

Geography 5502: *The Neoliberal City*, Spring 2020

Tuesdays & Thursdays, 12:45-2:05, Derby 1116

Instructor: Professor Nancy Ettliger, 1144 Derby Hall, 292-2573; ettlinger.1@osu.edu

Pronouns: she, her, hers

Office hours: by appointment

Carmen page: go to <https://carmen.osu.edu/>, login, select course (Geog 5502) to view syllabus, e-reserves, and class outlines once the semester begins

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Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.  
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COURSE DESCRIPTION

This course examines the neoliberal governance of cities and associated problems and prospects for change from the vantage point of social in/justice. The course begins with a discussion of geographic concepts as tools towards conceptualizing 'community,' and subsequently introduces various critical approaches to, and definitions of, neoliberalism (Marxism; poststructuralism; race; postcolonialism; feminism; and queer theory). We then focus on regimes of control (carceral geographies in the neoliberal city; securitization; technocracy and security; and gentrification as securitization); smart life in the neoliberal city (securing the smart city; patchwork planning; citizen participation; paradigmatic smart cities; and biometrics); and selected topics (sustainable cities; place making and resistance; and informalization). The schedule of specific topics and readings are on pp. 9-10. Readings cover cities around the world, and accordingly, class discussion includes a comparative, context-sensitive assessment of neoliberal urban governance. Throughout the course, we discuss geographic insights on neoliberal urban governance, notably regarding issues of place, space, multi-scalar sensibilities, and spatiality.

Students learn through critical reading and class discussion, as well as through individual research projects that develop a case study of neoliberal urban governance on a topic and city of choice. Columbus is an excellent laboratory for studying neoliberalism; students are encouraged, but not required, to develop case studies locally to enable a field component. Students complete a paper on their research projects by the end of the semester. Students also present their independent research at the end of the semester to afford each student an understanding of a broad range of research projects.

COURSE OBJECTIVES AND GOALS

This course enables students to:

- Identify and critique different kinds of spatial representations (eg topography and topology) and their analytical complementarities
- Identify patterns and structure (eg regarding various axes of inequality) of urban systems and recognize them in actual cities
- Describe processes (eg capitalist, racial...) at different scales, how they operate in cities, and their impacts

- Relate patterns to processes and evaluate cause-effect relations
- Recognize problems (eg inappropriate homogenization or aggregation of differentiated phenomena within a unit of analysis) using scale as an analytical unit
- Identify and explain important social or environmental changes in cities over time, their conditions and effects
- Describe the social and intellectual context of knowledge generation about environmental or social systems
- Recognize major paradigms of thought regarding neoliberalism and the social and intellectual contexts for these paradigms
- Appraise the construction of policies – the implicit and explicit priorities and the context in which policies are formulated
- Identify the partial knowledges often found in the evidence from which conclusions are drawn
- Identify and explain social or environmental injustice with reference to local interactions as well as connections to other places
- Formulate questions about how to navigate problems of social or environmental injustice
- Perceive that individuals with different life histories will likely understand and describe the world differently
- Relate their own life history to perspectives on particular issues
- Engage in meaningful and open intellectual engagement with points of view that differ from their own
- Identify ethical issues in the study of neoliberal policies and urban life
- Recognize that no research is value neutral
- Through individual research projects:
 - * Contextualize research findings in dialogue with current events, policy, and research paradigms
 - * Identify various research strategies available and develop an appropriate research strategy for the research project (identify relevant data sources, develop appropriate data collection procedures)
 - * Recognize the assumptions associated with the research process
 - * Integrate theory, practice and real-world examples

READING

E-Reserves (journal articles and chapters of books): electronic copies are accessible on Carmen under Modules. The articles on Carmen are listed in the order in which you will read them (see schedule, pp. 9-10). They are listed on pp. 5-8 in alphabetical order with full bibliographic information. All reading is required unless indicated as optional. *Please alert N. Ettlinger if you have any problems accessing course material.*

CLASS PREPARATION & PARTICIPATION

Students are required to read the assigned material **before**, not after, the class in which material is to be discussed; note-taking on the assigned reading is strongly recommended. Lectures are prepared based on the assumption that students are well prepared for class. Students are expected to participate in class discussion *responsibly*, that is, based on adequate preparation. Based on past experience, students who prepare inadequately for class are unlikely to perform well or at the level of their ability, and they are likely to fall behind and find themselves unable to effectively catch up. *All written assignments are due on a day in which class does not occur to avoid conflict with class preparation.*

CLASS ETTIQUETE

Use of electronic devices in class for reasons other than class material is unacceptable.

CLASS ATTENDANCE

Regular and punctual attendance is required. Students should drop this course if they have commitments that overlap with the class period. **Students should indicate *in advance* if they cannot be at a particular class on time or have to leave in the middle** due to uncontrolled circumstances. *Students are responsible for any course material and announcements that are missed.*

EVALUATION AND GRADING

Students are evaluated on the basis of (1) Carmen posts; (2) participation; (3) a take-home essay exam; (4) research proposal; (5) in-class presentation of independent research; (6) a research paper.

Grading scheme

Each mode of evaluation is given a letter grade, figured on a 4.0 scale as follows:

	<u>undergraduate students</u>	<u>graduate students</u>
Carmen posts	15%	15%
participation	10%	10%
exam	30%	25%
proposal	10%	10%
presentation	10%	10%
paper	25%	30%

Each of these modes of evaluation are indicated below.

(1) Carmen Posts

Each class for which reading is assigned (following the course introduction, 1st day) students post on the ***Discussion forum***. For *each* article or chapter due, prepare a brief statement on the main message of the article/chapter, followed by a question that should reflect an understanding of the article (i.e. questions such as ‘what does x mean?’ are welcome in class but are inadequate for the post). Note that many of the readings are multidimensional – please orient your question to the topic of class. Posting is on the Discussion forum so that students can read their peers’ posts – an important part of the course and source of learning. The class will decide on a deadline for the posts (in advance of class so that everyone has a chance to read all the posts). *I will not read posts after the deadline (i.e. they will not ‘count’) unless you send me an email by the deadline to let me know it will be late and when you plan to post.* Please place all your comments/questions in the one post, with an indication of the author of the article on which you are commenting.

(2) participation

The participation portion of the evaluation pertains to: regular and punctual attendance, general responsible class participation, as well as presentation in the student ‘vignettes.’

(3) Take-home essay exam

This course includes one take-home essay exam around the middle of the semester. The exam requires critical synthesis of course material; it positions students to move forward with their projects. The exam should be double spaced with 1” margins using 11 or 12 Times Roman font, paginated, and proofed.

Students have 10.5 days for the exam to permit time for organizing. It is not expected that students will spend all this time on the exams; the time frame is given in light of students' multiple responsibilities among courses, jobs, family responsibilities and so forth. That said, the exam requires too much to wait until the last minute!

(4) Proposal for research paper

Brief **proposals** for the research project (no more than 2 pages) are due no later than Friday, noon, March 20. *If possible, hand in your proposal as soon as possible to give yourself more time for reading beyond the syllabus on your topic and/or field research.* The proposals are required, but will not be formally graded; that said, failure to hand in a proposal or handing in an inadequate proposal that does not follow the rubric below will result in an 'E' for the proposal portion of the grade. The proposals are an opportunity for students to crystallize their interests, receive feedback, and get rolling. Students are welcome to discuss their projects with N. Ettlinger at any time. **Revised proposals** (unless no revision is indicated) are due no later than Friday, March 27. One class, towards the end of the semester, will be devoted to discussing progress on individual research projects; students share and discuss their questions and problems.

Paper topics are *open* (using topics from the syllabus or other topics that are not included in class reading) as are cities, although bear in mind that a local case study affords the opportunity for a field component (e.g. observation, interviews). Field research is *not required*; that said, it is useful to have a time and space for developing field experience and using it towards research. Students who have developed research in Columbus or elsewhere are welcome to further develop their projects in this course.

Students interested in modes of knowledge development and communication other than written papers – you are welcome to propose; welcome; please discuss with N. Ettlinger before submitting.

Note on field research: Students conducting field research (e.g. interviews) are *not* required to receive approval from the Institutional Review Board (IRB) because research in this class is exploratory. If you plan to pursue your research beyond this course, you may need to submit a proposal to the IRB for approval. If you plan to submit a proposal to the IRB, do so as early as possible in the semester and discuss with N. Ettlinger. Most projects are likely eligible for exempt status, which entails a streamlined process – see <http://orrrp.osu.edu/irb/exempt/>.

Some tips for reading beyond the syllabus: There are many different ways to go about finding references beyond course material. Some useful approaches include: (1) follow the references for articles required for class as well as those you read for your projects; (2) search using keywords and/or author names at the Web of Knowledge site at http://apps.webofknowledge.com.proxy.lib.ohio-state.edu/WOS_GeneralSearch_input.do?product=WOS&search_mode=GeneralSearch&SID=5FVc6l2DdOzxzI9V54r&preferencesSaved=; (3) search using Google Scholar; (4) use the OSU Library Catalog: <http://library.ohio-state.edu/search>; (5) subscribe to 'contents alerts' of journals pertinent to your interests.

The proposal should include:

- (1) a title that conveys the main point of the project
- (2) a concise statement of a *problem* – something you have observed that is contradictory or paradoxical and not self-evident, and thereby warrants examination

- (3) research question(s) that follow from your problem statement (your problem statement gives direction to your question)
- (4) brief situation of your research in the literature & statement of your conceptual framework
 - 1. how do you define neoliberalism relative to the approaches discussed in class, and how does your approach guide your study?
 - 2. what approaches have researchers used regarding the issues your paper focuses on, and how is what you plan similar to what others have done and also different?
- (5) your strategy/methods for answering your question(s) (secondary and/or primary data? what kinds of data and how will you access/collect it)
- (6) a bibliography to date

If a revision is indicated, the revised proposal should engage comments on the initial proposal and any other changes.

(5) in-class presentation of research

Students present their independent research in class at the end of the semester.

(6) Research project: paper

Students complete their independent research projects. The final **paper** on the research project is due on Tuesday, April 21; it should be double spaced with 1" margins using 11 or 12 Times Roman font, paginated, and proofed. Alternatives to a written paper require approval at the proposal stage.

Undergraduate students' papers should be 8-12 pages (not including the bibliography) and should connect to course material, using at least 6 assigned references. Referencing beyond course material also is required, using at least 6 academic references outside course readings; in addition, references may include non-academic references (blogs, news articles...). Undergraduates are encouraged but not required to use the paper towards a senior thesis.

Graduate students' papers should 15- 25 pages (not including the bibliography), should reference course material, and extend academic referencing *well beyond course material*. Graduate students are expected to use this course towards their research program; that is, approach the paper with the idea of further revising and using towards your MA thesis/paper or PhD dissertation, and/or submitting for publication.

MISCELLANEOUS REGULATIONS

- 1) Academic misconduct, including plagiarism, is not tolerated. See the Code of Student Conduct at OSU at http://studentaffairs.osu.edu/resource_csc.asp.
- 2) An 'incomplete' at the end of the quarter is possible *under extenuating circumstances*, which require documentation.

COURSE BIBLIOGRAPHY (required unless otherwise specified as *optional*)

- Addie, J.-P. D. 2013. The rhetoric and reality of urban policy in the neoliberal city: implications for social struggle in Over-the-Rhine, Cincinnati. *Environment and Planning A* 40: 2674 – 2692.
- Alves, J.A. 2013. From Necropolis to blackopolis: necropolitical governance and black spatial praxis in São Paulo, Brazil. *Antipode* 46: 323-339.

- Allspach, A. 2010. Landscapes of (neo-)liberal control: the transcarceral spaces of federally sentenced women in Canada. *Gender, Place and Culture* 17: 705-723.
- Bach, J. 2011. Modernity and the urban imagination in economic zones. *Theory, Culture & Society* 28: 98-122.
- Bernstein, N. 2008. City of immigrants fills jail cells with its own. *New York Times on the Web*, December 27, <http://www.nytimes.com/2008/12/27/us/27detain.html> , last accessed 8/2/2013.
- Brannon, M.M. 2017. Datafied and divided: techno-dimensions of inequality in American cities. *City & Community* 16: 20-24.
- Bulkeley, H., Luque, A., and Silver, J. 2014. Housing and the (re)configuration of energy provision in Cape Town and São Paulo: making space for a progressive urban climate politics? *Political Geography* 40: 25-34.
- Chaskin, R.J. and Joseph, M.L. 2013. 'Positive' gentrification, social control and the 'right to the city' in mixed-income communities: uses and expectations of space and place. *International Journal of Urban and Regional Research* 37: 480-502.
- Coaffee, J. 2015. The uneven geographies of the Olympic carceral: from exceptionalism to normalization. *The Geographical Journal* 181: 199-211.
- Crossa, V. 2014. Reading for difference on the street: de-homogenizing street venting in Mexico City. *Urban Studies* DOI: 10.1177/0042098014563471, 1-15.
- Datta, A. 2015. New urban utopias of postcolonial India: 'entrepreneurial urbanization' in Dholera smart city, Gujarat. *Dialogues in Human Geography* 5: 3-22.
- Davidson, M. and Lees, L. 2009. New-build gentrification: its histories, trajectories, and critical geographies. *Population, Space and Place* 16: 395-410.
- DeFilippis, J., Fisher, R., and Shragge, E. 2006. Neither romance nor regulation: re-evaluating community. *International Journal of Urban and Regional Research* 30: 673-689.
- England, M. 2008 When 'good neighbors' go bad: territorial geographies of neighborhood associations. *Environment and Planning A* 40: 2879-2894.
- (optional) Ettlinger, N. 2010. Bringing the Everyday in the Culture/Society Discourse. *Human Geography* 3(1): 49-59.
- Fairbanks II, R.P. 2011. The politics of urban informality in Philadelphia's recovery house movement. *Urban Studies* 48: 2555-2570.
- (optional) Florida, R. 2002. The rise of the creative class: why cities without gays and rock bands are losing the economic development race. *Washington Monthly*, <http://www.washingtonmonthly.com/features/2001/0205.florida.html> , last accessed July 26, 2013.
- Fraser, J.C., Chaskin, R.J., and Bazuin, J.T. 2013. Making mixed-income neighborhoods work for low-income households. *Cityscape* 15: 83-100.
- Ghertner, D.A. 2012. Nuisance talk and the propriety of property: middle class discourses of a slum-free Delhi. *Antipode* 44: 1161-1187.
- Graham, S. 2012. When life itself is war: on the urbanization of military and security doctrine. *International Journal of Urban and Regional Research* 36: 136-155.
- Hanan, J.S. Home is where the capital is: the culture of real estate in an era of control societies. *Communication and Critical/Cultural Studies* 7: 176-201.
- Harvey, D. 1989. From managerialism to entrepreneurialism: the transformation in urban governance in late capitalism. *Geografiska Annaler* 71 B: 3-17.
- He, S. and Wu, F. 2009. China's emerging neoliberal urbanism: perspectives from urban redevelopment. *Antipode* 41: 282-304.

- Jaffe, R. 2012. Criminal dons and extralegal security privatization in downtown Kingston, Jamaica. *Singapore Journal of Tropical Geography* 33: 184-197.
- Jefferson, B.J. 2017. Digitize and punish: computerized crime mapping and racialized carceral power in Chicago. *Environment & Planning D: Society & Space* 35: 775-796.
- Joassart-Marcelli, P. and Bosco, F. 2014. Alternative Food Projects, Localization and Urban Development: Farmers' Markets in Southern California *Metropolises* 15: 2-22
- Kitchen, R. 2014. The real-time city? Big data and smart urbanism. *Geojournal* 79: 1-14.
- Lazzarto, M. 2009. Neoliberalism in action: inequality, insecurity and the reconstitution of the social. *Theory, Culture & Society* 26: 109-133.
- (optional) Lefebvre, H. 1996. The right to the city. In *Writings on cities*, trans. E. Kofman and E. Lebas, pp. 147-159. Cambridge, MA: Blackwell.
- Lurie, D.V. and Wodiczko, K. 1988. *October* 47: 53-67.
- Maharawal, M.M. 2017. San Francisco's tech-led gentrification: public space, protest, and the urban commons. In *City unsilenced: urban resistance and public space in the age of shrinking democracy*, eds. J. Hou and S. Knierbein, pp. 30-43. New York: Routledge.
- McLean, H. 2014. Cracks in the creative city: three contradictions of community arts practice. *International Journal of Urban and Regional Research* 38: 2156-2173.
- McLean, H., Ranking, K, and Kamizaki, K. 2015. Inner-suburban neighborhoods, activist research, and the social space of the commercial street. *ACME: An International E-Journal for Critical Geographies* 14: 1283-1308.
- McGuirk, P. 2012. Geographies of urban politics: pathways, intersections, interventions. *Geographical Research* 50: 256-268.
- Meehan, K. 2013. Disciplining de facto development: water theft and hydrosocial order in Tijuana. *Environment and Planning D: Society and Space* 31: 319-336.
- Mele, C. 2013. Neoliberalism, race and the redefining of urban redevelopment. *International Journal of Urban and Regional Research* 37: 598-617.
- Mitchell, K. 2010. Ungoverned space: global security and the geopolitics of broken windows. *Political Geography* 29: 289-297.
- Montgomery, A. 2016. Reappearance of the public: placemaking, minoritization and resistance in Detroit. *International Journal of Urban and Regional Research*, DOI:10.1111/1468-2427.12417, 776-799.
- Murphy, S. 2009. "Compassionate" strategies of managing homelessness: post-revanchist geographies in San Francisco. *Antipode* 41: 305-325.
- New York City Chapter, Right to the City Alliance 2010. *People without homes & homes without people: account of vacant condos in select NYC neighborhoods*. New York: Right to the City Alliance, New York chapter
http://www.urbanjustice.org/pdf/publications/People_Without_Homes_and_Homes_Without_People.pdf, last accessed 7/25/2013.
- Nuijten, M., Koster, M., and de Vries, P. 2012. Regimes of spatial ordering in Brazil: neoliberalism, leftist populism and modernist aesthetics in slum upgrading in Recife. *Singapore Journal of Tropical Geography* 33: 157-170.
- Oswin, 2014. Queer time in global city Singapore: neoliberal futures and the 'freedom to love.' *Sexualities* 17: 412-433.
- Parker, C. 2009. Tunnel-bypasses and minarets of capitalism: Amman as neoliberal assemblage. *Political Geography* 28: 110-120.
- Peck, J. and Tickell, A. 2002. Neoliberalizing space. *Antipode* 34: 380-404.

- Rose, N. 1993. Government, authority and expertise in advanced liberalism. *Economy and Society* 22: 283-299.
- Rosol, M. 2015. Governing cities through participation – a Foucauldian analysis of CityPlan Vancouver. *Urban Geography* 36: 256-276.
- Schiller, N. G. 2011. Localized neoliberalism, multiculturalism and global religion: exploring the agency of migrants and city boosters. *Economy and Society* 40: 211-238.
- Spence, L.K. 2012. The neoliberal turn in black politics. *Souls* 14: 139-159.
- Wacquant, L. 2010. Crafting the neoliberal state: workfare, prisonfare, and social insecurity. *Sociological Forum* 25: 197-220.
- Willse, C. 2010. Neo-liberal biopolitics and the invention of chronic homelessness. *Economy and Society* 39: 155-184.
- Zukin, S. 1997. Cultural strategies of economic development and hegemony of vision. In *The urbanization of injustice*, pp. 223-243. NY: New York University Press.

SYLLABUS

date *	general topic	class lecture/discussion	assignment
Jan M 8	Introduction		
W 10	definitions of/ approaches to neoliberalism	neo/Marxist approaches	Harvey; Peck & Tickell <i>optional: Lefebvre</i>
M 15		NO CLASS in honor of Martin Luther King Day	
W 17			Addie; Maharawal
M 22		poststructural approaches	Rose; McGuirk
W 24			Rosol; Bulekely et al.
M 29		racialized neoliberalism	Spence; Alves
W 31		feminism; queer theory; (intersectionality – optional)	McCleen; Oswin; (<i>optional: Luft</i>)
Feb M 5		recap	Canvas post
W 7	conceptualizing 'community'		DeFilippis et al.; England
M 12	scalar politics		Bach; Parker
W 14			He & Wu; Joassart-Marcelli & Bosco
M 19	regimes of control	securing the neoliberal city	Graham; Mitchell
W 21			Jaffe; Coaffee
M 26		carceral geographies	Waquant; Bernstein
W 28			exam handed out
Mar M 5	gentrification	neoliberal & racialized discourses of, actions on 'blight,' 'obsolescence,' 'nuisance'	Ghertner, Mele
W 7		types of gentrification	Davidson & Lees; NYC RTTC

F 9	exam due by noon, hard copy, N. Ettlenger's office (1144 Derby)	
M 12	SPRING BREAK!	
W 14		
M 19	gentrification cont'd	mixed-income housing & 'development' Chaskin & Joseph; Fraser et al.
W 21	resistances	Montgomery; Nuijtan et al.
Th 22	research proposals due by noon – e-mail as word document	
M 26	managing homelessness	Lurie & Wodiczko; Willse; Murphy
W 28	cultural policy	Zukin; McLean et al. <i>optional: Florida; Ettlenger</i>
Th 29	revised proposals due by noon – e-mail as word document	
Apr M 2	informalization & neoliberalism: formal-informal articulations	Lloyd; Fairbanks
W 4		Crossa; Meehan
M 9	financialization, real estate, and the everyday	Lazzarato; Hanan
W 11		cont'd
M 16	research project workshop	canvas posts
W 18	'smart' cities	Kitchin; Brannon or Datta
M 23	poster session	
M 30	research papers due by 3:00pm, N. Ettlenger's office (Derby 1144)	

* Dates indicated for discussion of specific topics are tentative. Discussion of a particular topic may continue into the next class, as needed.

CAMPUS RESOURCES FOR MENTAL HEALTH, CIVIL RIGHTS, WELLNESS, AND LEARNING

Counseling and Consultation Service (Office of Student Life)

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. OSU 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](tel:614-292-5766). CCS is located on the 4th Floor of the Younklin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel: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.

Disability Services (Office of Student Life)

The Student Life Disability Services coordinates accommodations and academic support services for students with documented disabilities, including but not limited to: learning disabilities, hearing or visual impairments, mobility impairments, attention deficit disorders, and psychiatric or medical disabilities. If you require this syllabus or other course materials in an alternate format, or if you require special classroom/testing arrangements, please notify your instructor and contact the Student Life Disability Services office at 098 Baker Hall, 113 W. 12th Ave., (614) 292-3307 (voice), (614) 429-4190 (VRS). A 24-hour information line is available at (614) 292-3307, and the office can be reached via the Web at <http://www.slds.osu.edu/> or via email at slds@osu.edu.

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

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://younkinsuccess.osu.edu/academic-services/>

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)
- Synchronous course tools