Term Information

Effective Term   Autumn 2025

General Information

Course Bulletin Listing/Subject Area   History
Fiscal Unit/Academic Org   History - D0557
College/Academic Group   Arts and Sciences
Level/Career   Undergraduate
Course Number/Catalog   3678
Course Title   Applied Public History: Museum Pasts, Practices, and Challenges
Transcript Abbreviation   AppliedPublicHist
Course Description   Do you want to work in museums or collections? In this course, explore the global history of museums and collections through both historical/theoretical study and practical museum methods and real-world projects. Students will work with artifacts, conduct collections research and create their own exhibits while analyzing the challenges, benefits and ethics of public-facing history and museum work.
Semester Credit Hours/Units   Fixed: 3

Offering Information

Length Of Course   14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course   Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered   Greater or equal to 50% at a distance

                                                      Less than 50% at a distance
Grading Basis   Letter Grade
Repeatable   No
Course Components   Lecture
Grade Roster Component   Lecture
Credit Available by Exam   No
Admission Condition Course   No
Off Campus   Never
Campus of Offering   Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced   No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code   54.0101
Subsidy Level   Baccalaureate Course

Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Demonstrate understanding of the impact of the intellectual and colonial history of museums on modern-day collections and exhibits
- Think analytically about the ethics of looting, restitution, and the repatriation of artifacts
- Analyze and interpret museum objects, texts and other historical materials, and gain familiarity with where and how researchers access these materials
- Apply demonstrated museum research, collections management, and exhibit practices to real- world problems
- Create public-facing content for online and in-museum visitors and stakeholders

Content Topic List

- Collections
- Museums
- Taxonomies
- Collections management
- Public History
- Monuments
- Looting
- Repatriation

Sought Concurrence Yes

Attachments

- Curriculum Map Master 12.16.2024.doc: Curriculum Map

  (Other Supporting Documentation. Owner: Getson,Jennifer L.)

- 3678 Concurrence Art History.pdf: Concurrence - Art History

  (Concurrence. Owner: Getson,Jennifer L.)

- 3678 EEOB Concurrence.pdf: Concurrence - EEOB

  (Concurrence. Owner: Getson,Jennifer L.)

- DL Cover Sheet History3678_reviewfeedback.pdf: DL Cover Sheet - Reviewed

  (Cover Letter. Owner: Getson,Jennifer L.)

- 3678 Syllabus New Course Respess 12.16.2024.docx: Syllabus

  (Syllabus. Owner: Getson,Jennifer L.)

Comments

- Uploaded revised syllabus and signed/approved DL cover sheet *(by Getson,Jennifer L. on 04/17/2025 11:18 AM)*
- Please see feedback email sent to department 04-07-2025 RLS *(by Steele,Rachel Lea on 04/07/2025 09:10 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson,Jennifer L.	03/04/2025 01:07 PM	Submitted for Approval
Approved	Reed,Christopher Alexander	03/04/2025 02:13 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	03/24/2025 11:05 AM	College Approval
Revision Requested	Steele,Rachel Lea	04/07/2025 09:10 AM	ASCCAO Approval
Submitted	Getson,Jennifer L.	04/17/2025 11:18 AM	Submitted for Approval
Approved	Reed,Christopher Alexander	04/17/2025 12:56 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	04/17/2025 01:41 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	04/17/2025 01:41 PM	ASCCAO Approval

SYLLABUS
HISTORY/3678
APPLIED PUBLIC HISTORY: MUSEUM PASTS, PRACTICES, AND CHALLENGES

Spring 2023 (full term)
3 credit hours
Distance Enhanced
Tuesdays/Thursdays 1:30 pm- 2:50 pm, Location (Zoom or Classroom) marked on Course Schedule

COURSE OVERVIEW

Instructor

Instructor: Dr. Amanda Respess

Email address: (preferred contact method) respess.1@osu.edu

Phone number: 740-725-6130

Office hours: Online, by appointment

Contact Policy: You may contact me directly by email and phone. I will respond to emails and voicemails within one to two business days. If you have reached out to me and not heard back within that time frame, please reach out again, in case there has been a technological error (missed email, etc). Please also feel free to ask me for a chat on Zoom to ask any questions, review course material, or talk about any concerns. Feel free to email me or leave me a voicemail if you need to talk privately and we can schedule an appointment. Throughout the semester I will respond to messages Monday-Friday, from 9am to 5pm. (Remember that you can call 614-688-4357(HELP) at any time if you have a technical problem with Carmen.)

Prerequisites

None.

Course description

Are you interested in working in museums and collections? This course will explore the global history of museums and collections and survey the challenges, benefits, and ethics of public-facing history and

museum work. Students will gain experience working with artifacts and material culture, conducting collections research, utilizing collections management tools and best practices, and creating their own exhibits. The structure of the course combines the theoretical and historical study of museum traditions, methods, and controversies with practical museum methods demonstrations and applied practice on real-world projects. This course utilizes a combination of virtual, online (synchronous) and in-person learning experiences to bring working museum professionals, artifacts, and exhibits into the classroom.

Course learning outcomes

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

- Demonstrate understanding of the impact of the intellectual and colonial history of museums on modern-day collections and exhibits

- Think analytically about the ethics of looting, restitution, and the repatriation of artifacts

- Analyze and interpret museum objects, texts and other historical materials, and gain familiarity with where and how researchers access these materials

- Apply demonstrated museum research, collections management, and exhibit practices to real-world problems

- Create public-facing content for online and in-museum visitors and stakeholders

HOW THIS COURSE WORKS

Mode of delivery: This is a synchronous, distance-enhanced course that is designed to maximize digital museum methods to connect students from the regional campuses to the exciting learning resources and opportunities of the OSU Columbus campus's many museums. Most of our Tuesday and Thursday class sessions will be held synchronously online on Zoom to allow museum experts from multiple museums to join us live from their labs, galleries, and collections for class discussions, lectures, and special projects. These days are all marked on the course schedule. Some of our Tuesday and Thursday Zoom classes will be broadcast live from the Museum of Classical Archaeology on the Columbus campus and will involve synchronous demonstrations of best practices working with museum collections. Synchronous attendance is required for all Zoom and in-person Tuesday/Thursday class sessions, from 1:30-2:50 pm. If you require an accessible remote learning or asynchronous option to participate in class, either due to temporary illness or ongoing need, I will be happy to accommodate you- please contact me directly to make alternative arrangements for your accommodations. Please do not come to in-person classes if you have symptoms of or have tested positive for COVID-19, contact me for accommodations

WEEKLY CLASS FORMAT:
Every week I will post the new week's class module in Carmen on Monday, where you will see a list of instructional activities and homework to complete by the following Monday. Instructional activities include in-person and synchronous Zoom classes on Tuesdays and Thursdays from 1:30-2:50 pm, and your Course Schedule marks which classes are online versus in-person so that you can plan ahead. Our weekly activities will include lectures, engagement and demonstrations from guest experts in public history and museum studies, class discussions, museum "labs" over Zoom, and individual and group learning activities. Weekly learning resources and assignments include readings, virtual exhibit tours,

short videos and other materials that illustrate important ideas from the lectures. If any of the formats are not accessible to you or your device, please let me know immediately so that I can accommodate you. I will hold optional office hours by appointment on Zoom or by phone, just contact me if you would like to make an appointment. Please see the "Contact Policy" on the first page of the syllabus for the best ways and times to reach me.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (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.

Attendance and participation requirements: Attendance (virtual or in-person) is required. You are expected to complete all readings and assignments on time. Active, thoughtful, and respectful participation in class discussions and activities is required. If you have an emergency or crisis that prevents you from completing work on time, please contact me as soon as possible so we can make a plan together to get you back on track. If you require accessibility accommodations for remote learning temporarily or throughout the semester, please contact me to make arrangements- I will be happy to support you.

The following is a summary of students' expected participation:

Office hours: My office hours are by appointment only, please contact me to schedule a Zoom meeting.

Participating in discussion: 2+ TIMES PER WEEK
As part of your participation, each week you must submit discussion posts at least twice as part of our substantive class discussion on the week's topics. I will respond to your posts in class or in writing each week.

ALL ASSIGNMENTS DUE BY 12PM (NOON, EASTERN STANDARD TIME) ON DUE DATES

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required

- No textbook purchase is required for this course. All readings and other course materials will be provided on Carmen or through the OSU library online. This is a distance-enhanced course, and you will need access to the internet and a computer or other device to complete the assignments. If you are having technology or internet access issues at any point during the semester, please contact the professor right away for support and to discuss potential solutions.

Course technology

Technology support

For help with your password, university email, Carmen, watching assigned videos, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7. **If your device will not load an assigned video, please contact the Help Desk right away, they can talk you through how to fix it. Do it sooner rather than later, so you can stay up to date on your classwork.**

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

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) 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
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) 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 (go.osu.edu/add-device).
- 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 (go.osu.edu/install-duo) 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 IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Attendance	14
Weekly Discussion Posts	28
Guest Response Sheets	10
Exhibit Analysis Sheets	5
Museum Labs *	10
Practicum Problems *	10
Midterm Collections Project *	11
Final Exhibits Project *	11
Quiz	1
TOTAL:	100

See course schedule below for due dates.

Assignment Completion Policy: Assignments bolded with an asterisk above are Required, and must be completed in order to pass the class.

Descriptions of major course assignments

Weekly Discussion Posts

Description: Every week you will post 1) a question about the week's course activities and materials and 2) a paragraph analyzing and reflecting on a major idea or theme in that week's class.

Academic integrity and collaboration: Please provide the author's last name and the page number (if relevant) for any readings or other course material you refer to in your posts, and all work must be your own.

Guest Response Sheets

Description: A very important part of this course is the unique opportunity to hear directly from and engage with a wide variety of museum professionals who play different roles in museums and collections. You will be meeting with curators, exhibit developers, registrars, collection managers, education specialists, researchers, artists, historians, and scientists. Every time we have a museum expert visit our class, I will give you a response sheet on Carmen that has two sections: 1) A short visit prep summary and area where you can prepare some of your questions for them in advance, and 2) a list of guided questions designed to help you get the most out of their visit. You will be expected to ask each visitor at least one question (or more!) about their work and experience in museums.

Academic integrity and collaboration: Please provide the author's last name and the page number (if relevant) for any readings or other course material you refer to in your posts, and all work must be your own.

Exhibit Analysis Sheets

Description: Several times during the semester, I will show you video walk-throughs and virtual tours of museum exhibits to highlight various exhibit design and writing strategies. Sometimes we will analyze these together in class discussion, but occasionally I will assign an exhibit video for you to watch outside of class to analyze on your own. For these outside exhibit analysis assignments, I will provide you with a sheet of guided questions on Carmen that you will submit with your weekly homework.

Academic integrity and collaboration: Please provide the author's last name and the page number (if relevant) for any readings or other course material you refer to in your posts, and all work must be your own.

Museum Labs

Description: At several points throughout the semester, best practices for conducting research and working in museum collections and exhibits will be demonstrated for students. You will then be given short practice assignments where you can apply the demonstrated skills and techniques to online collections and objects in your own homes. Museum Labs will cover topics including safe artifact handling procedures, object-based research, exhibit development, writing label copy, and more.

Academic integrity and collaboration: All work must be your own, and any written work must cite your sources using the Chicago Manual of Style.

Practicum Problems

Description: "Practicum Problem" assignments build on the knowledge and skills you are developing from course readings, activities, and your Museum Lab assignments by taking on the challenge of solving real problems for real museums. You will be assigned typical "problems" from various museums that reflect the type of day-to-day challenges museum professionals must face in their work with collections and exhibits. You will apply your knowledge from course materials and labs to assess the problem in a short, written case study and propose a specific, well-planned solution. You will present your case studies in class.

Academic integrity and collaboration: All work must be your own, and any written work must cite your sources using the Chicago Manual of Style.

Midterm Collections Project

Description: Throughout the first half of the semester, you will create your own digital museum collection using the free, online Smithsonian Learning Lab program. Based on the insights into the history of museums and best practices for collecting, categorizing, documenting, managing, and researching collections that you have gained from Weeks 1-8 of this course, you will curate a digital collection on an invented taxonomy of your own creation based primarily on the objects available from the Smithsonian Institution's many museums. You are to select at least 10 objects from the Smithsonian collections database based on an organizational taxonomy that you devise. Think creatively! What the objects have in common as criteria for inclusion in your taxonomy collection may or may not be obvious without explanation. For example, a floral painting, an ancient perfume bottle, and a Chinese feather hair comb might all comprise the invented category: ***things that can make me sneeze***. You will write a description of the rationale of your collection and taxonomy, and write registration entries for each one that include its name, provenance, funding source, location, date of acquisition, medium, and dimensions.

Academic integrity and collaboration: This is an open-book and open-note Midterm Project, which means that you are welcome to refer to your notes and other course materials. You may not, however, talk to your classmates or receive outside help from another person, other than what is specified in the instructions. You may contact me directly during the exam period with any questions.

Final Micro-Exhibits Project:

For your Final Project, you will select at least 3 museum objects from any of the course materials, collections, and databases we have examined during the semester, and you will write an exhibit plan that proposes an exhibit strategy for these objects. You will submit your project in stages: 1) Collections Research: you will need to conduct outside research on your chosen objects, their provenance and significance, and identify potential story themes for your micro-exhibit. 2) Spatial/Digital Design Proposal: You will submit a short proposal imagining how the story-theme of your objects could be told using museum gallery space or a virtual exhibit. 3) Labels: You will write copy for any object and story labels necessary for your micro-exhibit 4) You will create a digital or visual mock-up of your micro-exhibit and present it to your classmates.

Academic integrity and collaboration: This is an open-book and open-note Final Project, which means that you are welcome to refer to your notes and other course materials. You may not, however, talk to your classmates or receive outside help from another person, other than what is specified in the instructions. You may contact me directly during the exam period with any questions.

Late assignments

Points will be deducted for unexcused late assignments. If you must turn in an assignment late due to an emergency or illness, contact me as soon as possible. Please refer to Carmen for due dates.

Grading scale

93-100: A
90-92.9: A-
87-89.9: B+
83-86.9: B

80-82.9: B-
77-79.9: C+
73-76.9: C
70-72.9: C-
67-69.9: D+
60-66.9: D
Below 60: E

Carmen Gradebook Warning: Please keep in mind that although the Gradebook available on Carmen is useful for tracking your assignments, **it does not always project accurate estimations of your final grade.** It is very important to ask me directly, rather than rely on Carmen's estimation, of your current or projected final grade. Feel free to contact me at any time.

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. Please see my contact policy on page 1 for information on how best to reach me. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** I will grade regular, weekly homework within an average of 7 days. Larger assignments usually require a little extra time to give you the detailed feedback you deserve.

- **Email:** I will reply to emails within **1-2 business days during the semester.**

- **Discussion posts:** I will monitor and reply to messages in the weekly discussion posts **every week,** during class discussions, in writing, or during lecture**.** Occasionally a question you ask one week might be perfect as a jumping off point for a lecture scheduled for an upcoming week, so occasionally I will schedule those answers for a later date.

OTHER COURSE POLICIES

Safety and health requirements:

All teaching staff and students are required to comply with University safety and health guidance which can be found at https://safeandhealthy.osu.edu/. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses. Additional public health guidance on wearing a face mask and maintaining a safe physical distance can be found here: https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html.

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: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone 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.

- 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.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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

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:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Quizzes and Exams: You must complete all quizzes and exams yourself, without any external help or communication.

Written Assignments: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow the **Chicago Manual of Style (CMOS)** format to cite the ideas and words of your research sources. Fully and accurately citing sources consulted for your work is a major component of academic integrity. Cite any information you get from a source other than your own mind every single time, both within the body of a paper and in a references list at the end. **Use the Chicago Manual of Style. If you use someone else's words or ideas, cite them.**

The Chicago Manual of Style (CMOS) is available online through the library here: https://library.ohio-state.edu/record=b6525249~S7

Additional summaries of the Chicago Manual of Style (CMOS) Author-Date and Notes-Bibliography formats are available from OSU here: https://guides.osu.edu/citation

I may utilize Turnitin or similar plagiarism detection software to check written assignments for plagiarism. This means that if you steal wording from any source that is available online without properly quoting and citing it, the software will catch you. Please do not do this. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.

What to Do if you Panic, Instead of Cheating: Contact me. I understand that this is an overwhelming time, and if you are honest with me and tell me you need more time on an assignment before it is due I will likely agree to an extension if you talk to me about it first and we come up with something fair. The consequences of cheating are very severe and include receiving zero points on the assignment, failure of the course, disciplinary action and hearings, and expulsion. It is very serious. I would much rather give you an extension or an Incomplete and work with you on a reasonable plan to complete your work than see any of you cheat. Please be honest and reach out for help when you need it, I will respect that.

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. You should also not recycle writing posts from one assignment to another within this class, unless I have instructed you to do so (rough drafts, etc). If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me first.

Falsifying Research or Results: All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

Collaboration and Informal Peer-Review: The course includes opportunities for collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz, exam, or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

Group Work: This course may include group work, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for any group work as clear as possible for each activity and assignment, but please let me know if you have any questions. **The quality of your participation in group assignments also counts towards your participation grade.** If your group is experiencing any issues of concern, please contact me right away. Group members who are not participating should not receive credit for work they did

not collaborate on. **Each member of the group who worked on the assignment should add their name to the final submitted work.**

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: https://contactbuckeyelink.osu.edu/

Advising resources for students are available here: http://advising.osu.edu

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.

Statement on Title IX

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

Commitment to a diverse and inclusive learning environment

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.

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. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

https://mcc.osu.edu/about-us/land-acknowledgement

Your mental health

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

Counseling and Consultation Services: No matter if or where you are engaged in distance learning or in-person instruction, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you: (**614-292-5766**; www.ccs.osu.edu). This service is free and confidential. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at www.go.osu.edu/ccsondemand
 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 www.suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at www.go.osu.edu/wellnessapp. Another resource is the **Buckeye Peer Access Line**, a non-emergency talk line that provides a space for students to engage in brief phone conversations in order to gain support and learn about campus resources. Student volunteers are available to provide peer-to-peer assistance that promotes and enhances student development and wellbeing. It operates Monday through Friday from 8 p.m. to midnight when classes are in session during fall and spring semesters. Call **614-514-3333**. For more information check out: https://swc.osu.edu/services/buckeye-peer-access-line/

If you think you are at risk of harm to self or others, please call **911** or contact the **Columbus Suicide Prevention Hotline at 614-221-5445. The new, national Suicide and Crisis Lifeline can be reached 24/7 by calling 988, you can read more about it here: https://www.samhsa.gov/find-help/988**

If you are experiencing domestic violence or abuse, you can reach out to the **National Domestic**

Violence Hotline at https://www.thehotline.org/ If you are in immediate danger call **911**. Safety Alert: Computer use can be monitored and is impossible to completely clear. If you are afraid your internet usage might be monitored by your abuser, you can call the National Domestic Violence Hotline by phone instead of accessing them online at **1−800−799−7233 or TTY 1−800−787−3224**. You can also text **LOVEIS to 1-866-331-9474**.

If you are coping with sexual violence you call the **National Sexual Assault Hotline 800.656.HOPE** for help or access 24/7 help online by visiting www.online.rainn.org

If you are lesbian, gay, bisexual, transgender, queer or questioning **(LGBTQ)** and in crisis, you can call the **TrevorLifeline for crisis intervention and suicide prevention 24/7 at 1-866-7386**, or access a crisis counselor online 24/7 at: https://www.thetrevorproject.org/get-help-now/ . You can also reach a crisis counselor 24/7 by texting **START to 678-678**.

Additional OSU Mental Health and Wellness resources are also available here: https://safeandhealthy.osu.edu/mental-health-wellness

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES
Requesting accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Marion Campus Office for Disability Services: (740) 725-6247
marionds@osu.eduhttps://osumarion.osu.edu/academics/academic-support-services/disability-services.html

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Civil Rights Compliance Office. (Policy: Religious Holidays, Holy Days and Observances)

Accessibility of course technology

This online course requires use of CarmenCanvas (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.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

ADDITIONAL RESOURCES:

The **Academic Success Center (ASC)** now located in the Learning Center at the Library Classroom Building (room 105R) offers tutoring services *(at no additional cost to tuition)* to assist student learning. For questions pertaining to our center please visit the circulation desk in the Library Monday-Thursday 8 am-8 pm and Friday 8 am- 4 pm or check out the website. The Center consists of three parts: Math and Engineering Learning Center, Chemistry and Biology Center, and Writing Center, that each provide professional tutoring help on a drop-in and appointment basis. For the most up-to-date information regarding all aspects of the center, or to submit a request for peer tutoring in disciplines outside those listed above please visit our website (https://u.osu.edu/marionasc/), or email AcademicSuccess@osu.edu.

The Math and Engineering Learning Center is coordinated by Vijay Garapati who provides professional help with mathematics, engineering, statistics, and physics. He plans to host in-person drop-in hours throughout the semester. Please visit the website (https://u.osu.edu/mathengineercenter/) for further information and current details.

The campus Writing Center (coordinated by Katie Braun and Amy Tibbals) offers help with writing at any stage of the writing process. During our sessions, we can work with you on any kind of writing, from papers/reports for classes to application materials to workplace documents. The

Writing Center team plans to host in-person and Zoom drop-in hours this semester. Please visit the Writing Center website (https://u.osu.edu/marionwc/) for further details and information.

The Chemistry and Biology Center offers assistance with courses in chemistry, biology, and biochemistry. Tiffiny Rye-McCurdy plans to help students with concepts during both in-person and virtual drop-in hours. Please visit the website (https://u.osu.edu/chembiocenter/) for further details and information.

For more resources and information about OSU-Marion Syllabus Policies this semester, please visit:

https://osumarion.osu.edu/faculty-and-staff/marion-campus-syllabus-statements.html

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

Week	Dates	Topics, Readings, Assignments, Deadlines
		*ALL ASSIGNMENTS DUE BY 12PM (NOON, EASTERN STANDARD TIME) ON MONDAYS UNLESS OTHERWISE STATED*
1	Jan 9 - 13	*Collections & Collecting* *Tuesday Class: Introductions & Orientation* *Thursday Class: History in Museums and Museums in History* *Reading: Syllabus* *Readings: Inside the Lost Museum (Steven Lubar), "Introduction" and "Why Collect?"* *Quiz: Syllabus* *Icebreaker* *Exhibit Analysis: Exhibition Tour—In America: An Anthology of Fashion with Andrew Bolton (9:09)* *Exhibit Analysis Sheet 1* *Discussion Post/Question*
2	MLK Holiday: Jan 16 Jan 17-20	*Collecting the Natural & the Cultural Worlds* *Tuesday Class: Curiosity Cabinets, Speaker Preparation Questions* *Thursday Zoom Class: Luciana Musetti (Curator of Insects): OSU Museum of Biological Diversity, C. A. Triplehorn Insect Collection (DTBC)* *Reading: Objects in Motion in the Early Modern World (Meredith Martin and Pamela Bleichmar), "Introduction"* *Reading: "Collecting for the Kunstkammer" (Wolfram Koeppe, The Met)* *Guest Response Sheet 1* *Museum Lab Assignment 1: Making a Curiosity Cabinet* *Discussion Post/Question* *Survey: How the Course is Going So Far*
3	Jan 23- 27	*Collecting and Categorizing* *Tuesday Class: Museum Lab Results, Taxonomies of Knowledge* *Thursday Zoom Class: Loren Babcock (Director) and Dale Gnidovec (Collections Manager and Curator): OSU Orton Geological Museum (DTBC)* *Reading: "Collecting Ourselves" (James Clifford)*

Week	Dates	Topics, Readings, Assignments, Deadlines
		ALL ASSIGNMENTS DUE BY 12PM (NOON, EASTERN STANDARD TIME) ON MONDAYS UNLESS OTHERWISE STATED
		Reading: The Birth of the Museum in the Nordic Countries: Kunstkammer, Museology, and Museography" (Mattias Ekman) *Reading: From Inside the Lost Museum (Steven Lubar), "Objects, Stories, and Visitors"* *Guest Response Sheet 2* *Museum Lab Assignment 2: The Taxonomy of Candy* *Discussion Post/Question*
4	Jan 30- Feb 3	**Objects in Motion in Museums** *Tuesday Zoom Class: Working with Collections Discussion, Museum Lab Demo (MOCA)* *Thursday Zoom Class: Katherine Pritchard (Associate Registrar): University of Michigan Museum of Art (TBC)* *Reading: From Inside the Lost Museum (Steven Lubar),"Collectable," "Into the Storeroom" & "Paperwork"* *Video:* **The Smithsonian's Lonnie Bunch, Learning from History** *(8:48)* *Resource: Smithsonian Collections Database Overview* *Resource: Smithsonian Learning Lab Tutorial* *Guest Response Sheet 3* *Museum Lab Assignment 3: Tombstones* *Discussion Post/Question*
5	Feb 6- 10	**Collections Management** *Tuesday Zoom Class: Collections Management Discussion, Museum Lab Demo (MOCA), Safe Object Handling* *Thursday Zoom Class: Gayle Strege, Historic Costume and Textiles Collection* *Reading: Collecting the World (Delbourgo), "Putting the World in Order"* *Reading: From Inside the Lost Museum (Steven Lubar),"In the Field," "The Ethics of Objects"* *Guest Response Sheet 4* *Video:* **From the field to The Field Museum** *(2:38)* *Museum Lab Assignment 4: Safe Object Handling* *Discussion Post/Question*
6	Feb 13- 17	**Collections in Place** *Tuesday Zoom Class: Public History, Monuments, & Sites of Conscience* *Thursday Zoom Class: Harding Presidential Museum (TBC)*

Week	Dates	Topics, Readings, Assignments, Deadlines
		ALL ASSIGNMENTS DUE BY 12PM (NOON, EASTERN STANDARD TIME) ON MONDAYS UNLESS OTHERWISE STATED
		Reading: Museums, Monuments, and National Parks (Denise D. Meringolo), "A New Kind of Technician: In Search of the Culture of Public History" *Reading: "Constituting the Past- Forming the Present: The Role of Material Culture in the Augustan Period" (Annette Haug)* *Guest Response Sheet 5* *Discussion Post/Question*
7	Feb 20 - 24	**Collections Research & Knowledge Production** *Tuesday Zoom Class: Workshopping your Midterm Projects* *Thursday Class: Collections Research Panel: Kathryn Holihan (Rhodes College)-TBC, Kaiya Provost (OSU, Research Associate at American Museum of Natural History), Christopher Parmenter (OSU Dept of Classics)* *Reading: From Inside the Lost Museum (Steven Lubar), "Organizations and Juxtapositions," "Learning from Things"* *Guest(s) Response Sheet 6* *Discussion Post/Question*
8	Feb 27- March 3	**Collections & Violence** *Tuesday Class: Benin, Britain, and the Erasures of History* *Thursday Class: Provenance Discussion* *Reading: The Brutish Museums: The Benin Bronzes, Colonial Violence and Restitution (Dan Hicks), "The Gun That Shoots Twice," "The Sacking of Benin City"* *Practicum Problem Assignment 1: Pitt-Rivers Brochures* *Discussion Post/Question* **MIDTERM COLLECTIONS PROJECTS DUE**
9	March 6- 10	**Telling Stories with Objects: Objects, Text(s), and Exhibits** *Tuesday Zoom Class: Object Narratives & Kristin Rodgers (Collections Curator), Medical Heritage Center (DTBC)* *Thursday Zoom Class: Rare Books and Manuscripts (DTBC)* *Reading: Telling Objects: Narrative Perspective on Collecting (Mieke Bal)* *Reading: Remembering Things Differently: Museums, Libraries, and Archives as Memory Institutions and the Implications for Convergence (Helena Robinson)* *Reading: From Inside the Lost Museum (Steven Lubar), "Objects on Display, "Explanations and Encounters"*

Week	Dates	Topics, Readings, Assignments, Deadlines
		*ALL ASSIGNMENTS DUE BY 12PM (NOON, EASTERN STANDARD TIME) ON MONDAYS UNLESS OTHERWISE STATED*
		Guest Response Sheets 7 & 8 *Practicum Problem Assignment 2: Objects as Anchors into Stories (MHC)* *Discussion Post/Question* *SUBMIT MICRO-EXHIBIT STAGE ONE AFTER SPRING BREAK*
10	*SPRING BREAK* *March 13- 17*	*SPRING BREAK*
11	*March 20- 24*	**Exhibit Development** *Tuesday Zoom Class: Museum Lab: Aspects of Exhibit Development Discussion* *Thursday Zoom Class: Wexner Center for the Arts Exhibits (DTBC)* *Reading: From Inside the Lost Museum (Steven Lubar), "Setting the Scene," "Teaching with Things"* *Exhibit Workshop:* 1) *Virtual Tour: Van Gogh Museum 4K Virtual Tour || Compilation (13:40)* 2) *Virtual Exhibit: Van Gogh Museum 4K Virtual Tour || Exhibition 'Van Gogh and the Olive Groves' (2:41)* 3) *Video: Lantern TV Tours the Columbus Immersive Van Gogh Exhibit (2:17)* 4) *Video: Van Gogh: The Immersive Experience (1:14)* 5) *Exhibits Analysis Sheet 2* *Guest Response Sheet 9* *Discussion Post/Question* *Practicum Problem Assignment 3: MOCA Exhibit*
12	*March 27- 31*	**Museums, Power, and Repatriation** *Tuesday Class: Looting, Justice, Collections, & Exhibits* *Thursday Class: Final Project Discussion* *Reading: The Brutish Museums: The Benin Bronzes, Colonial Violence and Restitution (Dan Hicks), "A Theory of Taking," "Looting"* *Reading: Bone Rooms (Samuel J. Redman), "Introduction"* *Reading: "Reflections on the issue of repatriation of looted and illegally acquired African cultural objects in Western museums" (Emery Patrick Effiboley)* *Discussion Post/Question*

Week	Dates	Topics, Readings, Assignments, Deadlines
		ALL ASSIGNMENTS DUE BY 12PM (NOON, EASTERN STANDARD TIME) ON MONDAYS UNLESS OTHERWISE STATED
		SUBMIT MICRO-EXHIBIT STAGE TWO
13	April 3-7	*Shared Authority & Object-Based, Engaged Pedagogy in Museums* Tuesday Class: New Models of Teaching and Learning in Museums Thursday Zoom Class: David Choberka (Curator for University Learning and Programs) The University of Michigan Museum of Art (UMMA) (DTBC) Reading: Decolonizing Museums (Amy Lonetree), "Native Americans and Museums" Reading: NAGPRA Reading: The Brutish Museums: The Benin Bronzes, Colonial Violence and Restitution (Dan Hicks), "Appendix V," "Afterword: A Decade of Returns" Practicum Problem Assignment 4: Leopard Hip Ornament Classroom Resource Sheet, Allen Memorial Art Museum Guest Response Sheet 10 Discussion Post/Question SUBMIT MICRO-EXHIBIT STAGE THREE
14	April 10- 14	*Building a New Museum from the Bottom Up* Tuesday Class: New Collections, New Exhibits, New Monument- The Smithsonian Museum of African American History & Culture Thursday Class: The View From Here Discussion Reading: ""This Museum is About American Identity as much as it is about African American History" An Interview with Lonnie Bunch" (Anthony Bogues and Lonnie Bunch) Video: 100-Year Battle to Bring New African-American Museum to Life (3:31) Video: Lonnie Bunch Discusses Invaluable Knowledge Contained in the WPA Slave Narratives (2:51) Video: Lonnie Bunch Discusses the Evolution of Studies in Public History (3:58) Video: The Art of Architecture SNMAAHC (3:13) Discussion Post/Question
15	April 17- 21	*Museum Pasts & Museum Futures* Tuesday Class: Case Studies in Museum Practice Discussion Thursday Zoom Class: Final Exhibit Project Presentations Reading: Pausing, Reflection, and Action: Decolonizing Museum Practices" (Brandie Macdonald)

Week	Dates	Topics, Readings, Assignments, Deadlines
ALL ASSIGNMENTS DUE BY 12PM (NOON, EASTERN STANDARD TIME) ON MONDAYS UNLESS OTHERWISE STATED		
		Reading: From Inside the Lost Museum (Steven Lubar), "The Promise of Museums" *Discussion Post/Question Feedback*
		Finals Week: SUBMIT MICRO-EXHIBIT STAGE FOUR

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences
(Updated 2-1-24)

Course Number and Title:

Carmen Use

When building your course, we recommend using the ASC Distance Learning Course Template for CarmenCanvas. See Carmen: Common Sense Best Practices and Carmen Fast Facts for Instructors for more on using CarmenCanvas

☐ A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

☐ Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

☐ Syllabus is consistent and is easy to understand from the student perspective.

☐ Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

☐ If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional).

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Instructor Presence

For more on instructor presence: About Online Instructor Presence.
For more on Regular and Substantive Interaction: Regular Substantive Interaction (RSI) Guidance

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

☐ Instructor monitors and engages with student learning experiences on a regular and substantive cadence.

Explain your plan for understanding student experiences of the course and how the instructor will be responsive to those experiences (required).

☐ Regular instructor communications with the class via announcements or weekly check-ins.

☐ Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.

☐ Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.

☐ Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above).

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the Quality Matters rubric. For information about Ohio State learning technologies: Toolsets.

☐ The tools used in the course support the learning outcomes and competencies.

☐ Course tools promote learner engagement and active learning.

☐ Technologies required in the course have been vetted for accessibility, security, privacy and legality by the appropriate offices and are readily and reasonably obtainable.

☐ Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

Which components of this course are planned for synchronous delivery and which for asynchronous delivery (required)? (For DH, address what is planned for in-person meetings as well)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

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Workload Estimation

For more information about estimating student workload, see Workload Estimation.

☐ Course credit hours align with estimated average weekly time to complete the course successfully.

☐ Course includes regular substantive interaction well-suited to the learning environment at a frequency and engagement level appropriate to the course.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate (required):

☐ In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

See Creating an Accessible Course for more information. For tools and training on accessibility: Digital Accessibility Services.

☐ Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.

☐ Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

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Additional comments (optional):

Academic Integrity

For more information: Promoting Academic Integrity.

☐ The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:

☐ Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: Designing Assessments for Students.

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

☐ Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.

☐ Variety of assignment formats to provide students with multiple means of demonstrating learning.

☐ Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

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Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course or select methods above (required):

Community Building

For more information: Student Interaction Online and Creating Community on Your Online Course

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

☐ Opportunities for students to interact academically with classmates through regular class discussion or group assignments.

☐ Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.

☐ Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above)

Transparency and Metacognitive Explanations

For more information: Increasing Transparency and Metacognition

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

☐ Instructor explanations about the learning goals and overall design or organization of the course.

☐ Context or rationale to explain the purpose and relevance of major tasks and assignments.

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☐ Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.

☐ Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.

☐ Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.

☐ Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

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Syllabus and cover sheet reviewed by   *Bob Mick*   on   4/15/25

Reviewer Comments:

Additional resources and examples can be found on ASC's Office of Distance Education website.

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History 3678 Applied Public History: Museum Pasts, Practices and Challenges

I am returning the signed Distance Approval Cover Sheet after completing the initial review of the distance learning syllabus and my comments are below with no recommended changes.

1. Instructor Presence and Regular Substantiative Interaction (RSI):
   Regular and substantiative interaction will exist between the instructor and students that includes direct instruction (in-person classes, or live Zoom sessions), assessing and providing feedback on student's course work and assignments (guest response sheets, discussion posts, exhibit analysis sheets, Museum labs, practicum problems, midterm and final projects), providing opportunities to ask questions on content of course (in person and live classes, email, office hours, phone), and facilitating group discussion (Discussion forums, classroom sessions).

2. How this Online Course Works
   This section including "Weekly Class Format" provides clear direction for the students so they are aware of what they will be expected to complete in a typical week, what order to complete the activities, and how they will interact with the instructor in this distance enhanced offering.

3. Credit hours and work expectations
   The information in the cover sheet states the average amount of time to be spent on this course is ~ 6.9 - 9.4 hours per week.

4. Description of Major Assignments
   All major assignments are clearly explained.

Outlook

FW: Requesting concurrence

From Reed, Christopher <reed.434@osu.edu>

Date Wed 2/26/2025 3:06 PM

To Getson, Jen <getson.3@osu.edu>

📎 1 attachment (123 KB)

3678 Syllabus New Course Respess 12.16.2024.docx;

****
Christopher A. Reed
Chair, Undergraduate Teaching Committee, 2024-26
Assoc Prof of Modern Chinese & East Asian History
The Ohio State University
Columbus, Ohio 43210
reed.434@osu.edu

On 2/26/25, 2:58 PM, "Freudenstein, John" <freudenstein.1@osu.edu> wrote:

Dear Dr. Reed:

  On behalf of EEOB, we do not see any issues with moving forward on this course. I see that some members of our department are in fact participating.

Best wishes,

John Freudenstein

THE OHIO STATE UNIVERSITY

John V. Freudenstein, PhD
Professor
Vice Chair for Undergraduate Studies
Director of the Herbarium (OS)
Dept. of Evolution, Ecology and Organismal Biology
1315 Kinnear Road
Columbus, OH 43212
614-688-0363
freudenstein.1@osu.edu   eeob.osu.edu

From: Reed, Christopher <reed.434@osu.edu>
Sent: Monday, February 17, 2025 2:27 PM
To: Paulsen, Kris <paulsen.20@osu.edu>; wilson, gloria j. <wilson.5325@osu.edu>; Cook, Ann <cook.1129@osu.edu>; Vaessin, Harald <vaessin.1@osu.edu>
Cc: Getson, Jen <getson.3@osu.edu>; Reed, Christopher <reed.434@osu.edu>
Subject: Requesting concurrence

Greetings,

On behalf of the History Department, I am seeking concurrence for the new course: History 3678 "Applied Public History: Museum Pasts, Practices, and Challenges." (Syllabus attached)

If you have any questions, please contact me or History's Senior Academic Program Services Specialist (Jen Getson, who is copied on this email). If not, please email your response/concurrence to us. According to university rules, concurrence will be assumed if no response is given in two weeks.

Thank you for your consideration,

Chris Reed

****
Christopher A. Reed
Chair, Undergraduate Teaching Committee, 2024-26
Assoc Prof of Modern Chinese & East Asian History
The Ohio State University
Columbus, Ohio 43210
reed.434@osu.edu

Outlook

Re: Requesting concurrence

From Reed, Christopher <reed.434@osu.edu>

Date Tue 2/18/2025 4:08 PM

To Paulsen, Kris <paulsen.20@osu.edu>; Getson, Jen <getson.3@osu.edu>

Thank you!

****

Christopher A. Reed
Chair, Undergraduate Teaching Committee, 2024-26
Assoc Prof of Modern Chinese & East Asian History
The Ohio State University
Columbus, Ohio 43210
reed.434@osu.edu

On 2/18/25, 11:15 AM, "Paulsen, Kris" <paulsen.20@osu.edu> wrote:

History of Art gives concurrence.
It looks like a great class and one that our students would love. I will be sure to suggest it to them.
Kris Paulsen

--
Dr. Kris Paulsen (she/her)
Associate Professor & Chair of Undergraduate Studies
The Ohio State University
Department of History of Art
Film Studies Faculty
https://history-of-art.osu.edu/people/paulsen.20

From: Reed, Christopher <reed.434@osu.edu>
Date: Monday, February 17, 2025 at 2:27 PM
To: Paulsen, Kris <paulsen.20@osu.edu>, wilson, gloria j. <wilson.5325@osu.edu>,
Cook, Ann <cook.1129@osu.edu>, Vaessin, Harald <vaessin.1@osu.edu>
Cc: Getson, Jen <getson.3@osu.edu>, Reed, Christopher <reed.434@osu.edu>
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Thank you for your consideration,

Chris Reed

****

Christopher A. Reed
Chair, Undergraduate Teaching Committee, 2024-26
Assoc Prof of Modern Chinese & East Asian History
The Ohio State University
Columbus, Ohio 43210
reed.434@osu.edu