AEDE 4330: The Sustainable Economy: Concepts and Methods

Spring 2022

Course Format:

**Lectures:** In-person, Tuesday Thursday 9:35-10:55AM, Room 108, Agriculture Admin Building
Lectures will also be livestreamed on Zoom

**Zoom link for livestreaming lectures:**
https://osu.zoom.us/j/5258821744?pwd=YTcrNlpsK0N4SWtxRWRZYTRxVVliUT09
Meeting ID: 525 882 1744
Passcode: 584774

**Lab sessions:** Remote, Tuesday 5:30-6:25pm by Zoom only

**Zoom link for lab sessions:**
https://osu.zoom.us/j/3555204597?pwd=NkxOUmxs3hXKzZCRDInQmVCIVVz09

**Instructor:** Dr. Elena Irwin
Email: irwin.78@osu.edu
Office hours: I am happy to make myself available outside of class, but do not have set office hours. The best time is after class in person or by appointment. Please email me to schedule a Zoom call.

**Zoom link for office hours (same as for lectures):**
https://osu.zoom.us/j/5258821744?pwd=YTcrNlpsK0N4SWtxRWRZYTRxVVliUT09

**Teaching assistant:** Qi Jiang
Email: jiang.1885@buckeyemail.osu.edu
Office hours: Mon and Fri 9-10am or by appointment

**Credit Hours:** 3 semesters hours: 80 minutes per day, 2 days per week

This is a **3-credit-hour course**. According to Ohio State policy, 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) on average.

**Prerequisites:** AEDE 4310

**Recommended:** ENR 3900 or equivalent knowledge of Excel basics is strongly recommended. If you do not know Excel basics, you will need to take full advantage of the lab sessions to learn the basics so that you can complete the homework assignments. A pre-test will be administered at the beginning of the semester to determine whether lab sessions are required or optional for students.

**Textbooks/Readings:**
Because this is not a standard course, there is no textbook. We will use a number of readings from various sources and other resources; the readings for a given class session are expected to be **completed before each class session**. All readings and other resources will be posted on the Carmen website under each
class topic. Students are strongly encouraged to keep an environmental and resource economics textbook on hand, so that they can review the relevant economic principles as needed.

**Optional Readings:** TBA

**Additional Required Materials:** N/A

**Other Fees or Requirements:** N/A

**Course Description:**
The course introduces students to core concepts of sustainability in economics and the quantitative methods necessary to understand and evaluate sustainable development. This is a core upper-level course in sustainability concepts and methods developed specifically for the EEDS major. Based on concepts from environmental and resource economics, which are well-established fields of economics, it also incorporates concepts from ecological economics, which is a more interdisciplinary field that combines elements of economics and ecology. We will consider sustainability methods used by economists, such as wealth accounting, as well as some methods used largely outside of economics, such as ecological footprint analysis. We will apply the tools and concepts acquired in the class to analyze existing sustainability policies in the US and globally.

Defining a sustainable economy requires that we grapple with unresolved questions about the sustainability of our current economic systems. These are some deep questions, including: What are the constraints to economic production and consumption that are imposed by the Earth’s ecosystem? What are the trade-offs in terms of the economy, environment, and human well-being that are implied by these constraints? What trade-offs are we willing and able to make as individuals and as a society to achieve a more sustainable economy? What are the best policies, including the right incentives for individuals, firms, communities, and nations, to reach this goal? While there is no single “right answer” to any of these questions, there are key concepts and theories that provide a framework for defining a sustainable economy and tools and methods for evaluating the sustainability of economic activities within a given region (e.g., country or community) or enterprise.

**Goals:**
The goals of this course are:

1. To familiarize students with the multiple definitions of sustainability and the assumptions behind each.
2. To deepen students’ understanding of the constraints and trade-offs that are implied by a sustainable economy and the nature of the debate that surround these questions.
3. To familiarize students with the tools and methods used to quantify sustainability, including their strengths, weaknesses, and applications.
4. To help students evaluate existing sustainability policies and the sustainability the economy, communities, and individual enterprises.
5. To help students evaluate, articulate, and communicate key concepts and issues related to sustainability.

**Learning Outcomes:**
Successful students will have the ability to:

1. Discuss multiple definitions of sustainability, the assumptions and strengths and weaknesses of each.
2. Apply basic quantitative tools (e.g., inclusive wealth index, carbon accounting, ecological footprint analysis, basic non-market valuation methods) to relevant data to evaluate the sustainability of different policies or projects.
3. Communicate sustainability concepts, applications, and challenges to a variety of audiences.

**Course Overview:**
The course is organized in three sections: (1) Introduction, (2) Core Concepts and Questions, (3) Harnessing Sustainability Theory to Address Pressing Problems. The first two sections lay the foundation for the third section, in which we apply the concepts and methods to specific case studies and policies.

**SECTION I. INTRODUCTION**
1. Introduction, overview and key concepts
2. What is a sustainable economy?
3. Sustainability metrics, assessments, and policies

**SECTION II. CORE CONCEPTS AND QUESTIONS**
4. Weak sustainability: Capital stocks, flows and human well-being
5. Weak sustainability: Inclusive wealth index (IWI)
6. Application: The inclusive wealth of U.S. counties
7. Question: “Can technology alone make the world sustainable?”
8. Question: “Will getting the prices right ensure sustainability?”
9. Strong sustainability: Ecological economics and strong sustainability rules
10. Strong sustainability: Ecological footprint analysis
11. Strong sustainability: Material flows and life cycle analysis
12. Question: “Can resource consumption be decoupled from economic growth?”
13. Strong sustainability: Greenhouse gas accounting
14. Question: “Production-based versus consumption-based emissions: Which is the right approach?”

**SECTION III. HARNESSING SUSTAINABILITY THEORY TO ADDRESS PRESSING PROBLEMS**
15. Ecosystem service valuation: Valuing the environment
16. Ecosystem service valuation: Stated preference methods
17. Ecosystem service valuation: Revealed preference methods
18. Ecosystem service valuation: Ecological production function approach
19. Trade-off analysis
20. Trade-off analysis with ecological production functions
21. Application: Agriculture and water quality in the Great Lakes
22. Ecosystem dynamics, regime shifts and resilience
23. Planetary boundaries and doughnut economics
25. Assessing sustainability policies: Transportation
26. Assessing sustainability policies: Community development
27. Course recap and synthesis

**How Students Meet Learning Goals:**

<table>
<thead>
<tr>
<th>Learning goal</th>
<th>Tools to achieve learning goal</th>
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<tbody>
<tr>
<td>Compare and contrast the multiple definitions of sustainability, their assumptions and trade-offs.</td>
<td>Lectures on key concepts, theory and examples, supplementary readings to familiarize with concepts and theory, in-class discussions, quizzes, midterm and final exams</td>
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</table>
Use data and quantitative tools (e.g., Inclusive Wealth Index, carbon accounting, Ecological Footprint Analysis, basic non-market valuation methods) to evaluate the sustainability of a specific project or policy.

Four homework assignments, one on each major quantitative tool covered in the class: Inclusive Wealth Index, Ecological Footprint Analysis, Carbon accounting, Ecosystem service valuation and trade-off analysis

Assess the sustainability of local and global sustainability efforts

Homework assignments, midterm and final exams, news article report

Communicate sustainability concepts, applications, and challenges to a variety of audiences.

Homework assignments, quizzes, news article report

**Evaluation:**

**How your grade is calculated:**

<table>
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<tr>
<th>Assignment category</th>
<th>Points</th>
<th>Learning goal</th>
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| Homework assignments (4 total) | 14 points each, 56 points total | • Application of sustainability theory and tools with data analysis and interpretation  
• Sustainability assessment  
• Sustainability communication |
| Exams (midterm and final) | 15 points each, 30 points total | • Compare and contrast different concepts, methods, and approaches to sustainability measurement, assessment, and policies  
• Understanding of the application and challenges of common sustainability policies |
| Weekly in-class quizzes on key topics from the readings | 1 point each, 10 points total | • Gain familiarity with sustainability concepts, theories, key questions, and debates |
| News article report (written summary and in-class presentation) | 2 points for each part, 4 points total | • Synthesize real-world happenings and connect them to sustainability theory  
• Apply sustainability concepts and methods to real-world events |
| Total | 100 | |
**Exams:** The midterm and final exams are in-class and may include any content from lectures, readings, homework assignments, and in-class discussions. The final exam will be comprehensive, but focused on the material covered since the midterm.

**Quizzes:** There will be a total of 12 in-class, short-answer quizzes based on the readings (roughly once a week). Quizzes will not be announced ahead of time and will be given during class, so you should complete the readings before coming to class. An online quiz option will be made available for students joining by zoom or for students in the classroom who prefer to upload their response electronically via their laptop or tablet, which is encouraged (for legibility and ease of grading). Your two lowest quiz grades will not be counted.

**News Article Report:** You will be responsible for summarizing a news article related to the sustainable economy and the topics we discuss in class. Articles should be recent and from a reputable news source. Articles must be approved by the instructor one week before the presentation. Students will submit a 1-page written synthesis of the news article that clearly links the topic of the article to concepts of this class. In addition, students will sign up for a date to present the news article to the class. The presentation should be no longer than 3 minutes and based on your written synthesis.

Detailed information on each assignment will be posted on Carmen.

**Grading Scale:** The standard grading scale is below. If deviating from the standard grade scale, the grade scale must be complete and span the total possible grades from A to E.

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<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<th>Grade</th>
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<tbody>
<tr>
<td>93-100</td>
<td>A</td>
<td>73-76.9</td>
<td>C</td>
</tr>
<tr>
<td>90-92.9</td>
<td>A-</td>
<td>70-72.9</td>
<td>C-</td>
</tr>
<tr>
<td>87-89.9</td>
<td>B+</td>
<td>67-69.9</td>
<td>D+</td>
</tr>
<tr>
<td>83-86.9</td>
<td>B</td>
<td>60-66.9</td>
<td>D</td>
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<tr>
<td>80-82.9</td>
<td>B-</td>
<td>&lt;60</td>
<td>E</td>
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<tr>
<td>77-79.9</td>
<td>C+</td>
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**Policy on late or make work:** All assignments as electronic copies are due on the date announced on Carmen and may be submitted via the Carmen Dropbox. Unless a student has obtained an explicit extension from me, any late assignment will have 1 point deducted each day it is late (including weekends). An assignment is considered late when it is submitted after the stated deadline. At my discretion, exceptions may be made for emergencies or other well-documented issues. These exceptions are easiest to make when you notify me before the deadline. No assignment will be accepted after everyone else’s assignments have been graded and returned.

**Course Schedule**
*(subject to change—all changes will be announced in class and on the Carmen website)*

<table>
<thead>
<tr>
<th>Instructional week</th>
<th>Date</th>
<th>Class Session Number and Main Topic</th>
<th>Homework (HW) Due Dates</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Jan 11</td>
<td>1. Class overview, introduction and key concepts</td>
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<td></td>
<td>Jan 13</td>
<td>2. What is a sustainable economy?</td>
<td></td>
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<tr>
<td>Instructional week</td>
<td>Date</td>
<td>Class Session Number and Main Topic</td>
<td>Homework (HW) Due Dates</td>
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<td>2</td>
<td>Jan 18</td>
<td>3. Sustainability metrics, assessments, and policies</td>
<td>Excel pre-test, Class survey (Due MON Jan 17 by 11:59PM)</td>
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<td>Jan 20</td>
<td>4. Weak sustainability: Capital stocks, flows and human well-being</td>
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<td>3</td>
<td>Jan 25</td>
<td>5. Weak sustainability: Inclusive wealth index (IWI)</td>
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<td>Jan 27</td>
<td>6. Application: The inclusive wealth of U.S. counties</td>
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<td>4</td>
<td>Feb 1</td>
<td>7. Question: “Can technology alone make the world sustainable?”</td>
<td>HW1: Inclusive Wealth Analysis</td>
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<td>Feb 3</td>
<td>8. Question: “Will getting the prices right ensure sustainability?”</td>
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<td>5</td>
<td>Feb 8</td>
<td>9. Strong sustainability: Ecological economics and strong sustainability rules</td>
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<td>Feb 10</td>
<td>10. Strong sustainability: Ecological footprint analysis</td>
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<td>6</td>
<td>Feb 15</td>
<td>11. Strong sustainability: Material flows and life cycle analysis</td>
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<td>Feb 17</td>
<td>12. Question: “Can resource consumption be decoupled from economic growth?”</td>
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<td>Feb 24</td>
<td>14. Question: “Production-based versus consumption-based emissions: Which is the right approach?”</td>
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<td>8</td>
<td>Mar 1</td>
<td>15. Ecosystem service valuation: Valuing the environment</td>
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<td>Mar 3</td>
<td>16. Ecosystem service valuation: Stated preference methods</td>
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<td>9</td>
<td>Mar 8</td>
<td>17. Ecosystem service valuation: Revealed preference methods</td>
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<td></td>
<td>Mar 10</td>
<td>18. Ecosystem service valuation: Ecological production function approach</td>
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<td>Mar 14-18</td>
<td>SPRING BREAK: NO CLASSES</td>
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<td>10</td>
<td>Mar 22</td>
<td>18. Ecosystem service valuation: Ecological production function approach</td>
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<tr>
<td>Instructional week</td>
<td>Date</td>
<td>Class Session Number and Main Topic</td>
<td>Homework (HW) Due Dates</td>
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<tr>
<td>11</td>
<td>Mar 24</td>
<td>19. Trade-off analysis</td>
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<td>Mar 29</td>
<td>20. Trade-off analysis with ecological production functions</td>
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<td>12</td>
<td>Apr 5</td>
<td>22. Ecosystem dynamics, regime shifts and resilience</td>
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<td>Apr 7</td>
<td>23. Planetary boundaries and doughnut economics</td>
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<td>Apr 14</td>
<td>25. Assessing sustainability policies: Transportation</td>
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<tr>
<td>14</td>
<td>Apr 19</td>
<td>26. Assessing sustainability policies: Community development</td>
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<td>Apr 21</td>
<td>27. Course recap and synthesis</td>
<td>HW4: Greenhouse Gas Accounting</td>
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<td></td>
<td>May 2</td>
<td>FINAL 8-9:45AM</td>
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**TECHNOLOGY REQUIREMENTS**

**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 OCIO Help Hours, and support for urgent issues is available 24x7.

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

**Baseline technical skills for online courses**

- Basic computer and web-browsing skills
- Familiarity with Excel and Word
- Navigating Carmen: for questions about specific functionality, see the Canvas Student Guide.
Technology skills necessary for this specific course

- Zoom text, audio, and video chat
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video
- Familiarity with Word and Excel.

Required equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft’s Student Advantage program. Full instructions for downloading and installation is found https://ocio.osu.edu/kb04733.
- Approved browsers: My recommendation is that students use Chrome or Firefox. My personal experience has been that the OSU systems don’t work well with Safari regardless of the version.

Carmen Access

You will need to use BuckeyePass multi-factor authentication to access your courses in Carmen. To ensure that you are able to 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 Passcode” and then click the “Text me new codes” button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and the IT support staff will work out a solution with you.

COURSE POLICIES

Faculty feedback and response time:
I am providing the following list to give you an idea of my 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: For the homework and case studies assignments, you can generally expect feedback within 14 days.
- E-mail: Please include AEDE 4330 in your email subject line. I will seek to reply to e-mails within 24 hours on school days. If you do not hear from me after this time, please email me again—I usually get over a hundred emails per day and may miss an email.
**Attendance policy:**
Your attendance and participation in class is critical. I expect you to attend every class, ask questions, and regularly participate in class discussions.

**Logging into Carmen site:** Be sure you are logging in to the course in Carmen at least once each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.)

**Class attendance:** So long as you are healthy and abiding by the safety guidelines of the university, you are expected to attend class sessions in person so that you can best participate in class discussions. The zoom livestream option is intended for students who are temporarily unable to attend. If you have a situation that might cause you to miss an entire week of class, email me as soon as possible.

**Lab attendance:** Lab attendance is strongly encouraged given their importance to successfully completing the homework assignments, particularly for those who need help with data analysis in Excel. The first two lab sessions of the semester will be a review of Excel basics. A pre-test will be given in the first week of class. For students who score below the designated cut-off on the Excel pre-test, attendance of the first two lab sessions is expected. Thereafter attendance is strongly encouraged for any student who needs help with Excel or the homework assignments.

**Office hours:** These are optional although I strongly encourage you to take advantage of this time to clarify any questions you may have about the course material.

**Discussion and communication guidelines:**
The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

**Writing style:** All written assignments should use good grammar, spelling, and punctuation. All figures and tables should be properly captioned in a Word document and referenced in the text. 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 back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.) More guidance on writing with sources is provided on the OSU’s library website: [https://guides.osu.edu/c.php?g=735128&p=7248617](https://guides.osu.edu/c.php?g=735128&p=7248617)

**Backing up your work:** For all assignments use a word processor, where you can save your work, and then copying onto Carmen.

**E-Mail Etiquette:** Professional relationships should be maintained when using e-mail for a class. I will not respond to e-mails that I consider inappropriate. I will respond to appropriate emails in a timely manner, but please do not expect an immediate reply.

**Exams:** The exams are closed-book and are intended to ensure you have learned the class materials and can synthesize and apply concepts.
**Written assignments**: You are allowed to work together on homework assignments in a small group of up to 3 people. If you choose to work together, there are a few rules that you will need to follow: (i) Indicate clearly on the front-page of your assignment or in the top row of your Excel spreadsheet all the members of your group. (ii) You may work together on the Excel homework to do the calculations, but each person must turn in their own Excel spreadsheet with the answers appropriately filled out. (iii) You may discuss the written questions and your thoughts about how to answer them with your group, but the answers that you write down must be in your *own words*—i.e., **do not write the answers as a group and then just cut and paste them into your own homework**. Discuss your thoughts and then write your answers in your own words.

**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.

**Falsifying research or results**: Falsifying findings constitutes academic misconduct. Your conclusions should be based on your data; the latter should not be deliberately modified to fit a goal that it did not originally.

**UNIVERSITY POLICIES**

[see: https://ugeducation.osu.edu/faculty-and-staff-resources for current versions]

**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), which includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will result in a warning first, and disciplinary actions will be taken for repeated offenses.”

**Academic Misconduct**: 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 at Student Life http://studentconduct.osu.edu.

**Ohio State’s academic integrity policy**

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. Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](#))

**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. *Intellectual Property* (covered by copyright) includes Course materials (Text, Audio, Video, Multimedia, Sims, Apps, etc.), and Student Generated materials.

**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/), 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 accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me 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.
Requesting accommodations

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.
In addition to contacting the instructor, please contact the Student Life Disability Services at 614-292-3307 or ods@osu.edu to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University.
Go to Office of Student Life - Disability Services for more information.

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
- Synchronous course tools
- Definition OSU
- Overview of Accessibility at OSU

If you require specific software for the course list or provide a link to the software’s accessibility privacy statements

- Adobe Connect (Carmen Connect) Accessibility Adobe Privacy Policy
- MediaSite Accessibility Statement
- Microsoft Office Accessibility Microsoft Office 365 Privacy
- Proctorio Accessibility Proctorio Privacy
- Top Hat Accessibility Top Hat Privacy

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 on the basis of 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,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remediying 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.

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 a bias incident, you can report it online and anonymously (if you choose) at https://studentlife.osu.edu/bias/report-a-bias-incident.aspx.

**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/

**UNIVERSITY RESOURCES**

**Counseling and Consultation Services:** 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 Counseling and Consultation Services (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 Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org.

David Wirt, wirt.9@osu.edu, is the CFAES embedded mental health counselor. He is available for new consultations and to establish routine care. To schedule with David, please call 614-292-5766. Students should mention their affiliation with CFAES when setting up a phone screening.

**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 titleix.osu.edu or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

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