

SYLLABUS: GEOG 2400 ECONOMIC AND SOCIAL GEOGRAPHY

COURSE OVERVIEW

Instructor: Dr. Madhumita Dutta

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(they/she)

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Or via appointment

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Course description



The Economic iceberg and the submerged no-economy

Source: Gibson-Graham (2006)/Drawing by Ken Byrne.

What is the economy? We are often taught to think of “The Economy” as something outside ourselves and separate from social life. As human geographers, we see economic relationships as fundamentally social relationships that are interconnected in complex ways in which we all play a vital role in re/producing or transforming the relationships that shape our lives. Geographic perspectives also emphasize how economic activities not only vary across spaces but are also

fundamental to the re/making of place. The purpose of this class will be to think about how we as **social actors** engage, interact, create **spaces and places** through our everyday social-economic practices, relations and experiences.

The course will introduce key concepts from human geography used to study society and the economy, as well as summarizing major economic processes (production and consumption) and key economic trends (deindustrialization and globalization). Then, we will use familiar places, workplaces, our neighborhoods and cities to look at how spatial processes, consumptions and social relations shape our everyday lives, identity and economy.

The purpose of this course is to equip students with the critical, conceptual, and practical skills necessary for a spatial understanding of the economy and society, including how to position oneself. The course is structured around weekly modules and assignments, including regular workshops with hands-on research to teach students human geography approaches to economy and space.

Course learning outcomes

By the end of this course, students should successfully be able to:

- Compare how different concepts of space (location, territory, place, scale) inform a geographic perspective
- Apply space as a tool to analyze inequality and analyze how space produces inequality
- Describe uneven patterns of social and economic relations today
- Analyze how patterns of social and economic unevenness have changed over time and space
- Explain how various sites and spaces of economic activities are interconnected
- Recognize and attribute the social actors involved in economic processes
- Analyze the uneven power relations amongst social actors

GE Course Information

Social Science Goals: Human, Natural, and Economic Resources

- 1. Students understand the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources.
 - Rationale: This course will satisfy this objective through examining all the resources required for producing the commodities we use every day as well as comparing economic and geographic theories on the unequal distribution of resources.
- 2. Students understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts.

- Rationale: This course will satisfy this objective by addressing how uneven development is linked to who has the power to enforce decisions. We also address the specifically spatial dimensions of political, economic, and social trade-offs.
- 3. Students comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.
 - Rationale: This course will satisfy this objective by addressing how labor and environmental conditions in capitalist production are unsustainable for the health of both people and the planet. We also cover this by showing how contradictions in capitalism create crisis and how crisis creates opportunities for capitalism.

Diversity Goals: Global Studies

- 1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
 - Rationale: This course will satisfy this objective by looking at how globalization shapes the specific economic and social conditions in Latin America, Asia, Africa and other places.
- 2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.
 - Rationale: This course will satisfy this objective by addressing how consumer culture shapes our identity and values and how the changing nature of work may provide new opportunities to think about the multiple forms of enacting global citizenship. We also foster global citizenship through an analysis of commodity chains, which provides an opportunity to re-connect distant producers and their social conditions with everyday acts of consumption.

How this course works

This course is divided into **modules** lasting 1-2 weeks each. Each module will consist of lectures, readings, films and other material. It is expected that you complete the required readings, participate in weekly discussion posts, complete assignments and **take the exams and submit final research project as per schedule**. Students are also expected to take a proactive role by seeking assistance from the TA or the instructor when problems arise.

All students will be assigned to a **discussion group** of approx. 10 individuals. Students will see Carmen discussion posts of others in their respective group, and throughout the semester will be asked to provide peer comment on each other's work.

Credit hours and work expectations:

This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of direct instruction and 6 hours of independent work (reading and assignment preparation, for example).

Communication: Both instructors are available to assist you. For issues of clarification or greater explanation, the TA should be your first point of contact. Whenever possible, meeting us during our office hours via zoom or appointment via email is preferred. Use of the Carmen discussion board is also encouraged.

Students who are unable to complete the assigned work due to serious illness or other extreme circumstances must submit documentation to me within one week of the absence to turn in any work missed.

Course materials (no purchases required!)

Required – selected sections will be available electronically through Carmen

Gregory D, Johnston R, Pratt G, et al. (eds) (2009) The Dictionary of Human Geography. 5th ed. UK: Blackwell Publishing.

All other required articles, book sections, or podcasts are directly embedded in Carmen (see course schedule)

Films - All Films are available through either DocuSeek, Secured Media Library, or Kanopy (all streaming platforms are OSU supported and have been vetted for accessibility standards, including adequate captioning, please contact the instructor if you need alternative assignments)

Grading and faculty response

Course evaluation

Midterm 1	10%
Midterm 2	10%
Discussion post (2pt each)	25%
Short answer assignments (3pt each)	25%
Mid-term course reflection (2pt)	5%
Final Research	25%
Total	100%

See course schedule for due dates

Assignment information

There are weekly discussion posts, weekly written assignment, two mid-term exams and one final group research project (due at the end of the course). This course is organized in 4 thematic modules: Our Global Economy; How we work; What we buy; Where we live. Each module will include a set of lectures, required readings, a film or two, discussion post and short answer assignments.

Lectures, readings, and films: Unless explicitly noted, all lectures, readings, and films are required. These materials cover key concepts, provide background information, and explore each module's concepts through examples.

Short answer assignment/memo: Each week students will complete a short-written assignment. The specific questions will vary by week. You can use your notes to complete these assignments. However, your submission must be written in your own words. Excellent work should include a clear argument that demonstrates knowledge of individual content areas and draws connections among content areas. Responses should be well-written, consider the appropriate audience/implied reader, and include references when relevant (full bibliography is not necessary). Unless specified otherwise, the expected response length for the short answer assessments is 250-300 words. A detailed rubric will be provided.

Discussion post: Each week students will post a discussion post. Specific prompt/instructions will be posted each week. You will be able to see the posts of others in your discussion group only after you post your response. **All students are assigned to a discussion group of approx. 10 individuals.** Unless specified otherwise, the expected response length for discussion post is 100-150 words. Discussion posts will count towards class participation.

Midterms: The exams will comprise a set of questions that will require reflective/analytical writing. Specific instructions will be provided before the exam.

Reflections: There are two reflection assignments. One mid-way through the semester (the week of fall break) and one at the very end of the semester (finals week). These reflections are low stakes but are extremely useful for the instructor in assessing course design and material. These are short answer questions that ask you to reflect on both the strengths and weaknesses of this course.

Research project - Commodity Chain Analysis: The final for this class is a commodity chain analysis assignment that will be a group project. Students will work in their assigned groups (same as the discussion groups) to analyze the geographical structures involved in the transformation of a commodity from its origins to the 'end' of its life. There are three key questions: What are the linkages between people, places, and processes? Why those linkages and not others? What are the stakes or implications of such linkages (who are the winners and losers)? At the end of the semester you will upload your group research project in the form of a) a written submission (essay format) and b) slides with voice over narration (visual and audio component). Excellent work effectively organizes and clearly communicates ideas, provides well-researched evidence and documentation of various sources, and demonstrates potential to apply methods for commodity chain analysis beyond the current project. A detailed rubric will be provided. This assignment will require you to meet regularly as a group throughout the semester in order to coordinate your individual contributions. **In February, there will be workshops with each group on how to do commodity chain research analysis.**

Class policies

Our primary joint responsibility in this class is to create a productive learning community. Good humor and support of one another are welcomed and encouraged. You should respect my right to

teach and the right of your fellow students to learn. You are expected to conduct yourself with courtesy at all times and to treat everyone with respect. **Threatening or intimidating speech in any form/medium will not be tolerated.**

Attendance: All students are expected to come to class as per schedule having done the day's reading, ready to participate in discussions and related activities. You must be *present, awake, and not texting or surfing the internet*.

Late assignments: Late submissions will be accepted up to a week past the due date, with penalties. One day late will incur a 10% penalty. Two days late will incur 20% penalty. Three days will incur a 30% penalty. Four days late will incur a 40% penalty. Five to seven days late will only receive 50% credit of the grade you would have received if it was submitted on time. There are no penalties if you contact an instructor ahead of time for deadline adjustments. Please refer to Carmen for due dates.

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Carmen Access

You will need to use [BuckeyePass](#) multi-factor authentication to access your course in Carmen. To ensure that you can connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass-Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click “Enter a Password” and then click the “Text me new codes” button that appears. This will text you ten passcodes good for 365 days that can be each used once.
- [Download the Duo Mobile application](#) to all your registered devices for the ability to generate one-time codes if you lose cell, data, or wi-fi service.

If none of these options will meet your needs, contact the IT Service Desk at 614-688-4537 (HELP) and the IT support staff will work out a solution with you.

Standard OSU grading scale

Percentage	Letter Grade	Qualitative Description
93-100	A	Achievement that is <u>outstanding</u> relative to the level necessary to meet course requirements.
90-92.9	A-	
87-89.9	B+	Achievement that is <u>significantly above</u> the level necessary to meet course requirements.
83-86.9	B	
80-82.9	B-	
77-79.9	C+	Achievement that is <u>in keeping</u> with the course requirements in every respect.
73-76.9	C	
70-72.9	C-	
67-69.9	D+	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
60-66.9	D	
0-59.9	E	Work that was either completed but not worthy of credit, or incomplete.

Course schedule

Schedule with topics, readings and assignments

(This schedule is subject to change, changes will be posted on Carmen. All the readings, lectures, videos, radiopodcasts are available on course landing page on carmen.)

Dates	Module	Readings/videos
	I. Our Global Economy	
Wk 1: 9-13 Jan	Introduction to the syllabus	<p>No readings. Go through the syllabus carefully. If you have any questions, post via discussion post (student resource on Carmen) or discuss it in class.</p> <p>We will have in-class discussions about what it means to think geographically, watch a film, discuss/share some ideas, discussion post, short written assignment.</p>
WK 2: 16-20 Jan NO CLASS: 16 Jan MLK Day (Mon)	What is Economic and Social Geography?	<p>Readings:</p> <ol style="list-style-type: none"> 1. Dictionary of Human Geography: Read 4 concepts - space, scale, place, territory <p> "Space" (Links to an external site.) "Scale" (Links to an external site.) "Territory" (Links to an external site.) "Place" (Links to an external site.) </p> <p>You should be able to click on hyperlinked selections above, enter your osu.# and password, and then directly access the readings.</p>
Week 3: 23-27 Jan	The Global Economy	<p>Reading:</p> <p>Coe et al (2020) The Economy: What Does it Mean?</p>

		<p>Economics is too important to leave it to the experts https://www.theguardian.com/commentisfree/2014/apr/30/economics-experts-economists</p> <p>Watch: Life & Debt (Secured Media Library, 60 min, 2001)</p>
Week 4: 30jan-3 feb	Capitalism and Neoliberalism	<p>Reading: What Exactly is neoliberalism? https://www.dissentmagazine.org/blog/booked-3-what-exactly-is-neoliberalism-wendy-brown-undoing-the-demos</p> <p>Watch: Talk by Prof Ha-Joon Chang: 23 Things They Don't Tell You About Capitalism https://www.youtube.com/watch?v=whVf5tuVbus</p>
Week 5: 6-10 Feb	Global trade and Labor	<p>Reading: <u>Sri Lankan Migration to the Gulf: Female Breadwinners - Domestic Workers</u> http://www.mei.edu/content/sri-lankan-migration-gulf-female-breadwinners-domestic-workers</p> <p>95% Of Domestic Workers Are Women. In California, They're Demanding Better Pay https://www.huffingtonpost.com/entry/domestic-workers-overtime-law-ca_us_56ddd53fe4b0ffe6f8ea2bce</p> <p>Watch: On Canada's Live-in Caregiver Program (LCP) and Childcare: A Short Animation https://www.youtube.com/watch?v=kqqV3ZGT9A</p>
Week 6: 13-17 Feb	Politics of global production	<p>Reading: The politics of global production: Apple, Foxconn and China's new working class https://onlinelibrary.wiley.com/doi/full/10.1111/ntwe.12008</p> <p>China is turning Ethiopia into a giant fashion factory https://www.bloomberg.com/news/features/2018-03-02/china-is-turning-ethiopia-into-a-giant-fast-fashion-factory</p> <p>Watch: Maquilapolis: A City of Factories - Activism for Low-Wage Workers in Mexico (Kanopy, 69 min, 2006)</p>
	II. How We Work	
Week 7 20-24 Feb	Vulnerability and Precarity	<p>Reading: Walmart Workers Cost Taxpayers \$6.2 Billion In Public Assistance https://www.forbes.com/sites/clareoconnor/2014/04/15/report-</p>

		<p>walmart-workers-cost-taxpayers-6-2-billion-in-public-assistance/#425671ac720b What happened when Walmart left https://www.theguardian.com/us-news/2017/jul/09/what-happened-when-walmart-left</p> <p>Uber's new loan program could trap drivers in cycles of crushing debt https://www.theguardian.com/commentisfree/2019/dec/05/uber-loan-program-debt?CMP=share_btn_tw</p> <p>Opioid Deaths Rise When Auto Plants Close, Study Shows https://www.nytimes.com/2019/12/30/business/economy/30opio-ids-auto-plants.html?te=1&nl=the-upshot&emc=edit_up_20200102?campaign_id=29&instance_id=14896&segment_id=19993&user_id=f8d93eaf74bf49938d46307487967192&regi_id=8376250620200102</p>
<p>Week 8 27Feb-3 Mar</p> <p>MARCH 2 (Wed) MID TERM 1</p>	Gendered work	<p>Reading:</p> <p>The pink-collar job boom https://money.usnews.com/money/careers/articles/2012/09/10/the-pink-collar-job-boom</p> <p>Gender pay gap at Ohio State: male employees earn nearly \$8,000 more than females https://www.thelantern.com/2017/12/gender-pay-gap-at-ohio-state-male-employees-earn-nearly-8000-more-than-females/</p> <p>The grooming gap: what "looking the part" costs women http://inthesetimes.com/article/22197/grooming-gap-women-economics-wage-gender-sexism-make-up-styling-dress-code</p>
<p>Week 9 6-10 Mar</p>	Gig Economy	<p>Sometimes you don't feel human https://www.theguardian.com/business/2017/oct/17/sometimes-you-dont-feel-human-how-the-gig-economy-chews-up-and-spits-out-millennials</p> <p>The gig economy screws over everyone but the bosses https://www.vice.com/en_ca/article/597745/the-gig-economy-screws-over-everyone-but-the-bosses-across-canada You Are Literally Working for Silicon Valley and Don't Know It https://gen.medium.com/amp/p/f04144390914</p> <p>Watch: Uberland (Kanopy, 53 min, 2019)</p> <p>Listen (radio podcast): Is Uber Moral? The Ethical Crisis of the Gig Economy with Veena Dubal</p>

		https://www.radicalai.org/e22-veena-dubai
Week 10 13-17 Mar	No Classes	Spring break
	3. What We Buy	
Week 11 20-24 Mar	Consumption as a social act	<p>Reading: Luxury on the installment Plan https://thebaffler.com/latest/luxury-on-the-installment-plan-del-valle?fbclid=IwAR1HwgmBtBtEuxGhjN11kR4FNVrHiCH1087IxWwlpOMm_OnizLzEB0Dt8b4</p> <p>For every person in Hong Kong, there are 48 pounds of electronic waste per year https://qz.com/895504/asia-has-a-growing-e-waste-problem-and-hong-kong-is-its-hidden-villain/</p> <p>Watch: Shop 'til you drop (OSU KANOPY; use OSU ID) https://osu.kanopy.com/video/shop-til-you-drop-crisis-consumerism</p>
Week 12 27Mar- 31Mar	<p>Distancing production and consumption</p> <p>Death by design movie (assignment)</p>	<p>Reading: Santa's real workshop https://www.theguardian.com/artanddesign/architecture-design-blog/2014/dec/19/santas-real-workshop-the-town-in-china-that-makes-the-worlds-christmas-decorations</p> <p>Fashion Nova's Secret: Underpaid workers in Los Angeles Factories https://www.nytimes.com/2019/12/16/business/fashion-nova-underpaid-workers.html</p> <p>Watch: Black Gold: A Look at Coffee Production Around the World (78 min, 2006)</p>
Week 13 3-7Apr MID TERM 2 April 6	Tourism as consumption	<p>Reading: Dubai finesses ease of luxury shopping for Chinese https://www.nytimes.com/2012/05/03/world/middleeast/dubai-finesses-ease-of-luxury-shopping-for-chinese.html</p> <p>Airbnb and the so-called sharing economy is hollowing out our cities https://www.theguardian.com/commentisfree/2018/aug/31/airbnb-sharing-economy-cities-barcelona-inequality-locals</p>
	Where We Live	

Week 14 10-14 Apr	Urban Spaces and Global Cities	<p>Reading:</p> <p>The 3 pictures that explain everything about Smart Cities https://www.citylab.com/design/2019/06/smart-city-photos-technology-marketing-branding-jibberjabber/592123/</p> <p>Big cities are the future of global consumption https://www.citylab.com/life/2016/04/big-cities-are-the-future-of-global-consumption/478128/</p> <p>Watch:</p> <p>Left Behind America: Ohio Citizens Fight for Economic Revitalization (Kanopy, 53 min, 2018)</p>
Week 15 17-21 Apr	Race and Cities	<p>Reading:</p> <p>Against Black Homeownership http://bostonreview.net/race/keeanga-yamahtta-taylor-against-black-homeownership</p> <p>Standing Rock, Flint and the color of water http://www.aaihs.org/standing-rock-flint-and-the-color-of-water/</p> <p>Watch:</p> <p>Here's to Flint: https://www.aclumich.org/en/press-releases/aclumichigan-releases-documentary-heres-flint-flint-water-crisis</p> <p>Listen (podcast)</p> <p>The Dig conversation with Keeanga Yamahtta Taylor 'Race for Profit': https://www.thedigradio.com/podcast/race-for-profit-with-keeanga-yamahtta-taylor/</p>
Week 16 24 Apr LAST DAY OF CLASS	FINAL RESEARCH PROJECT WEEK	FINAL PROJECT SUBMISSION 28 April, 11:59 PM

Faculty feedback and response time

The information here gives you an idea of our intended availability throughout the course. Remember that you can call **614-688-HELP** at any time if you have a technical problem.

Grading and feedback

Assignments will generally be graded within **7 days**. For additional feedback please reach out individually.

Email

We will reply to messages within **48 hours, we will aim for 24 hours during school days.**

Discussion and communication guidelines

The following are our expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to support your argument. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.) See below for more on citation styles.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, then copy into the Carmen discussion.

Other course policies

Academic integrity policy

Policies for this online course

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow The Chicago Manual of Style 17th edition ([click here for online version](#)) to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with an instructor.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was. Falsifying could lead to penalties.
- **Collaboration and informal peer-review:** The course includes opportunities for peer engagement but remember that comparing answers on an assignment is not permitted. If you're unsure about a particular situation, please feel free to ask ahead of time.

Ohio State's academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Diversity statement

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit:

- <https://odi.osu.edu/>
- <https://odi.osu.edu/racial-justice-resources>
- <https://odi.osu.edu/focus-on-racial-justice>
- <http://mcc.osu.edu/>

Your mental health!

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at suicidepreventionlifeline.org

Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let us know immediately so that we can privately discuss options. To establish reasonable accommodations, we may request that you register with Student Life Disability Services. After registration, make arrangements with us as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video (Kanopy, DocuSeek, Secured Media Library, Zoom)

Additional Student Support Services

Student Advocacy Center: Answer students' questions, direct students to appropriate resources and departments, provides general university guidance

- 614-292-1111 <http://advocacy.osu.edu/>

Student Wellness Center: Promoting student wellness through nine dimensions of wellness

- 614-292-4527 <http://swc.osu.edu/>

Multicultural Center: Offering programs, services and outreach for all OSU students; supporting and celebrating all students through an intercultural model

- 614-688-8449 <http://www.mcc.osu.edu/>

Academic Advising: Advising for undergraduate students on the Columbus campus is provided by the individual college or department that offers the program of study you are pursuing. This allows you to get advice from someone who knows the specifics of your curriculum

- <https://advising.osu.edu/>

Student Academic Services: Find information by topic and take care of your personal Buckeye business (i.e. Financial Aid and other services) online at buckeyelink.osu.edu. Or speak with someone in person.

- Student Academic Services Bldg., Lobby
281 W. Lane Ave. [\[map\]](#)
Monday–Thursday: 9 a.m. to 5 p.m.
Friday: 9 a.m. to 4 p.m.

Academic Support Services: This includes various resources for learning support from tutoring and study strategies to stress management and confidence building.

- <http://youkinsuccess.osu.edu/academic-services/>