



# THE OHIO STATE UNIVERSITY

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## AEDE 2400 Diversity in the Workplace: Challenges & Opportunities

### COURSE OUTLINE AND SCHEDULE

T/Th 9:35-10:55 AM

Agricultural Administration Building, Room 246

Spring 2024

**INSTRUCTOR:** Dr. Anna W. Parkman  
Pronouns: (she/her/hers) [What are pronouns?](#)  
Honorific: Dr. Parkman

**OFFICE:** 332 Agricultural Administration Building

**MAILBOX:** AEDE Administrative Office, Ag Admin Building, 250

**HOURS:** T, TH 2:30-4:00 PM and MWF by appointment

**PHONE:** (614) 292-9746

**E-MAIL :** [parkman.6@osu.edu](mailto:parkman.6@osu.edu) (preferred contact method)

### Nature of the Course

In no other time has the workforce been comprised of such a diverse group of individuals working closely on a day-to-day basis. Many recognize that the successful organization of the future will welcome and value the attributes that employees from diverse backgrounds bring with them. At the same time, these individuals want to make their unique contributions to organizations rather than be asked to fit in or adapt to the established model. Organizational leaders are now confronted with the challenge of how to effectively manage a workforce that is increasingly diverse. Implicit in this challenge is the recognition that the best, brightest, and most qualified employees hail from a variety of cultural backgrounds or group identities. The expectation is that employees will have the interpersonal skills and abilities to successfully and positively interact with people who are different from themselves. The purpose of this course is to examine how diversity affects interpersonal and intergroup interactions in organizations, to develop an understanding of what diversity means, and to explore contemporary organizational strategies for managing workplace diversity.

### How this Course Works:

This course is 100% in person.

### Technology Skills

Basic computer and web-browsing skills. Ability to navigate Carmen Canvas.

### Materials:

**The textbook:** for this course is being provided via CarmenBooks. Through CarmenBooks, students obtain publisher materials electronically through CarmenCanvas, saving them up to 80% per title. The fee for this material is included as part of tuition and is listed as *CarmenBooks fee* on your Statement of Account. CarmenBooks are available immediately on or before the

first day of class. For more information on the program or information on how to opt out, [please visit the CarmenBooks website](#).

Bell, M. (2021) Diversity in Organizations, 4<sup>th</sup> Edition, Cengage in Carmen Books  
Access this eBook through the CarmenBooks reader link in the course navigation.

### **Course Description:**

The purpose of this course is to examine how and why diversity affects interpersonal and intergroup interactions in organizations, to develop an understanding of what diversity means, and to explore contemporary organizational strategies for managing workplace diversity while working to better understand what we as individuals bring to the dynamic.

### **Preferred Communication:**

Email is my preferred communication method. Class wide communications will be via announcements in Carmen.

### **Trigger Warning**

Some contents of this course may involve media or readings that may be triggering to some students. If needed, please take care of yourself while watching/reading this material (leave the class to take a break, debriefing with a friend, contacting Counseling and Consultation Services at 614-292-5766 and contacting the instructor if needed).

### **Our Approach**

Discussions of diversity can involve topics that individuals view as controversial or difficult. Expectations are that we all will be respectful of our classmates while considering and discussing difficult topics, even if we do not see the content as sensitive. We will commit to creating a safe space for each other as we work together this semester. Your learning, and that of others in class, will be enhanced to the extent you are willing listen carefully, to speak from your perspective, and share your experiences and views with the class. It is also important to remember that one's opinions may have an impact on others. In doing this, class participants accept responsibility for permitting each member of the class to hold their own opinion without pressure from others to change it or fear of being attacked. We are all responsible for honoring and maintaining the confidentiality of others. If class participants choose to share any personal information about themselves in the context of class discussions, no one should repeat this information outside of the class. In closing, please try to remember that:

1. Together we are here to learn about very complex issues.
2. We all struggle with bias; known and unknown.
3. We all have experienced some level of prejudice
4. We are all guilty of some degree of ignorance concerning another group or class of people.
5. No one in the class knows everything there is on issues related to diversity, so it is expected that we come to class with an open mind.

6. We are not here to victimize one another because learning occurs more readily in a supportive environment, where there is a climate of openness and trust. For this reason, we will try to discuss honestly our experiences and feelings without fears of being judged, stereotyped, or categorized by our colleagues.

**Learning Goals and Outcomes:**

Course Outcomes
GE-LO1: Describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States
GE-LO2: Recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance and equality of others.
C-LO1: Assess and demonstrate self-awareness with regard to cultural values, biases and behaviors that influence interpersonal behavior and interactions in organizations.
C-LO2: Develop greater competency and related interpersonal skills for working effectively with people from diverse backgrounds and orientations.
C-LO3: Recognize fact, myths and stereotypes about different cultural groups
C-LO4: Describe the issues and challenges related to managing a workforce that is diverse concerning race, ethnicity, gender, age, sexual orientation, and physical ability.
C-LO5: Formulate plans and approaches to workforce diversity that focus on the opportunities offered within a diverse community.
C-LO6: Describe the ways a diverse workforce enhances the work experience and business success.
C-LO7: Offer examples of best practices in diversity management in contemporary businesses.
C-LO8: Differentiate between popular opinion and research in contemporary diversity management while demonstrating an ability to critique both.
C-LO9: Construct an argument and demonstrate an understanding of civil discourse.
C-LO10: Demonstrate a respect for diversity and opposing viewpoints.

**Assignments:**

Please take note:

*Revisions to the Code of Student Conduct went into effect on January 1, 2024, after a review by the Council on Student Affairs. Among the revisions is an updated definition of academic misconduct that clarifies that the unauthorized use of generative artificial intelligence (AI) systems or similar technologies to complete academic activities is prohibited conduct.*

Journal

You will be journaling in this course beginning in week one and this will continue throughout the course. I will post journal questions related to course activities, readings, new events, or content. In addition, you will be invited to ‘free write’ frequently sharing your reactions, perspective and questions regarding what is unfolding in the course. More detail about journaling will be shared with you in Carmen.

### Midterm and Final Exams

Exams for the course will include a one at midterm and one during final exam week. All exams are essay (short and long) in format. A specific number of questions will be required of all students in both exams and there will be a group of questions students may choose from in the exams. Specifics for preparing for the exams and tips for success will be shared in Carmen and in class. Exams are completed in class and without the aid of technology. Paper will be provided. You will need to bring a pen or pencil.

### Participation, Attendance, Engagement

Class meets in-person twice a week. The expectation is that you will be in class, engaged and actively participating. Attendance will be taken and is a required portion of your grade. If you are ill or face extenuating circumstances and need to miss class, please contact me via email. We can then discuss accommodation and make plans for you to catch up. Documentation may be required.

The topics we will discuss in this class become more useful and powerful for us all if everyone is present in class. This does not mean you will be required to speak during each class, but you should expect to engage. To encourage and document participation and engagement, I will quite often utilize polling, small group activities, and responsive discussion questions to provide the opportunity to share your perspective and ask questions. This class works best when we all make a commitment to be present, prepared and committed to listening. You will earn points for being in the room, responding to questions/polls, asking questions, and your participation in small group activities. We will talk more about this the first week of class.

TopHat: I will be using TopHat to take attendance each day and on occasion to conduct some polling and for quizzing (non-graded). Once you have registered in **Workplace Diversity SP24** in TopHat using our **Join Code of 084374** you will be able to document your attendance and participation. When you come into the classroom you will see the TopHat code for attendance that day on the screen or the chalkboard in the front of the room. You will use your phone or tablet to enter the code into TopHat. When you do that, your attendance will be recorded. Sharing the code for attendance is not permitted. If you do not have your phone or tablet with you, just sign in with me at the start of class and when polled record your answers to submit to me at the end of class.

If you need help you can contact [support@tophat.com](mailto:support@tophat.com)

### Team Case Facilitation

Prior to midterm student teams will be assigned a case dealing with issues related to managing individuals in a diverse organization. In teams the students will analyze the case and develop a presentation that will be utilized to facilitate a discussion of the issues, root causes, and possible strategies for resolving the issues in class. The case will be provided to you. You do not need to purchase it. The components of the analysis will be found in the course Carmen site.

### Paper or Book Analysis

Students will have the choice of writing a paper about a topic that interests them that is related to course content OR completing a book analysis. Topics for the paper and the list of book choices will be discussed in class. Students will make the choice no later than the last week of January. Details for each assignment will be discussed in class and posted in Carmen.

<b>Grade Components</b>	<b>Points Assigned</b>
Journals (4)	100
Case Analysis Write Up individual 50 pts and Team Presentation 50 pts.	100
Paper or Book Analysis	100
Midterm Exam	100
Attendance, Participation & Engagement	50
Final Exam	<u>100</u>
Total	550

Final grades: Letter grades will be assigned according to the table below:

Grade Range	Letter Grade	Grade Range	Letter Grade	Grade Range	Letter Grade
≥93	A	80-82.9	B-	67-69.9	D+
90-92.9	A-	77-79.9	C+	60-66.9	D
87-89.9	B+	73-76.9	C	<60	E
83-86.9	B	70-72.9	C-		

Late Assignments: I do not accept late assignments unless there are extenuating circumstances. Please contact me if you need an extension prior to the due date so that we can determine if your situation fits into this category. Should a sudden emergency occur, contact me when you can, and we will discuss documentation and procedures for late submission if granted.

Contact Methods & Response Time: I prefer that you talk with me after class or drop by my office if you have questions. I am also very willing to schedule virtual meetings using Zoom. I know that will not always work for some and my second preference is that you email me. In general I respond to emails within 24 hours during the work week. If you have not heard back from me within 48 hours, feel free to send me a 'gentle' reminder.

## COURSE POLICIES

*Should in-person classes be canceled due to a weather event, we will meet virtually via CarmenZoom during our regularly scheduled time. I may also move us to Zoom if at any point in-person classes are not cancelled but I deem it in our best interest to stay off the roads. I will share any updates via CarmenCanvas.*

### Faculty feedback and response time:

1. **Grading and feedback:** You can generally expect feedback on all assignments and exams within **7 days**. If there is any reason for a delay, I will notify you utilizing the course announcements.
2. **E-mail:** I will reply to e-mails within **48 hours M-F**. If you do not hear from me within 48 business hours please email me again being sure to use the [parkman.6@osu.edu](mailto:parkman.6@osu.edu) address. Sometimes students inadvertently try to email me using a buckeyemail address and that just does not work as faculty do not have emails in that system. Unfortunately, if you are in buckeyemail when you write to me, it will automatically assign me an address there that goes nowhere. Be sure to double check and assure you have emailed to the address above.

### Office Hours

Office hours will be conducted in person. If you'd prefer, we can meet via Zoom. You will need to make an appointment with me to meet at those times, so we don't have overlaps. If my office hours do not match your schedule, we can meet at another time.

### Exams:

You must complete exams yourself, without any external help or communication. All exams will be completed in class. See SLDS information below for accommodations information.

### Written assignments:

Your written assignments should be your own original work. In formal assignments, you should follow APA or MLA style to cite the ideas and words of your research sources. For team assignments, the work should be the work of the team members. Only those who contribute to the assignment should be listed on the submitted document.

### 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 me.

Week	Tentative Course Schedule	Assignments
1 1/9-1/11	<p><b>Introduction to Course Topics &amp; Approach</b>            Developing Guidelines &amp; Norms            Trends Driving the Case for DEI            Class Charter Intro</p>	
	<p><i>Readings:</i>            Syllabus            Chapter 1            Ideas for Charter in Carmen</p>	
2 1/16 No Class 1/18	<p>Exploring Perspective: Cultural Competence            Exploring Inequality, Equality, Equity and Justice</p>	Journal #1 Due 1/16/24 at 11:59 PM in Carmen
	<p><i>Readings:</i>            Understanding organizational barriers to a more inclusive workplace.            Delivering through diversity (2018) McKinsey Report. (Skim)            Chapter 2            Cultural Competence Assessment Handout in Carmen</p>	
3 1/23- 1/25	<p>Unconscious Bias, Implicit Bias, Microaggressions            Identity, Intersectionality, Social Groups, Power &amp; Privilege</p>	
	<p><i>Readings:</i>            Unconscious Bias, Implicit Bias, Microaggressions: What Can We Do About Them?  <a href="https://www.npr.org/sections/codeswitch/2018/04/19/604070231/a-lesson-in-how-to-overcome-implicit-bias">https://www.npr.org/sections/codeswitch/2018/04/19/604070231/a-lesson-in-how-to-overcome-implicit-bias</a></p>	
4 1/30-2/1	<p>Bias &amp; Impacts:            Appearance &amp; Weight</p>	Journal #2 Due at 11:59 PM in Carmen on 2/3/24
	<p><i>Readings</i>            Chapter 15 and 1 of the following 3            The Good Hair Study: Findings Report            Does Good Looking = Good Employee?  <a href="https://www.forbes.com/sites/tomaspremuzic/2019/07/17/its-time-to-expose-the-attractiveness-bias-at-work/#1ffb0c241324">https://www.forbes.com/sites/tomaspremuzic/2019/07/17/its-time-to-expose-the-attractiveness-bias-at-work/#1ffb0c241324</a></p>	
5	<p>Bias &amp; Impacts:            Physical &amp; Mental Ability</p>	

2/6-2/8	<p><i>Readings:</i> Chapter 14</p> <p>Choose 1 of 3 Rebekah Taussig Articles Posted in Carmen</p> <p><b>Watch</b> one of the following prior to class: I'm Not Your Inspiration <a href="https://www.youtube.com/watch?v=8K9Gg164Bsw">https://www.youtube.com/watch?v=8K9Gg164Bsw</a> Looking Past Limits <a href="https://www.ted.com/talks/caroline_casey_looking_past_limits">https://www.ted.com/talks/caroline_casey_looking_past_limits</a></p>	Journal #3 Due at 11:59 PM in Carmen on 2/10/24
6 2/13-2/15	<p>Bias &amp; Impacts: Sex and Gender : Tuesday Gender, Work and Family</p>	
	<p><i>Readings:</i> Tuesday Chapter 9 Thursday Chapter 10 Career Success: Past, Present and Future</p>	
7 2/20-2/22	<p>Bias &amp; Impacts: Sexual Orientation and Gender Identity</p>	Journal #4 Due 2/24/24 at 11:59 PM in Carmen
	<p><i>Readings:</i> Tuesday: Chapter 11</p>	
8 2/27-2/29	<p>Bias &amp; Impacts Age Mid-Term Exam Review on Thursday</p>	
	<p><i>Readings:</i> Chapter 13</p>	
9 3/5-3/7	<p>Mid Term Exam on Tuesday</p>	
	<p>Team Case Study Work on Thursday</p>	
10 3/11-3/15	<p><b>Spring Break</b></p>	
11	<p>Understanding the Experience &amp; Workforce Demographics: Black/African American Population Latino/Hispanic Population</p>	



<p>3/19-3/21</p>	<p><i>Readings:</i>  <i>Tuesday: Chapter 4</i>  The Black Experience at Work in Charts (2021) McKinsey Quarterly  <i>Thursday: Chapter 5</i>  <a href="https://www.npr.org/2021/09/23/1039771981/black-latino-homeownership-real-estate-wealth-disparities-appraisals-undervalue">https://www.npr.org/2021/09/23/1039771981/black-latino-homeownership-real-estate-wealth-disparities-appraisals-undervalue</a>  <b>Listen to</b> <a href="https://www.npr.org/2021/09/20/1039053932/who-you-calling-hispanic">https://www.npr.org/2021/09/20/1039053932/who-you-calling-hispanic</a></p>	
<p><b>12</b> 3/26-3/28</p>	<p>Understanding the Experience &amp; Workforce Demographics: Asian, Pacific Islander, Desi American (APIDA) Population</p> <p><i>Readings</i>  Chapter 6  Select 1 of the following  How I survived a Japanese American internment camp. We cannot forget that history. Oct. 5<sup>th</sup>, 2021 Opinion by Carlene Taniguchi Tinker in The Washington Post  <a href="https://www.washingtonpost.com/opinions/2021/10/05/amache-internment-camp-japanese-americans-history/">https://www.washingtonpost.com/opinions/2021/10/05/amache-internment-camp-japanese-americans-history/</a>  Facing Racism: Asian Americans Share Their Stories of Harassment and Assault During the Pandemic  <a href="https://time.com/5858649/racism-coronavirus/">https://time.com/5858649/racism-coronavirus/</a></p>	<p>Individual Cases Due 3/30/24 in Carmen at 11:59 PM</p>
<p><b>13</b> 4/2-4/4</p>	<p>Understanding the Experience &amp; Workforce Demographics: The White Population  Native Americans and Multi-Racial Populations</p> <p><i>Readings</i>  <i>Tuesday: Chapter 7</i>  <i>Thursday Chapter 8</i>  Beyond Land Acknowledgement: A Guide  <a href="https://nativegov.org/a-self-assessment/">https://nativegov.org/a-self-assessment/</a></p>	
<p><b>14</b> 4/9-4/11</p>	<p><b>Case Presentations Tuesday and Thursday</b></p>	
<p><b>15</b> 4/16-4/18</p>	<p>Active Bystander Training  How Bystanders Change the Conversation about Social Bias  Organizational Impacts</p>	<p>Paper Due 4/21/24 at 11:59 in Carmen</p>

16 4/29	<b>FINAL EXAM MONDAY APRIL 29<sup>TH</sup> @ 8:00AM – 9:45AM IN OUR CLASSROOM</b>	
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This course schedule and due dates may be adapted and changed to meet learning needs and to respond to unplanned events during the semester.

### **Trigger Warning**

Some contents of this course may involve media or readings that may be triggering to some students. If needed, please take care of yourself while watching/reading this material (leave the class to take a break, debriefing with a friend, contacting Counseling and Consultation Services at 614-292-5766 and contacting the instructor if needed).

### **Technology Support**

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- ✓ **Self Service and Chat:** [go.osu.edu/it](http://go.osu.edu/it)
- ✓ **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- ✓ **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)

### **Backing up your work:**

Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

### **Things you should know:**

#### **1. Academic Misconduct/Academic Integrity**

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the

academic integrity of the University, or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

## 2. **Disability Accommodations**

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process ([slds.osu.edu/covid-19-info/covid-related-accommodation-requests/](https://slds.osu.edu/covid-19-info/covid-related-accommodation-requests/)), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodation, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodation so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](https://slds.osu.edu).

## 3. **Counseling and Consultation Services/Mental Health** (statement available at: <https://ccs.osu.edu/supporting-your-student/faculty-and-staff>)

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](https://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 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

For students in the College of Food, Agricultural, and Environmental Sciences, David Wirt, wirt.9@osu.edu, is the CFAES embedded mental health counselor on the Columbus campus. To contact David, please call 614-292-5766. Students should mention their affiliation with CFAES if interested in speaking directly with David.

#### 4. **Creating an environment free from harassment, discrimination, and sexual misconduct**

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate based on age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at [equity.osu.edu](http://equity.osu.edu),
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email [equity@osu.edu](mailto:equity@osu.edu)

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

#### 5. **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>
- <https://cbcs.osu.edu/>

In addition, this course adheres to **The Principles of Community** adopted by the College of Food, Agricultural, and Environmental Sciences. These principles are located on the Carmen site for this course; and can also be found at <https://go.osu.edu/principlesofcommunity>. For additional information on Diversity, Equity, and Inclusion in CFAES, contact the CFAES Office for Diversity, Equity, and Inclusion (<https://equityandinclusion.cfaes.ohio-state.edu/>). If you have been a victim of or a witness to harassment or discrimination or a bias incident, you can report it online and anonymously (if you choose) at <https://equity.osu.edu/>.

### **Our inclusive environment allows for religious expression.**

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

### **Lyft Ride Smart**

[Lyft Ride Smart at Ohio State](#) offers eligible students discounted rides, inside the university-designated service area, from 7 p.m. to 7 a.m. Each month, 10,000 discounted rides will be made available on a first-come, first-served basis with the average cost expected to be \$2 or less. Prices may be impacted by distance, traffic, time of day, special events and prime time surcharges. To qualify for program discounts, users must select "shared ride" when booking in the Lyft app. When using ride sharing, remember to visually confirm vehicle info/descriptions in the company app and ask the driver to say who they are picking up.

### **Safe and Healthy Buckeyes**

Health and safety requirements: All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>). Non-compliance will result in a warning first, and disciplinary actions will be taken for repeated offenses.

**Land Acknowledgement Statement** (from the Multicultural Center; <https://mcc.osu.edu/about-us/land-acknowledgement>)

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. As a land grant institution, we want to honor the resiliency of these tribal nations and recognize the historical contexts that have and continue to affect the Indigenous peoples of this land.

**Credit hours and work expectations:** This is a [3] credit-hour course. According to [Ohio State bylaws on instruction](#) ([go.osu.edu/credithours](http://go.osu.edu/credithours)), students should expect around [3] hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to [6] hours of homework (reading and assignment preparation, for example) to receive a grade of [C] average.

Copyright for Instructional Materials

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.