

Proposal for a Graduate Interdisciplinary Specialization in the Analysis of Material Culture

I. Description of the GIS

The Interdisciplinary Specialization in the Analysis of Material Culture focuses on the examination and description of objects through aesthetic, historical, cultural, physical, and chemical perspectives. Students in the arts and humanities are the most likely candidates to elect this specialization.

Rationale for the Development of Specialization: Artifact research has become central to scholarship in a number of fields – from art history to architecture, from archaeology to popular culture studies. In order to carry out such studies, it is imperative that scholars have a complete understanding of how and why these artifacts were made, how and why they were consumed, and the meaning of these objects to the people that produced and used them. One of the essential keys to understanding the meaning of an object, whether it is classified as a work of art, a cultural artifact, an ethnographic object or an item of everyday life, is the description and identification of its component parts. The Interdisciplinary Specialization in the Analysis of Material Culture will provide a multifaceted view of the object including both the processes of description and identification and of the use of interpretation of data as approached by scholars in differing fields.

Scholars with interests in material culture, and the courses they teach, are distributed across a number of departments at The Ohio State University. Combining this expertise in an interdisciplinary network to produce the Specialization, students from many different programs will learn the varieties of analytical methods available, the types of data derived from them, and the use of these data in application to particular objects. These experiences would serve to enhance the students' future careers in such areas as art history, cultural anthropology, textile and costume history, archaeology, art education, and popular culture studies by broadening the students' experience beyond their own discipline. A unique strength of this Specialization, compared to material culture programs at other universities, is the link that it offers between the natural sciences and the arts and humanities.

Purpose of the Specialization: The Interdisciplinary Specialization in the Analysis of Material Culture will provide students with a broad range of experience in the techniques and theories for the examination of materials and subsequent application of the data derived there from. Through the combined resources of multiple disciplines in different departments, students will learn to examine objects through aesthetic, historical, cultural, physical and chemical perspectives.

Anticipated benefits to the university: The few programs at other universities that address the concept of material culture include Delaware, Yale and Wisconsin. None of these include the collaboration of faculty in the natural sciences and the arts and humanities such as the one proposed in this Specialization. Not only will this Specialization enhance student experience, it will increase the visibility of the

university among its peers and in the community as well. Faculty cooperation in the coursework will ultimately result in awareness of research opportunities across the barriers of department and college walls.

II. Description of proposed curriculum

The following course offerings are proposed as components of the Specialization. At least 15 but not more than 20 hours of coursework is required and must include the core course and at least 3 electives, only 2 of which can be from the same discipline.

A. Core course required of all students in the Specialization

Art Education 764: *Investigating Material Culture: Myth, Mystery and Meaning*
A multidisciplinary view of the ways to examine and describe objects of material culture.

B. Electives

To complete the Specialization, students select at least three of the following courses to complete a minimum of 15 hours. The instructors of each of these has committed to accommodating students from a wide range of backgrounds.

Anthropology 602.02 *Archaeological Laboratory Methods* (5 credits)

Anthropology 610 *Ethnobotany* (5 credits)

Architecture 610 *Survey of Architectural Theory* (3 credits)

Art Education 768 *Indigenous People and Visual Culture* (5 credits)

Chemistry 823 *Analytical Spectroscopy* (3 credits)

City and Regional Planning 735 *Programming Environments for Human Use* (3 credits)

Comparative Studies 677. 03 *Folk Custom, Art, and Material Culture* (5 credits)

***Students who would like to apply an History of Art course toward the GIS should speak with the advisor.**

Landscape Architecture 603 *Landscape Architecture Since 1850: Questions of Nature and Culture* (5 credits)

Physics 655 *Grad Holography I* (5 credits)

Textiles and Clothing 872 *History of American Dress: Critical Issues and Methods* (3 credits)

* The University Archive, Historic Costume & Textiles Collection will serve as a resource for above courses.

C. At least 14 hours must be from outside the home graduate program but may include cross-listed courses. Cross-listed courses that comprise the 14 hour minimum must be enrolled in outside the home department.

III. Administrative Arrangements

A committee of four faculty will administer student advising and course coordination for the GIS. Three members of the committee will serve two-year terms and will be drawn from different participating departments. The fourth committee member, Patricia Stuhr (Art Education) will serve as coordinator and a permanent member of the committee. She will participate in teaching the core course, provide continuity as committee members rotate through their terms, and will also supply staff support and provide other needs for participating faculty as they arise. She will also oversee such services as advertising (provided by Art Education) and website development (provided by ASC Technology Services). Record keeping and verification of completion of requirements of the Specialization will be managed by the Graduate School.

IV. Plans to Enroll Students and Prospective Enrollments

An estimated 10 students will elect to follow the Specialization in its first year and should increase in following years. Promotion of the Specialization, particularly advertising to be conducted the quarter prior to the offering will yield some visibility for the Specialization. Website information will enhance advertising. Recruiting materials from participating departments can also promote the Specialization as an option.

V. Letters of Support (attached)

African American and African Studies
Anthropology
Art Education
Chemistry
College of Education and Human Ecology
College of Mathematical and Physical Sciences
College of Social and Behavioral Sciences
History of Art
Knowlton School of Architecture
Physics
Textiles and Clothing

VI. Participating Faculty

Primary Contacts:

Patricia L. Stuhr, Professor and Chair (stuhr.1)
Department of Art Education (T: 2-7183)

Participating Faculty:

Jane Amidon, Assistant Professor, Landscape Architecture (amidon.2)
Christine Ballengee-Morris, Associate Professor, Art Education (morris.390)
Patricia Cunningham, Associate Professor, Textiles and Clothing (cunningham.190)
Kenneth Goings, Professor and Chair, African American and African Studies (goings.14)

Terry Gustafson, Professor, Chemistry (gustafson.5)
Douglas Graf, Associate Professor, Architecture (graf.3)
Harris Kagan, Professor, Art & Physics (kagan.1)
Jack L. Nasar, Professor, City and Regional Planning (nasar.1)
Gayle Strege, Curator of Historic Costume & Textiles Collection (strege.2)
Aron Vinegar, Associate Professor, History of Art (vinegar.2)

Assessment Plan:

While the main responsibility for assessing this Interdisciplinary Specialization's progress lies with the Graduate School, the Office of Interdisciplinary Programs will perform the following actions to appraise the success of the GIS.

1. The enrollment pattern in the GIS will be evaluated on a yearly basis to address the following questions. Who are the students enrolling in the Interdisciplinary Specialization? What courses are being used as core courses and as elective courses? Are there any impediments to completing the GIS with respect to the frequency of course offerings or seat availability? After the third year of offering, the program will be reviewed for effectiveness and viability.
2. If enrollment numbers allow, we will perform a survey of graduating student, again stressing of attainment of the above goals, and the structure, availability and sequencing of courses in the Graduate Interdisciplinary Specialization.

Final revision 7/3/09.

From: [Dena Myers](mailto:Dena.Myers)
To: myers.663@osu.edu
Subject: FW: Interdisciplinary Specialization
Date: Thursday, October 15, 2009 10:42:52 AM

-----Original Message-----

From: Elliot Slotnick
Sent: Monday, December 11, 2006 3:31 PM
To: Sam Short
Subject: RE: Interdisciplinary Specialization

Hi Sam,

Glad this is reaching closure. Please see below...

-----Original Message-----

From: Sam Short [<mailto:short.4@osu.edu>]
Sent: Monday, December 11, 2006 2:46 PM
To: Elliot E. Slotnick
Subject: Interdisciplinary Specialization

Hello Elliot

I am in the last stages of preparing the documents related to the Interdisciplinary Specialization on the Analysis of Material Culture. I have a couple of questions:

1. A "core course" of 5 hours will be required for this Specialization. Students will take this course first. The course is designed to introduce students to the many different disciplines involved - everything from Art Education to Physics and Chemistry (16 different professors in all - 9 Departments and 5 Colleges. Each of these Professors will give a lecture to students in the Specialization about his/her discipline so students can connect the speaker with the "elective" course offerings later on. Now the question: Does a syllabus for the Core Course need to be included in the materials I send to you? While you were away, some people told me "no", a syllabus was unnecessary, others said it was. Would you clarify? And, if a syllabus is required, how detailed it should be.

@@@@@@@@ A formal syllabus isn't necessary if you can give us a pretty good description of the course. The Committee is free to ask for one, of course, but if you give them a good description of how this will work, what the content is, etc., you should get by without it. Tend to the details, though. Where is the course in its development? In the approval process? How will faculty be "credited" for their efforts, etc...

2. How do I present these materials to you? I have letters of support, course syllabi, general overview information - at present, the paperwork fills a binder. Should it be submitted in a binder? If not, what do you suggest?

Everything that can be submitted electronically should be-- Use hard copy only as necessary...

Cheers,
e

Thank you for your assistance,

Sam Short
Associate Professor
Art Education

From: [Dena Myers](mailto:Dena.Myers)
To: myers.663@osu.edu
Subject: FW: Interdisciplinary Specialization
Date: Thursday, October 15, 2009 10:47:16 AM

-----Original Message-----

From: Elliot Slotnick
Sent: Tuesday, December 12, 2006 9:21 AM
To: Sam Short
Subject: RE: Interdisciplinary Specialization

We can try to work with what you have, Sam. At some times the Committee is more concerned about such courses being in place than at others. I don't have much of a "feel" yet for the current Committee makeup so let's give it a try. They can always move for a contingent approval--that is, contingent on the course being approved...

Cheers,
e

-----Original Message-----

From: Sam Short [<mailto:short.4@osu.edu>]
Sent: Monday, December 11, 2006 7:30 PM
To: Elliot Slotnick
Subject: Interdisciplinary Specialization

Elliot,

Thank you for your speedy reply. I have one more question about syllabus for the "Core Course" students take before they take the 3 electives allowed.

You asked where the Core Course was in its development. The answer is that we didn't even deal with that issue mostly because we didn't know a syllabus for the Core Course was necessary. As well, we could see no reason to even begin to send it through as a new course offering when the Specialization might not be approved. The course - made up of so many different professors from so many different disciplines - would not never be taught unless the Specialization was approved.

We have included how the Core Course would rotate among the various Departments so as to give everyone their fair share of fiscal rewards from student enrollment. We also know that (as I think I mentioned before) every professor involved would be responsible for teaching at least one or two classes in the Core Course so students would gain some idea of what the elective course that professor teaches would be like as an elective in the Specialization.

What do you think? (Sorry to bother you again with this.....but Kathryn is completely gone now. COSI bought out her time this quarter and she is not even on campus.)

Sam

On Dec 11, 2006, at 3:30 PM, Elliot Slotnick wrote:

> Hi Sam,

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> To: Elliot E. Slotnick
> Subject: Interdisciplinary Specialization
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> Use hard copy only as necessary...
>
> Cheers,
> e
>
> Thank you for your assistance,
>
> Sam Short
> Associate Professor
> Art Education

From: [Dena Myers](mailto:myers.663@osu.edu)
To: myers.663@osu.edu
Subject: FW: Ashley Schafer
Date: Thursday, October 15, 2009 10:45:13 AM

From: Sam Short [mailto:short.4@osu.edu]
Sent: Friday, February 02, 2007 12:24 PM
To: Elliot Slotnick
Subject: Ashley Schafer

Hello Elliot,

I just received this message from Ashley Schafer. I have an appointment on Monday (February) to meet with Dr. Guldmann. Since Ashley says "no", should I cancel the appointment with him? Evidently he spoke with Ashley (note the cc), hence her action on this issue. I don't want to waste his time over an issue that seems to have been resolved within the KSA.

Sam

Begin forwarded message:

From: Ashley Schafer <schafer.111@osu.edu>
Date: February 2, 2007 11:59:09 AM EST
To: Sam Short <short.4@osu.edu>
Cc: Jean-Michel Guldmann <guldmann.1@osu.edu>
Subject: material

Dear Sam,

I know your deadline for submitting materials looms, and I am sorry for the delay in getting back to you on your proposal, but I've been trying to find appropriate faculty and classes that could be a part of your material culture interdisciplinary specialization curriculum. I have met with several faculty to discuss your proposal. While in principle, it seems like it should mesh with some of our current course offerings, when I discussed the specifics of the faculty's course content, they felt that their content was either not specifically material enough to be relevant to your specialization, or that, for example in the case of Mike Cadwell's seminar, that with the recent increase in our graduate applications and enrollment, the class is already over subscribed for next year (there used to be 23-25 students, but next year we are anticipating 30-35, which is really too large for a seminar.)

I'm sorry this venture doesn't seem to work at this point, but I will keep your program in mind, should new course offerings come available that seem appropriate. In the meantime, I wish you luck with your program, and hope our paths cross again soon.

Best,

Ashley Schafer
Head, Architecture
Associate Professor

The Ohio State University, Knowlton School of Architecture
275 W. Woodruff Avenue, Columbus, OH 43210
+1 614 292 5567 (t) +1 614 292 7106 (f)

From: [Dena Myers](mailto:myers.663@osu.edu)
To: myers.663@osu.edu
Subject: FW: Specialization
Date: Thursday, October 15, 2009 10:48:31 AM

-----Original Message-----

From: Sam Short [<mailto:short.4@osu.edu>]
Sent: Sunday, February 11, 2007 3:11 PM
To: Elliot Slotnick
Subject: Specialization

Hello Elliot,

A note of thanks for your support and guidance in getting this Specialization "off the ground" or, if not off the ground, at least in your office as a completed package and one more step has been completed.

As you said, Jean-Michel is a wonder. After our meeting, he accomplished the entire task in one week's time! I find it interesting that he included one course from each of the three sections of the KSA, and that an Assistant, Associate, and Full Professor are represented. All of this may be a grand coincidence, but it may also have been the result of careful planning on his part. In any event, the courses proposed are all related to Material Culture (though I did have some reservation about Landscape Architecture - told Jean-Michel we couldn't have a course whose contents involved the selection of bushes and trees for specific sites....material culture must be man made). Think the course he selected is great - talks more about the design of landscapes and their relation to the people/time in which they were planned and constructed by man than it does about trees and bushes.

With gratitude,

Sam Short

From: [Dena Myers](#)
To: myers.663@osu.edu
Subject: FW:
Date: Thursday, October 15, 2009 10:50:04 AM

From: Elliot Slotnick
Sent: Wednesday, March 28, 2007 6:01 PM
To: Sam Short
Cc: Dena Myers
Subject:

Dear Sam,

I am writing to update you about the processing of your Graduate Interdisciplinary Specialization proposal in Material Culture by the Curriculum Committee of the Council on Research and Graduate Studies. Extensive vetting of your proposal took place at yesterday's meeting and I can report the following.

As a general matter there is wide and deep support among Committee members for creating such an Interdisciplinary Specialization. Operationally, however, there are some important concerns held by Committee members which will need to be addressed before it returns to the proposal's processing. Specifically:

A. There was a good deal of criticism of the proposed core course and its perceived lack of rigor. There was little question that such a course would be "interesting" with its parade of scholars from disparate disciplines all of whose work, in one way or another, touches on material culture. At bottom, however, while "interesting," it was also felt that such a course was without structure, discipline or, ultimately "coherence" as a core learning experience for students at the graduate level. In particular, Committee members were struck by, among other things, the significant amount of course evaluation that would be based on student attendance and their selection of an appropriate object for study. Committee members could find no real scholarly or intellectual "integration" in the course but, rather, simply students experiencing the "passing through" of numerous (and unconnected) lecturers. What to do? One suggestion was utilizing another course from your curriculum as the core student experience if such a course could be identified. Another suggestion was to work through a more rigorous and integrated version of the current core course proposal. That is, there may be nothing "wrong" with its eclectic approach to teaching a material culture core utilizing a set of subject/disciplinary experts—but an effort must be made to, somehow, integrate the disparate course lectures into some substantial and coherent "whole." If you choose to go in this direction, upon resubmission the Committee would like to see a developed syllabus draft for the core course that indicated clearly how the core material was being integrated and the course's goals were being met as well as indicating what readings would likely be assigned in the course.

B. Related to this first point, the Committee was concerned about the "range" of elective course work being made available to students and the suitability of many courses for students pursuing the specialization. For one, note was taken of two undergraduate classes that would be "renumbered" for graduate credit. The Committee would like to know a good deal more detail regarding the plans of the offering programs for making those classes suitable for graduate credit. How will the content and requirements of those classes be altered by these programs? Will students be enrolling in the "same" class as undergraduates simply under different numbers, or will new sections of these now "graduate" courses be offered? At the other end of the course numbering spectrum note was taken of 700-900 level courses included in the proposal. Questions were raised about the ability of students from across the university "walking into" such courses outside of their own disciplinary training. How will this be handled? Will prerequisites for such courses be followed? Permission of the instructor sought as a basis

for entry? How will you insure, at bottom, that students do not enroll for advanced course work where they simply could not meet class expectations?

Again, there was a good deal of support among Committee members for the kind of program that you are developing. The “problems” perceived were, largely, operational ones regarding how to best make the program “rigorous” and one that would “work” for students electing to pursue this specialization offering. The Committee looks forward to returning to the processing of your proposal when a revised version addressing these concerns is available. I am, of course, available to discuss any of this at your convenience.

Best,
elliott

From: [Elliot Slotnick](#)
To: [Dena Myers](#)
Subject: FW:
Date: Wednesday, October 14, 2009 5:01:20 PM

From: Elliot Slotnick
Sent: Friday, December 19, 2008 12:57 PM
To: 'short.4@osu.edu'
Cc: Dena Myers
Subject:

Dear Sam,

I wanted to catch you up on where things are at in the processing of your Graduate Interdisciplinary Specialization proposal in Material Culture. The bottom line is that the Curriculum Committee was supportive of the proposal at its final meeting of Fall Quarter and is ready to endorse it and send it forward early next quarter with some simple revisions and one additional support letter.

First, the simple revisions;

1. In section II, where the curriculum is discussed, note in the Introductory paragraph the rule that "At least 14 hours must be from outside the home graduate program but may include cross-listed courses. Cross-listed courses that comprise the 14 hour minimum must be enrolled in outside the home department." Having the explicit rule listed can save problems later.
2. On Section IV's title, "Perspective Enrollment" should be "Prospective Enrollment."

So, a "clean" version of the proposal with these simple changes made should be returned to me for remaining processing. And one letter request. You've done a really good job in putting together the necessary support—but a letter should be included from the Dean's Office for the Colleges of the Humanities and the Arts. It could be from John Roberts or an Associate Dean, but they should be made aware of the proposal given the heavy Humanities/Arts curriculum concentration.

With such a letter in hand and the corrections made, we should be full speed ahead right after the new year. Best wishes for the holidays, Sam

elliott

From: [Elliot Slotnick](#)
To: [Dena Myers](#)
Subject: FW: Material Culture GIS
Date: Wednesday, October 14, 2009 5:02:40 PM

From: Elliot Slotnick
Sent: Tuesday, January 06, 2009 10:18 AM
To: 'Jessica Mercerhill'
Cc: Dena Myers
Subject: RE: Material Culture GIS

Hi Jess,

Kinda. Thanks, Jess. This is one where the changes sought were minimal enough to not necessitate going back to the Curriculum Committee with it for further review. So I will "administratively approve" when a letter arrives from the college (is Julia and Associate Dean now?) and the proposal will be brought to the next meeting of the Graduate Council with the endorsement of its Curriculum Committee. Once approved there (should be relatively pro-forma, the Committee recommendation generally is followed) I'll send it on to Randy Smith for CAA review...

Cheers,
elliott

From: Jessica Mercerhill [mailto:Mercerhill.1@osu.edu]
Sent: Tuesday, January 06, 2009 8:39 AM
To: Elliot Slotnick
Subject: RE: Material Culture GIS

Hi Elliot,

I've attached the requested revised proposal. I've requested that Julia Watson send a letter from the Dean's office. She was on the subcommittee from ASC that approved it and is very familiar with the proposal. I know she was providing regular updates to John Roberts about proposals as well. Val Williams from Arts is also familiar with the proposal.

Once you received the letter from Arts and Humanities, does the proposal then go to CAA?
Please let me know if you need anything else!

Jess

From: Elliot Slotnick [mailto:slotnick.1@gradsch.ohio-state.edu]
Sent: Monday, December 22, 2008 2:31 PM
To: Jessica Mercerhill
Subject: FW:

Apologies, Jessica, I should have copied this to you on Friday. I am about to write a much more detailed memo regarding the Committee's response to the Latino/a Studies Graduate

Interdisciplinary Specialization proposal. Is Professor Aldama the appropriate person representing the proposal to whom I should write, while also copying you?

Best,
elliott

From: Elliot Slotnick
Sent: Friday, December 19, 2008 12:57 PM
To: 'short.4@osu.edu'
Cc: Dena Myers
Subject:

Dear Sam,

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elliott

From: [Elliot Slotnick](#)
To: [Dena Myers](#)
Subject: FW: concurrence for GIS
Date: Wednesday, October 14, 2009 5:03:04 PM
Attachments: [GIS Mat Cult--Slotnick lett 1-09.doc](#)

From: Julia Watson [mailto:watson235@humanities.osu.edu]
Sent: Tuesday, January 06, 2009 3:53 PM
To: Jessica Mercerhill
Cc: slotnick.1@osu.edu
Subject: RE: concurrence for GIS

Elliot,

Jessica requested that I send our response directly to you. I'm happy to speak with you further if there are questions.

Julia Watson
Associate Dean for Curriculum and Administration
College of Humanities

From: Jessica Mercerhill [mailto:Mercerhill.1@osu.edu]
Sent: Tuesday, January 06, 2009 8:20 AM
To: Julia Watson
Subject: concurrence for GIS

Hi Julia,

The Graduate School would like a letter of concurrence from Arts and Humanities stating that the Dean's office is aware and supportive of the Material Culture GIS. Since you helped approve this in subcommittee, would you be willing to write one and send it? It should go directly to Elliot. We have all the needed letters from the individual departments.

The proposal can be found at <http://artsandsciences.osu.edu/currofc/tracking.cfm?TrackingID=1447>.

Please let me know if you have any concerns or questions about this request!

Thank you!

Jessica Mercerhill
Director, Special Programs
Arts and Sciences
The Ohio State University
4132 Smith Laboratory
174 W. 18th Avenue
Columbus, OH 43210
614-292-6248

artsandsciences.osu.edu

6 January 2009

Elliot Slotnick, Associate Dean
Graduate School
OSU

Dear Elliot,

Jessica Mercerhill, Director of Interdisciplinary Programs, has requested that I write a letter on behalf of Arts & Humanities re our support for the proposed GIS in Material Culture, which you have received.

As I am a member of the Interdisciplinary Studies Subcommittee of the Committee on Curriculum and Instruction of Arts & Sciences, I encountered this GIS proposal during subcommittee meetings this fall to review it. Having read the documents submitted in support of it, I am aware that this GIS proposal has been under development for years and that it will offer graduate students an exciting option for pre-professional development and add OSU to a small and progressive list of graduate schools that offer an interdisciplinary Material Culture study option. I am, therefore, in principle, in support of the GIS in Material Culture.

That said, I expressed to the subcommittee my reservations regarding how narrowly the field of material culture was conceived—as artifactual—in the proposal, despite the many departments that, over the years, had sent concurrences. Ironically, this Interdisciplinary Studies initiative has not incorporated the wealth of graduate-level interdisciplinary courses being offered in Arts and Humanities departments by our increasingly cross-disciplinary faculty. The subcommittee determined that concurrence should be sought from Folklore, an interdisciplinary program offering both graduate study and a GIS.

Dorry Noyes, Director of the Center for Folklore Studies, responded on 10-21-08 with a letter of “reserved” concurrence that cites several reservations, which I will summarize here:

--In its initial form, the proposal had NO course from any Arts or Humanities department except Art Education. Yet the proposal narrative asserts, “Students in the arts and humanities are the most likely candidates to elect this specialization” (p. 1)

--Professor Noyes mentioned by name one possible elective, Comparative Studies 677.03, Folk Custom, Art, and Material Culture, as a logical inclusion. That identified course has been incorporated into the revised proposal submitted on 10-27-08.

--But Professor Noyes’ letter also urges that the proposal take account of a range of courses in Arts and Humanities teaching about “fashion, visual culture, photography, the history of the book as artifact, pop-culture artifacts and mass culture, etc.” There are graduate offerings on these topics across many departments, several of them cross-listed with Folklore. But apparently this recommendation has not been taken up in follow-up

conversation or independent investigation, as none of these courses were added to the revised proposal as Arts- and Humanities-based GIS electives.

There is another matter of concern. Two of the relevant concurrences, from African American and African Studies and from History of Art, seemed to assume that courses from their departments would be included in the electives for the GIS. Isaac Mowoe, writing for AAAS, was pleased that Ken Goings' graduate course[s] in African-American material culture would be included, as that is Prof. Goings' field of expertise. I note that AAAS 760, African Pop Culture is among the department's graduate offerings. I do not know if this is Prof. Goings' course; but surely the proposers should be in contact with him, as the concurrence is contingent on including an AAAS course in material culture?

Similarly, Andrew Shelton, writing for History of Art, expressed enthusiasm about the GIS as it would include relevant graduate courses, such as HA 971, by Professors Huntington, and courses from Prof. Meyers. As Susan Huntington has in the interim retired, this may need reformulating, but there is no dearth of courses in History of Art on iconography and objects. To offer a GIS in Material Culture with NO course from this department (perhaps one on objects and museum practices?) seems unduly narrow, particularly if the GIS aims to attract graduate students from arts and humanities.

As I work with undergraduate curriculum, I do not have the overview of graduate courses to propose a comprehensive list of relevant interdisciplinary options; but Professor Noyes expressed her willingness to do so with the proposers. At a minimum, however, one might expect to have an offering from the Departments of Theatre such as 649-50, Period Style for Production, I & II, particularly as the Department oversees an important OSU archive, the Lawrence and Lee Theatre Research Institute, which has drawings of costumes. In addition to AAAS, other interdisciplinary departments in Humanities—Women's Studies and Comparative Studies—might be queried directly for their relevant courses. (For example, WS 576, Women and Visual Culture of Latin America, or WS 840, Topics in Representing Gender, might be appropriate.) And both the English and Classics departments may have occasional seminars with relevant content (e.g, English 870, Seminar in Folklore, or English 581, Ethnic Literature through a Short Story and Comic Book Lens) that might be included with permission.

It may well not be easy to gather such information for a revision of the GIS proposal with a larger list of electives, but it seems important to consider making the outreach. As the colleges of Arts and Humanities now hold their graduate studies meetings together, perhaps it would be possible for the proposers to seek more informed suggestions for additions that would enhance the range and depth of this list of electives at a GS meeting? And working in tandem with the Folklore Center, so that the two GIS programs can become mutually supportive (as Prof. Noyes' memo urges) would surely benefit all.

In sum, the above considerations are contingencies that prevent my wholehearted endorsement of this proposal for a GIS in Material Culture, though I strongly support the concept.

From: [Dena Myers](mailto:myers.663@osu.edu)
To: myers.663@osu.edu
Subject: FW: concurrence for GIS
Date: Thursday, October 15, 2009 10:59:34 AM

From: Elliot Slotnick
Sent: Wednesday, January 07, 2009 8:46 AM
To: 'Julia Watson'
Cc: Jessica Mercerhill; Dena Myers
Subject: RE: concurrence for GIS

Understood and agreed, Julia. There's no reason to rush forward with an approval if additional (and, seemingly, simple) conversations can lead to an improved program. That may, in fact, be the response of our Curriculum Committee. At minimum, though, your letter underscores the wisdom of going back to them with the proposal because there is more at issue here than the simple pieces that appear do be needed for an administrative approval from me without any return to committee...

Best,
elliot

From: Julia Watson [<mailto:watson235@humanities.osu.edu>]
Sent: Tuesday, January 06, 2009 5:22 PM
To: Elliot Slotnick
Cc: Jessica Mercerhill
Subject: RE: concurrence for GIS

Thanks, Elliot. Let me be clear that this is a concurrence with reservations, not a non-concurrence. I'm not sure it would help to have the subcomm. spend more time with the proposal. But it would be nice if the GIS proposal would expand its list of electives to include more from Humanities and Arts, such as the two that concurrers from other depts. assumed they would include as well as some of the ones I suggested. Also, Dorry Noyes' Imemo suggested her willingness to talk further, because the GIS in folklore is a related and compatible one. Perhaps that conversation could be pursued to consider whether additional electives in arts and humanities could be identified?

Best,
Julia

From: Elliot Slotnick [<mailto:slotnick.1@gradsch.ohio-state.edu>]
Sent: Tuesday, January 06, 2009 4:28 PM
To: Julia Watson; Jessica Mercerhill
Cc: slotnick.1@osu.edu
Subject: RE: concurrence for GIS

Thanks, Julia, for your letter and its thorough documentation of your concerns. I'll get together with Jessica on this tomorrow and discuss how to proceed. One possibility is, indeed, to return to the Committee, with your letter in hand, and see how they wish to move forward on the proposal. Any thoughts that you might have on the process going forward are certainly welcome as well.

Best,
elliott

From: Julia Watson [mailto:watson235@humanities.osu.edu]
Sent: Tuesday, January 06, 2009 3:53 PM
To: Jessica Mercerhill
Cc: slotnick.1@osu.edu
Subject: RE: concurrence for GIS

Elliot,

Jessica requested that I send our response directly to you. I'm happy to speak with you further if there are questions.

Julia Watson
Associate Dean for Curriculum and Administration
College of Humanities

From: Jessica Mercerhill [mailto:Mercerhill.1@osu.edu]
Sent: Tuesday, January 06, 2009 8:20 AM
To: Julia Watson
Subject: concurrence for GIS

Hi Julia,

The Graduate School would like a letter of concurrence from Arts and Humanities stating that the Dean's office is aware and supportive of the Material Culture GIS. Since you helped approve this in subcommittee, would you be willing to write one and send it? It should go directly to Elliot. We have all the needed letters from the individual departments.

The proposal can be found at <http://artsandsciences.osu.edu/currofc/tracking.cfm?TrackingID=1447>.

Please let me know if you have any concerns or questions about this request!

Thank you!

Jessica Mercerhill
Director, Special Programs
Arts and Sciences
The Ohio State University
4132 Smith Laboratory
174 W. 18th Avenue
Columbus, OH 43210
614-292-6248
artsandsciences.osu.edu

From: [Dena Myers](mailto:Dena.Myers)
To: myers.663@osu.edu
Subject: FW: Final revisions
Date: Thursday, October 15, 2009 11:02:58 AM
Attachments: [GIS Material Culture-Revised III June 2009.doc](#)

-----Original Message-----

From: Mercerhill, Jessica [<mailto:Mercerhill.1@osu.edu>]
Sent: Friday, July 10, 2009 3:11 PM
To: Elliot Slotnick
Subject: FW: Final revisions

Hi Elliot, I believe this belongs to you now.

Jess

Jessica Mercerhill
Director, Special Programs
Arts and Sciences
The Ohio State University
4132 Smith Laboratory
174 W. 18th Avenue
Columbus, OH 43210
614-292-6248
artsandsciences.osu.edu

ü Please consider the environment before printing this e-mail.

-----Original Message-----

From: Holly Longfellow [<mailto:longfellow.1@osu.edu>]
Sent: Wednesday, July 08, 2009 4:11 PM
To: Mercerhill, Jessica
Subject: Final revisions

Hi Jessica--

We had an extremely busy Spring Quarter but I do recall incorporating several changes from Lisa Florman in early April once I received a current version of the GIS in Material Culture from you to alter.

What I do not recall is incorporating any additional changes received from Lisa Florman after that point in time.

Please see the attached document with her statement inserted from a conversation you had in late April. Will this phrase be clear or should it indicate "the GIS Committee" instead of "the advisor"?

Under section III, it states a committee of four faculty handles the advising for the GIS.

Thanks for clarifying, Jessica and incorporating the final changes and seeing that all tracking is gone.

Holly Longfellow
Admin. Associate

Art Education

**Graduate Council
September 28, 2009
226 University Hall
Meeting Minutes**

Graduate Council Members Present:

Ana Azevedo, Teresa Early, Hazel Morrow-Jones, Robert Perry, Ruth Peterson, James Phelan, John Sheridan, Harald Vaessin, Ingrid Werner, Danelle Wilbraham (representing Brian Gay)

Graduate School Staff Present: Doug Brownfield, Patrick Osmer, Ann Salimbene, Susan Reeser (recorder)

A. Approval of Minutes

- The minutes from the June 1, 2009, Graduate Council meeting were approved as submitted.

B. Announcements – Dean Pat Osmer

1. Dean Osmer explained the role of the Graduate Council members indicating that they are the Graduate School's advisors on graduate education issues. Graduate Council is charged with the responsibility to help strengthen graduate education, clarify and streamline Graduate School guidelines and policies, and has final approval of curricular changes prior to review by the Council on Academic Affairs. Dean Osmer said that Council members are welcome to recommend agenda items for the meetings.
2. Dean Osmer shared new initiative ideas for 2009-2010 to Council including the need to increase the number of master's degree programs, strengthen international collaborative programs, tracking electronic learning at the Master's level, semester conversion, enhance visibility through strategic communications, and to simplify rules and procedures. Dean Osmer encouraged members to send him other ideas or proposals.
3. Dean Osmer reported on the initiatives undertaken by Graduate Council during 2008-2009 such as: mandatory electronic submission of Master's theses, changing the minimum Ph.D. credit hour requirement from 135 to 120, streamlining the guidelines for formatting dissertations and theses, revised the policy on the investigation of allegations of research misconduct, revised the doctoral residency requirements, clarified candidacy and the candidacy examination definitions, one year update of the doctoral program review, relaxed the residency requirements for the presidential fellowship recipients, and instituted the College allocation for the Graduate School's University Fellowship competition.
4. The final reports of the Task Forces on the Life Sciences and the Environmental Sciences have been submitted to Provost Alutto. Dean Osmer and Dr. Joan Leitzel will meet with Provost Alutto to discuss implementation plans and next steps.
5. The Graduate School will hold its quarterly meeting for department and graduate studies chairs on Tuesday, October 27, at the Blackwell from 3:00-4:30 p.m. Graduate Council members are most welcome to attend.

C. Election of Chair

- Council members approved Professor Jim Phelan continuing as the chair of Graduate Council for 2009-2010. Dean Osmer thanked Professor Phelan for his service as chair last year and for his willingness to continue in this role.

D. New Business

1. Post-candidacy status for AuD students

The Department of Speech and Hearing Science is requesting modifications to the 3 credit hour, full-time status post-candidacy rule for the Doctor of Audiology (AuD) the professional doctoral degree program. Audiology justified the request stating that students in the AuD program currently spend their fourth and final year of study working on a one-year professional externship but are still required to carry 9 credit hours per quarter to maintain full-time enrollment even though they aren't on campus. 3 credit hours more accurately reflects the amount of university resources used on these students.

- **Council members approved the proposal for the AuD program. However, post-candidacy credit hours for other professional degrees e.g., the Doctor of Nursing Practitioner (DNP) or Doctor of Physical Therapy (D.PT) will be reviewed after petition on a case by case basis.**

2. Summer Research Opportunities Program (SROP) Fellowship set-aside

Dean Osmer explained a proposal by Cyndi Freeman, director for Graduate Student Recruitment and Diversity Initiatives in the Graduate School, to set aside 15 University Fellowships for students who have successfully completed the Summer Research Opportunities Program (SROP) at Ohio State in an effort to make early recruitment offers to highly qualified prospective students. SROP is a CIC-sponsored program that provides largely underrepresented undergraduates with an intensive, faculty-mentored summer research experience with the end goal of being to successfully recruit them into graduate programs. The Graduate School proposes to make competitive four-year offers to SROP students when they are admitted to a program. The offers would include Graduate School funding during the first or second year and dissertation year funding. Graduate programs would be required to provide funding during the intervening years.

- **Council members asked that the Graduate School prepare a written proposal for review at the next meeting. Cyndi Freeman will also join in the discussion and provide further detail.**

3. Semester Conversion

Dean Osmer reported that Associate Dean Elliot Slotnick is the Graduate School's representative on the university's semester hour conversion committee. Council members indicated that while some of their programs had begun making plans for the conversion to semesters others were taking it slow and waiting for direction before beginning.

Council members identified several policy issues that will be affected with the transition, such as, e.g., curriculum conversions, graduate associate teaching appointments, rules for residency, number of credit hours for the Master's and Ph.D. degrees, and the number of credit hours for post-candidacy students.

Council members felt that the Graduate School must take the lead in setting up a template of functions that will need to be changed in preparation for the proposed 2012 conversion date. Dean Osmer asked Council members to send him a list of topics that will be

affected by the calendar conversion. The Graduate School will prepare a general listing for discussion at the next meeting.

4. Proposal to amend the definition of a dual degree graduate student

Ann explained the rationale for wanting to simplify and clarify the current dual degree policy, which indicates that the dual degree program applies to students pursuing two master's degrees simultaneously. The new policy will include the simultaneous pursuit of another master's degree, a Ph.D., or a professional doctorate degree in a second program.

➤ **Council members approved the proposal.**

E. Graduate Council Curriculum Committee Reports and Actions

– Theresa Early, Liaison

1. Proposal to create a new Graduate Interdisciplinary Specialization in Analysis of Material Culture
2. Proposal to create a new Graduate Interdisciplinary Specialization in Medieval and Renaissance Studies
3. Proposal to create a dual Master of Public Administration and Master of Business Administration (MPA/MBA) degree program
4. Proposal to add new courses in Fisheries and Wildlife Sciences in the Environment and Natural Resources Graduate Program
5. Proposal to add new courses in Forest Science
6. Proposal to rename three of the four specialization tracks in Geography

➤ **Professor Early explained the Curriculum Committee review and vetting process and reported that each of the proposals above had been approved by the committee. The proposals were approved by Graduate Council and will be forwarded to the Council on Academic Affairs for further processing.**

F. Other

- Graduate School IT staff member Doug Brownfield explained the log-in process and operation of the SharePoint site that's been set up for Graduate Council members to view meeting materials, announcements, and conduct discussion groups. Graduate Council minutes will also be posted to the Graduate School's website for review by anyone.
- The next Graduate Council meeting will be held on Monday, October 19, from 3:30-5:00 p.m. in 226 UH.

The meeting was adjourned at 4:59 p.m.