues and Theories, 3rd edition, Denmark, F.L. & Paludi, M.A. (eds.), pp. 67-102. Santa Barbara, CA: Praeger.

Optional Article:

White, K. (2002). Surviving hating and being hated. Contemporary Psychoanalysis, 38, (3), 401-422.

Of clinical interest:

Kwon, R.O. (March 23, 2019). Stop calling Asian American women adorable. Retrieved from <https://www.nytimes.com/2019/03/23/opinion/sunday/calling-asian-women-adorable.html>

October 15 **MID TERM EXAM**

October 22 **Childhood and adolescence**

Brown, L.M. (1993). Meeting at the crossroads: Women’s psychology, girl’s development. Feminist Psychology, 3(1), 11-35.

Bronstein, P. (2006). The family environment: Where gender role socialization begins. In J. Worrell & C. D. Goodheart (eds.) Handbook of Girls’ and Women’s Psychological Health (pp. 262-271). New York: Oxford University Press.

Meece, J. L. & Scantlebury, K. (2006). Gender & schooling: Progress and persistent barriers. In J. Worrell & C. D. Goodheart (eds.) Handbook of Girls’ and Women’s Psychological Health (pp. 283-291). New York: Oxford University Press.

Of clinical interest:

McMillan Cottom, T. (July 29, 2017). How we make black girls grow up too fast. Retrieved from <https://www.nytimes.com/2017/07/29/opinion/sunday/how-we-make-black-girls-grow-up-too-fast.html>

Damour, L. (February 7, 2019). Why girls beat boys at school, and lose to them in the office. Retrieved from <https://www.nytimes.com/2019/02/07/opinion/sunday/girls-school-confidence.html>

October 29 Menstruation, sexual function

Stubbs, M.L. & Costos, D. (2004). Negative attitudes toward menstruation: Implication for disconnection within girls and between women. Women & Therapy, 27, 37-54.

Kolod, S. (2010). The menstrual cycle as a subject of psychoanalytic inquiry. The Journal of the American Academy of Psychoanalysis and Dynamic Psychiatry, 38, 77-98.

Chrisler, J.C. & Caplan, P. (2002). The strange case of Dr. Jekyll & Ms. Hyde: How PMS became a cultural phenomenon and a psychiatric disorder. Annual Review of Sex Research, 13, 274-306.

Muehlenhard, C. & Peterson, Z. (2005). Wanting and not wanting sex: The missing discourse of ambivalence. Feminism and Psychology, 15 (1), 15-20.

November 5 Gender, sexuality, and desire

Castaneda, D & Burns-Glover, A.L. (2017). Women's friendships and romantic relationships: Culture, sexuality, and lifespan contexts. In Psychology of Women: A Handbook of Issues and Theories, 3rd edition, Denmark, F.L. & Paludi, M.A. (eds.), pp. 151-191. Santa Barbara, CA: Praeger.

Fassinger, R. E., & Arseneau, J. R. (2017). Diverse women's sexualities: A contemporary view. In Psychology of Women: A Handbook of Issues and Theories, 3rd edition, Denmark, F.L. & Paludi, M.A. (eds.), pp. 121-149. Santa Barbara, CA: Praeger.

Of clinical interest:

Goldberg, M. (2014). What is a woman?: The dispute between radical feminism and transgenderism. The New Yorker, August 4. Retrieved from <https://www.newyorker.com/magazine/2014/08/04/woman-2>

Fausto-Sterling, A. Why sex is not binary. (October 25, 2018). Why sex is not binary. Retrieved from <https://www.nytimes.com/2018/10/25/opinion/sex-biology-binary.html>

de Botton, A., (May 28, 2016). Why you will marry the wrong person. Retrieved from <https://www.nytimes.com/2016/05/29/opinion/sunday/why-you-will-marry-the-wrong-person.html>

November 12 Reproductive issues

Cosgrove, L. (2004). The aftermath of pregnancy loss: A feminist critique of the literature and implications for treatment. Women & Therapy, 27, 107-122.

Rubin, L. & Felipe Russo, N. (2004). Abortion and mental health: What therapists need to know. Women & Therapy, 27, 69-90.

Rosen Spector, A. (2004) Psychological issues and interventions with infertile patients. Women & Therapy, 27, 91-105.

Johnston-Robledo, I. & Barnack, J. (2004). Psychological issues in childbirth: Potential roles for psychotherapists. Women & Therapy, 27, 133-150.

Optional article:

Chodorow, N. (2003). Too late: Ambivalence about motherhood, choice, and time. Journal of the American Psychoanalytic Association, 35 (2), 202-214.

Of clinical interest:

Chval, L. (March 26, 2019). I told everyone I was fine after my miscarriage. I wasn't. You don't have to be either. Retrieved from <https://www.thelily.com/i-told-everyone-i-was-fine-after-my-miscarriage-i-wasnt-you-dont-have-to-be-either/>

McMillan Cottom, T. (January 8, 2019). I was pregnant and in crisis. All the doctors and nurses saw was an incompetent Black woman. Retrieved from <https://time.com/5494404/tressie-mcmillan-cottom-thick-pregnancy-competent/>

Abdullah, K. (September 15, 2017), Childless in a houseful of children. Retrieved from <https://www.nytimes.com/2017/09/15/well/family/childless-by-choice.html>

Spataro, J. (April 24, 2018). Adventures in transgender fertility. Retrieved from <https://www.nytimes.com/2018/04/24/opinion/transgender-fertility-preservation.html>

November 19 Work & Family

Webber, G & Williams, C. (2008). Mothers in good and bad part-time jobs: Different problems, same results. Gender & Society, 22, 752-777.

Lasswell, M. (2002). Marriage and family. In S. G. Kornstein & A. H. Clayton (Eds.) Women's mental health: A comprehensive textbook, pp. 515-526. New York: The Guilford Press.

Rice, J. K. & Else-Quest, N. (2006). The mixed messages of motherhood. In J. Worrell & C. D. Goodheart (eds.) Handbook of Girls' and Women's Psychological Health, pp. 339-348. New York: Oxford University Press.

Of clinical interest:

Slaughter, A.M. (July/August 2012) Why women still can't have it all. Retrieved from <https://www.theatlantic.com/magazine/archive/2012/07/why-women-still-cant-have-it-all/309020/>

Jamison, L. (April 6, 2017). In the shadow of a fairytale: On becoming a stepmother. Retrieved from <https://www.nytimes.com/2017/04/06/magazine/in-the-shadow-of-a-fairy-tale.html>

Brooks, K. (July 27, 2018). Motherhood in the age of fear. Retrieved from <https://www.nytimes.com/2018/07/27/opinion/sunday/motherhood-in-the-age-of-fear.html>

Henry, J. (July 29, 2018). Think summer child care is tough? Low income families deal with that all year. Retrieved from <https://www.nytimes.com/2018/07/29/opinion/child-care-summer-low-income.html>

Bazelon, L. (June 29, 2019). I've picked my job over my kids. Retrieved from <https://www.nytimes.com/2019/06/29/opinion/sunday/ive-picked-my-job-over-my-kids.html>

November 26 NO CLASS—Thanksgiving Holiday

**December 3 Aging
FIRST FINAL PAPER DEADLINE (optional)**

Etaugh, C. A. (2017). Women in the middle and later years. In Psychology of Women: A Handbook of Issues and Theories, 3rd edition, Denmark, F.L. & Paludi, M.A. (eds.), pp. 233-262. Santa Barbara, CA: Praeger.

Krauss Whitbourne, S. & Skultety, K. M. (2006). Aging and identity: How women face later life transitions. In J. Worrell & C. D. Goodheart (eds.) Handbook of Girls' and Women's Psychological Health, pp. 370-378. New York: Oxford University Press.

Of clinical interest:

Spar, D. (September 24, 2016).. Aging and my beauty dilemma. Retrieved from <https://www.nytimes.com/2016/09/25/fashion/aging-plastic-surgery-feminism.html>

Pipher, M. (January 12, 2019). The joy of being a woman in her 70s. Retrieved from <https://www.nytimes.com/2019/01/12/opinion/sunday/women-older-happiness.html>

December 10 Menopause, physical disability

Derry, P.S. (2004) Coping with distress during perimenopause. Women & Therapy, 27, 165-177.

Katz-Bearnot, S. (2010). Menopause, depression, and loss of sexual desire: A psychodynamic contribution. Journal of the American Academy of Psychoanalysis and Dynamic Psychiatry, 38, 99-116.

Nosek, M.A. & Hughes, R.B. (2003). Psychosocial issues of women with physical disabilities: The continuing gender debate. Rehabilitation Counseling Bulletin, 46, 224-233.

Pryma, J. (2017). "Even my sister says I'm acting like a crazy to get a check": Race, gender, and moral boundary-work in women's claims of disabling chronic pain. Social Science & Medicine, 181, 66-73.

Of clinical interest:

Sternberg, C. R. (February 22, 2017). Standing up for what I need. Retrieved from <https://www.nytimes.com/2017/02/22/opinion/standing-up-for-what-i-need.html>

Kola, R. (September 28, 2016). The deaf body in public space. Retrieved from <https://www.nytimes.com/2016/09/28/opinion/the-deaf-body-in-public-space.html>

Selin Davis, L. (November 19, 2018). Puberty for the middle aged. Retrieved from <https://www.nytimes.com/2018/11/19/opinion/symptoms-perimenopause-menopause-middle-age.html>

December 17 Violence
FINAL PAPER DUE

Mirghassemi, F.L., Lundberg-Love P.K. Sanders, G.D., & Gallien, J. A. (2017). Complex ramifications of incestuous abuse on adult survivors: A discussion for helping professionals. In Psychology of Women: A Handbook of Issues and Theories, 3rd edition, Denmark, F.L. & Paludi, M.A. (eds.), pp. 317-339. Santa Barbara, CA: Praeger.

McHugh, M.C., Reitz-Krueger, C.L., & Alvarez, S. (2017). Intimate partner violence: Expanding our understanding. In Psychology of Women: A Handbook of Issues and Theories, 3rd edition, Denmark, F.L. & Paludi, M.A. (eds.), pp. 383-422. Santa Barbara, CA: Praeger.

Ahrens, C.E., Dean, K., Rozee, P. D., & McKenzie, M (2008). Understanding and preventing rape. In Psychology of Women: A Handbook of Issues and Theories, 2nd edition, Denmark, F.L. & Paludi, M.A. (eds.), pp. 509-554. Westport, CT: Praeger.

Optional reading:

Hirsch, J & Khan, S. (2020). Sexual citizens: A landmark study of sex, power, and assault on campus. New York: W. W. Norton & Co.

Of clinical interest:

Sebold, A. (May 3, 2017). Rape is not a dirty word. Retrieved from <https://www.lennyletter.com/story/rape-is-not-a-dirty-word>

TC Policies: 1. The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities for information about registration (166 Thorndike Hall). Services are available only to students who are registered and submit appropriate documentation. As your instructor, I am happy to discuss specific needs with you as well. 2. The grade of Incomplete will be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding. If the outstanding assignments are completed within one calendar year from the date of the close of term in which the grade of Incomplete was received and a final grade submitted, the final grade will be recorded on the permanent transcript, replacing the grade of Incomplete, with a transcript notation indicating the date that the grade of Incomplete was replaced by a final grade. If the outstanding work is not completed within one calendar year from the date of the close of term in which the grade of Incomplete was received, the grade will remain as a permanent Incomplete on the transcript. In such instances, if the course is a required course or part of an approved program of study, students will be required to re-enroll in the course including repayment of all tuition and fee charges for the new registration and satisfactorily complete all course requirements. If the required course is not offered in subsequent terms, the student should speak with the faculty advisor or Program Coordinator about their options for fulfilling the degree requirement. Doctoral students with six or more credits with grades of Incomplete included on their program of study will not be allowed to sit for the certification exam. 3. Teachers College students have the responsibility for activating the Columbia University Network ID (UNI) and a free TC Gmail account. As official communications from the College – e.g., information on graduation, announcements of closing due to severe storm, flu epidemic, transportation disruption, etc. -- will be sent to the student's TC Gmail account, students are responsible for either reading email there, or, for utilizing the mail forwarding option to forward mail from their account to an email address which they will monitor. 4. It is the policy of Teachers College to respect its members' observance of their major religious holidays. Students should notify instructors at the beginning of the semester about their wishes to observe holidays on days when class sessions are scheduled. Where academic scheduling conflicts prove unavoidable, no student will be penalized for absence due to religious reasons, and alternative means will be sought for satisfying the academic requirements involved. If a suitable arrangement cannot be worked out between the student and the instructor, students and instructors should consult the appropriate department chair or director. If an additional appeal is needed, it may be taken to the Provost. 5. Students who intentionally submit work either not their own or without clear attribution to the original source, fabricate data or other information, engage in cheating, or misrepresentation of academic records may be subject to charges. Sanctions may include dismissal from the college for violation of the TC principles of academic and professional integrity fundamental to the purpose of the College.