



March 15, 2017

Dr. Steven S. Fink
Associate Executive Dean
College of Arts and Sciences
The Ohio State University

Dear Associate Executive Dean Fink,

As an Assistant Professor in the Department of Anthropology I am proud to present to you this application for the ASC New Service-Learning Course Grant. The title of the course is, "A Night at the Museum: Museum Science and Community Engagement", and I hope in reviewing my application materials you will become as excited about the new proposed course as I and our community partners are. You will find submitted all the required and optional documents: the application form, a letter of support from the Chair of Anthropology, a letter of support from one of the proposed collaborating partners – the Ohio Historical Connection, and a rough draft of a syllabus.

In the syllabus I have highlighted several notes in yellow. These are places where, should I be awarded the grant, I would like to engage with UCAT team members and further engage with our community partners to formalize and finalize aspects of the syllabus and course design. I plan to not only take the Service Learning Course Design Institute, but to also ask assistance from Teresa Mooney of UCAT to assist me in backwards course design. Such collaboration with UCAT will ensure that my learning objectives are met in the best possible manner for student success.

Thank you for taking the time to review this application, and I look forward to hearing back from you.

Respectfully,

Deanna N. Grimstead, Ph.D.
Assistant Professor
Department of Anthropology
The Ohio State University
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Columbus, OH 43210-1106, U.S.A
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Web: <http://anthropology.osu.edu/people/grimstead.1>

2017 Application Form for ASC Grants for New Service-Learning Course Proposals

1. Working Title of Course Proposal:

A Night at the Museum: Museum Science and Community Engagement

2. Applicant Information

- Name: Deanna N. Grimstead
- Title: Dr.
- Department: Anthropology
- Address: 4034 Smith Laboratory, 174 W. 18th Avenue, Columbus OH, 43210-1106
- Phone: (614) 292-9771
- E-mail: grimstead.1@osu.edu

3. Course Description

This course is intended to provide a foundation for students interested in pursuing work in a variety of museum settings. The first six weeks of the course will intensively train students in the history and philosophy of museums, sociopolitical and socioeconomic factors that museums must negotiate, and the public and private role of museums. The remainder of the course will provide an opportunity for students to further their knowledge of museum outreach and activities by interning at one of several museum settings including: Ohio History Connection (OHC), the Columbus Museum of Art, COSCI, Columbus Zoo, etc. At each museum students will be required to produce a final project and/or exhibit, which will provide practical experience to the student and a tangible benefit to our community partners.

The service learning component of this course will benefit our undergraduate students by providing them with an enriching opportunity for service that will benefit our outreach partners and our broader Ohio communities. The first portion of the course will provide an intensive training in museum science, providing the backbone necessary for the service learning component. The remainder of the course will have students learning of museum science through the internship outreach and collaboration component. Currently OHC is the only museum that I have reached out to, but in the interest of providing a diversity of internship opportunities for students I plan to reach out to the above listed community partners. Here after, I will only be referring course design and development discussions had with OHC.

OHC is currently looking to embark upon two community outreach and interpretive living and traditional exhibits: the “New Americans” and “American Indians” projects. Both projects are being initiated under the newer philosophical perspective of museum inclusivity, collaboration, and outreach. That is, rather than museum staff interpreting a culture other than their own, they partner with the community of focus and ask them what they would like others to know of their culture and heritage. For the “New Americans” project the OHC is working to engage with New American communities in Central Ohio, specifically targeting the Somali and Bhutanese, Nepali communities of Columbus. The Nepali community of Columbus is the largest in the world, while the Somali community is the second largest in the U.S.A. Internship activities associated with this project would include: 1) working with OHC Community Engagement Coordinators to engage these communities, 2) teaming with curators to initiate community-based collecting of traditions, material goods, and narratives, 3) assisting Exhibit Designers in incorporating new narratives into the Ohio History Center interpretation, and 4) learning how to incorporate these new narratives into on and off site programming by working with Education Specialists.

The “American Indians” project seeks to re-interpret American Indian content (material remains, modern traditions, oral histories, etc.), by working with Federally Recognized Tribes that have ties to this land we now call Ohio. The work and goals for the undergraduate internships closely follows that of the “New Americans” project, except the community engagement would obviously focus on Native American communities. Both projects are rich in educational opportunities for our students. Certainly the practical museum science experience is outlined in points 1 – 4 above, but the opportunity they will have

to access minority and often marginalized communities within Columbus and Ohio should prove to be foundational in their growth as moral and ethical human beings.

The course goals/learning outcomes are as follows with bulleted justifications for how the internship will help to meet these objectives:

1. Be able to articulate the function, organization, and methods of museum science.
 - i. The eight-week internship will provide a hands-on experience of the organizational structures within a museum setting, while exposing students to the methods employed in today's museums.
 - ii. Additionally, the students will come to realize the new role museums are coming to play as community outreach organizations, rather than simply "housing" artifacts for the public.
2. Become familiar with the ethical dilemmas museums face, along with the problems faced during interpretation of past and present societies, art works, historical and evolutionary materials, etc.
 - i. Both of the above proposed collaborative internship projects will expose students to the ethical dilemmas and difficulties in portraying modern and past peoples.
3. Be able to critically evaluate living and traditional exhibits from the perspective of the targeted audience.
 - i. The end result of their internship will be an exhibit, which all students will need to critique using what they have learned both in the classroom and in working with Museum Exhibit designers.
4. Articulate the role of museums in today's society.
 - i. The OHC interest in engaging the Somali and Nepali communities is a phenomenal example of one of the significant roles modern museums can play in society. By teaming with diverse communities to tell their own stories community bridges can be built, which is critical for the relevance of museums given the ever increasing diversity we see in America. Furthermore, by accessing these communities and their knowledge it is hoped they will "feel heard", which can go a long way towards a lasting sense of membership in a larger community, such as Columbus, Ohio, and the U.S.A. more broadly.
5. Work collaboratively with other students and museum staff to complete the internship component.
 - i. Collaboration is essential in this course and in any museum setting. Thus the internship will provide the opportunity to work intensively and collaboratively.
6. In collaboration with other students and museum staff create a final exhibit or tangible end of internship product to be used by the museum.
 - i. Without the service learning internship component building an exhibit would be both cost prohibitive and not provide the same level of expertise as could be had working with everyday practitioners.
7. Write a self-reflective essay documenting your experiences as an intern.
 - i. Given the nature of the two projects the OHC wishes to embark upon self-reflection of these experiences will be important. For many students this may be their first exposure different languages, different cultural customs and practices, and in how to negotiate those interactions. While this is enriching, it can also be a lot for students to process. The self-reflection will give them an opportunity to talk about those experiences and look inward at their own implicit biases.

ATTACHMENT: Course syllabus rough draft.

4. Community Focus and Reciprocity

OHC is the primary community partner for this Service-Learning course, but in the interest of diversity and minimum enrollments I will be reaching out to additional partners (e.g. the Columbus Museum of Art, COSCI, Columbus Zoo, etc.). OHC is a 501(c)(3) non-profit organization with the mission to, “*Spark discovery of Ohio's stories. Embrace the present, share the past and transform the future*”. Chartered in 1885 OHC focuses on preserving and sharing the state’s history, including housing the state’s historic preservation office, the official state archives, and manages more than 50 sites and museums across Ohio. The core values of OHC are as follows: 1) relevance: addressing and communicating the significance of history with Ohio's diverse people, 2) authenticity: valuing artifacts and true stories of history, 3) inclusivity: appealing to all Ohioans, especially underserved audiences, 4) stewardship: protecting the evidence of Ohio history, and 5) working together: pursuing teamwork and sharing authority and responsibility. The “New Americans” and “American Indians” project seeks to fulfill all of the above core values. These are significant projects, and the museum is very excited about the possibility of having additional help in the form of student interns. In fact, the museum collaborating partners explained that they are having difficulty filling paid entry level positions because of a lack of basic training. They believe that this course will help them identify and train potential candidates for these entry level positions.

The anticipated community benefit of these internship opportunities are significant. The significance of reaching out to and collaborating with immigrant communities in Ohio and the U.S.A. more broadly cannot be understated. We are living in a time when partnerships need to be fostered with immigrant communities, rather than allowing divisions to become normative. The “New Americans” project is one step towards developing lasting and enduring partnerships. The “American Indians” project has a similar broader impact, but it also seeks to undo the historically divisive relations between museums and Native Americans. Historically tensions between Native Americans and museums developed over the concept of material and human remains ownership, but slowly these relations have turned towards collaboration and partnership. By reaching out to the descendant community owners of the prehistoric and historic artifacts housed by OHC this partnership will be furthered and tensions further reduced. Thus in both instances the anticipated community benefit is significant.

While the two community service projects described above will obviously be completed at some point in the future, it is the goal of myself and my OHC collaborators to continue this course under future planned outreach and education projects. I will work with OHC coordinators to ensure the students receive the necessary basic training for the proposed projects, and work alongside coordinators to manage internships and logistics. This Service-Learning course will be a fantastic opportunity for OSU and its students to engage in a community partnership that furthers the missions of The Ohio State University:

- Creating and discovering knowledge to improve the well-being of our state, regional, national and global communities;
- Educating students through a comprehensive array of distinguished academic programs;
- Preparing a diverse student body to be leaders and engaged citizens;
- Fostering a culture of engagement and service.

5. Letter of Support from Department Chair: ATTACHED



Department of Anthropology

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9 March 2017

Dr. Steven S. Fink
Associate Executive Dean
College of Arts and Sciences
Ohio State University
CAMPUS

Dear Dean Fink:

As the Department Chair of the Department of Anthropology, I am writing in full support of the New Service-Learning Course Proposal submitted by Dr. Deanna Grimstead. The course has the preliminary title of, "A Night at the Museum: Museum Science and Community Engagement." Dr. Grimstead has already established a relationship with the Ohio Historical Connection (OHC) to serve as one of the primary partners for the service learning component. This course will fill a significant need within our undergraduate coursework, as to the best of my knowledge no department on campus offers a course in Museum Science, thus we expect the course to attract students from a variety of majors, including Anthropology, Art, Classics, Art History, and Evolutionary Ecology and Organismal Biology. Also, most of our sister Big 10 institutions offer degree and/or certificate programs in Museum Studies, yet we do not have a single course.

The course seeks to provide students with a short six-week, in-class component surveying Museum Science. The follow-up remainder of the eight weeks will be devoted to an internship at the OHC and potentially other museums and organizations within our community. These other communities may include the Columbus Zoo, COSCI, the Columbus Art Museum, among other organizations. Dr. Grimstead has relayed to me that the OHC directors are very excited about this possibility to engage with our department, OSU, and to have the opportunity to train students that could one day be employed by OHC. Overall, this course will be a great opportunity for our students and collaborating partners.

Within the Anthropology curriculum, the proposed course will be an optional elective that could be used within both our B.S. and B.A. majors. The course will also seek GE status under Social Sciences-Individual and Groups, Cultures and Ideas, and/or Global Studies. We anticipate offering the course at a minimum of every two years. However, because of the diversity of undergraduates the course could attract, I would not be surprised if we could offer it at least once a year, depending upon demand.

Thank you for your consideration

Sincerely,

Clark Spencer Larsen
Distinguished Professor of Social and Behavioral Sciences
Chair, Department of Anthropology



March 13, 2017

Deanna N. Grimstead, Ph.D.
Assistant Professor
Department of Anthropology
The Ohio State University
4034 Smith Laboratory, 174 W. 18th Ave.
Columbus, OH 43210-1106, U.S.A

Dr. Grimstead,

Thank you so much for reaching out to the Ohio History Connection to partner with you on your Service-Learning Course Proposal. Megan Wood (Director, Museum and Library Services) and I are so excited about this new partnership.

We have proposed the work we are doing with the New American Communities in Columbus as well as our work with Federally Recognized American Indian Tribes with historic ties to Ohio. These two areas will not only offer your students a wonderful opportunity to learn more about the role of museums in the 21st century, but will also impact the communities served, in addition to helping us building capacity.

We look forward to working with you to help achieve the goals of this Service-Learning Course!

Sincerely,

A handwritten signature in black ink that reads "Stacia Kuceyeski".

Stacia Kuceyeski
Director, Outreach

A Night at the Museum: Museum Science and Community Engagement, Spring 2018
(ANTHROP 3030),
MWF 11:30 – 12:25; McPherson Lab 1041

Dr. Deanna N. Grimstead

Office Hours: MWF 12:30 - 2:00PM and by appointment; Smith Lab 4050.

Email: grimstead.1@osu.edu

Course Description: This course is intended to provide the foundation for students interested in pursuing work in a variety of museum setting. The first six weeks of the course will intensively train students in the history and philosophy of museums, sociopolitical and socioeconomic factors that museums must negotiate, and the public and private role of museums. The remainder of the course will provide an opportunity for students to further their knowledge of museum outreach and activities by interning at one of several museum settings including: Ohio Historical Connection (OHC), the Columbus Museum of Art, COSCI, Columbus Zoo, etc. At each museum students will be required to produce a final project and/or exhibit, which will provide practical experience to the student and a tangible benefit to our community partners.

Learning Outcomes:

1. Be able to articulate the function, organization, and methods of museum science.
2. Become familiar with the ethical dilemmas museums face, along with the problems faced during interpretation of past and present societies, art works, historical and evolutionary materials, etc.
3. Be able to critically evaluate living and traditional exhibits from the perspective of the targeted audience.
4. Articulate the role of museums in today's society.
5. Work collaboratively with other students and museum staff to complete the internship component.
6. In collaboration with other students and museum staff create a final exhibit or tangible end of internship product to be used by the museum.
7. Write a self-reflective essay documenting your experiences as an intern.

Course Website: This course will make use of CARMEN (<https://carmen.osu.edu>). The CARMEN website will contain all assignments, study guides, reading assignments from sources other than your book, important information from the class, etc. To access this course on CARMEN you must have an OSU NetID and be officially enrolled in the course for at least 48 hours.

Textbook:

- MacDonald, Sharon (editor). 2006. *A Companion to Museum Studies*. Wiley Blackwell.

Supplemental readings: There will be several assigned supplemental readings. These will be posted on CARMEN prior to the date you are expected to have read the material. The supplemental reading consists of scholarly articles, which we will discuss in class. Be prepared to discuss supplemental reading assignments (anything assigned other than the text book) during class. I encourage you to take notes on these articles that you can then refer to during class.

Class Absence:

Because this course has an intensive classroom portion followed by a time intensive internship component absences are highly discouraged. You are responsible for the material you miss if you are absent from class, but you may only miss one of your scheduled internship assignments. It is simply too difficult to ask staff to allow you to make up hours. Should you miss a class during the coursework component, then you must obtain notes from other students for the material you missed, obtain assignments that were discussed/handed out, and turn in any assignments that were due the day of your absence. Please email me as soon as you can for absences that are excused (e.g. sick, death in the family, etc.). These absences will not cause you to have your assignments deemed late. You will not be allowed to make-up in class assignments for unexcused absences. All holidays or special events observed by organized religions will be honored. Absences pre-approved by the OSU Dean of Students (or designee) will be honored.

Late or Incomplete Assignments:

Late Assignments are not accepted unless your absence is excused, or you have made previous arrangements with me. Incomplete assignments will be accepted, but graded accordingly.

Special Needs and Accommodations Statement:

Students who need special accommodation or services should contact the Office for Disability Services as soon as possible: <http://ods.osu.edu>, 614-292-3307, email: ods@osu.edu. You must register and request that the Center or DRC send me official notification of your accommodations needs as soon as possible. Please plan to meet with me by appointment or during office hours to discuss accommodations, and how my course requirements and activities may impact your ability to participate. The need for accommodations must be documented by the appropriate office.

Confidentiality of Student Records:

http://registrar.osu.edu/policies/privacy_release_student_records.pdf

Course Requirements and Grading: Should I be awarded ASC Service Learning Grant, then I will work with UCAT, OHC, and any additional community partners to derive an assignment and evaluation scheme that will be best given my learning objectives and service to our community partners.

The requirements for the course, and their respective percentage values are below, followed by descriptions of each assignment:

Exam I	%
Exam II	%
Homework Assignments ???	%
Final Project/Exhibit	%
Exhibit Critique	%
Weekly Blog ???	%
Self-Reflective Essay ???	%
Museum Staff Grade ???	%
Total	100%

Final letter grades will be determined using the following criteria:

- A: 90%+
- B: 80-89%
- C: 70-79%
- D: 60-69%
- E: 59% and below

Final Project/Exhibit: In this course you are expected to produce a final project/exhibit with classmates and museum staff. This is due **Friday, April 14th**.

Exhibit Critique: In this course you will be expected to critique the produced exhibit/final project using the in-class and internship skills gained during this project. **This is due Friday, April 21st**.

Self-reflection Essay: I would like for this assignment to capture the core points of my learning objectives, but I would like to consult with UCAT, OHC, and any additional community partners about this during the award period.

Homework Assignments: I would like for these assignment to capture the core points of my learning objectives, but I would like to consult with UCAT, OHC, and any additional community partners about this during the award period.

Weekly Blog: I would like for this assignment to capture the core points of my learning objectives, but I would like to consult with UCAT, OHC, and any additional community partners about this during the award period.

Museum Staff grade: I will need to work further with my collaborating partners to see what this might look like. I cannot be present for each student's internship hours, so we will need to derive a scheme for grading their efforts.

Academic Honesty and Classroom Etiquette:

99% of students are very honest and very considerate of other students and the professor. But most of us at some point in our lives are tempted to take an unethical or illegal short cut, and all of us, at some point, behave badly.

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.

Being rude or disruptive in class hurts your classmate's quality of education. Thus certain behaviors are not tolerated. This is a non-exhaustive list. Committing any one of them will result in a warning. After a warning committing any of these acts will result in ejection from the class:

1. Cell Phone use of any kind. (Please turn them off during class)
2. Talking when you are not called upon or not speaking to the whole class.
3. Reading newspapers, magazines, etc.
4. Completing work for another class,
5. Computer use that is not directly related to the class (e.g., facebooking, IMing, gaming, skypeing, tweeting, etc.)
6. Verbally or Physically aggressive behavior. (**Automatic class ejection and mandatory individual meeting with instructor prior to returning**)
7. Being intoxicated in class (Alcohol or other). (**Automatic class ejection and mandatory individual meeting with instructor prior to returning**)

I understand that life happens sometimes; meaning you may have to break one or more of these class rules at some point, but please be responsible about this. For example, if you need to leave early, then please let me know prior to class, and then leave as discretely as possible. If you are a parent or other legal guardian you may leave your cell phone on, but please leave it on vibrate or in silent mode.

Article Citations of additional readings:

****This syllabus is subject to change. Any modifications will be announced during class. The syllabus posted on CARMEN will always be the most accurate reference. Failure to attend class or discussion sections does not absolve you from adhering to the changes.**

Class Schedule

Please note that I have not reviewed the text book yet, and I recognize this is a significant amount of material to cover in the first six weeks of coursework. This is a list of all the book chapters, which I will narrow during my review process. Should I be awarded the ASC Service Learning Grant, then this will be one of my goals during the award period. Additionally, I would like to have several homework assignments. For these I will be working with UCAT to develop materials that will most appropriately reflect my learning objectives.

Week 1: Perspectives, Disciplines, Concepts

Readings:

- “Expanding Museum Studies: An Introduction”, Chap. 1.
- “Cultural Theory and Museum Studies”, Chap. 2
- “Sociology and the Social Aspects of Museums”, Chap. 3
- “Art History and Museology: Rendering the Visible Legible”, Chap. 4
- “Museums and Anthropologies: Practices and Narratives”, Chap. 5
- “Collecting Practices”, Chap. 6
- “The Conundrum of Ephemerality: Time, Memory, and Museums”, Chap. 7

Week 2: History, Heritage, Identities

Readings:

- “The Origins of Public Museums”, Chap. 8
- “World Fairs and Museums”, Chap. 9
- “Making and Remaking National Identities”, Chap. 10
- “Museums and Community”, Chap. 11
- “Re-staging Histories and Identities”, Chap. 12
- “Heritage”, Chapter 13

Week 3: Architecture, Space, Media

Readings:

- “Museum Architecture: A Brief History”, Chap. 14
- “Insight versus Entertainment: Untimely Meditations on the Architecture of Twentieth-century Art Museums”, Chap. 15
- “Civic Seeing: Museums and the Organization of Vision”, Chap. 16
- “Space Syntax: The Language of Museum Space”, Chap. 17
- “New Media”, Chap. 18

Week 4: Visitors, Learning, Interacting

Readings:

- “Living in a Learning Society: Museums and Free-choice Learning”, Chap. 19
- “Museum Education”, Chap. 20
- “Interactivity: Thinking Beyond”, Chap. 21
- “Studying Visitors”, Chap. 22

Week 5: Globalization, Profession, Practice

Readings:

- “Globalization: Incorporating the Museum”, Chap. 23

“Cultural Economics”, Chap. 24
“The Museum Profession”, Chap. 25
“Museum Ethics”, Chap. 26
“Museum Ethics: Legal Issues”, Chap 27
“Non-Western Models of Museums and Curation in Cross-cultural Perspective”,
Chap. 28

Week 6: Culture Wars, Transformations, Futures

Readings:

“Incivilities in Civil(-ized) Places: "Culture Wars" in Comparative Perspective”,
Chap. 29
“Science Museums and the Culture Wars”, Chap. 30
“Postmodern Restructurings”, Chap. 31
“Exposing the Public”, Chap. 32
“The Future of the Museum”, Chap. 33

Museum Internships will start with week 7. The schedules will be worked out preliminarily during the ASC Service Learning Award period, then formalized prior to the beginning of each course. Also, I am considering a weekly blog assignment, but again I would like to consult with UCAT, OHC, and any additional community partners.

Week 7

Week 8

Week 9

Week 10

Week 11

Week 12

Week 13

Week 14

Monday, April 24th – Dead week begins.

Final Exam: Friday, April 28th @ 12:00 – 1:45 PM. Normal classroom – McPherson Lab 1041.