

Gn Hon 3070H (Proposed): Kinder-RAI Honors Practicum I (Two Credit Hours)

Course Description

An interdisciplinary experiential course for students participating in the Kinder-RAI Oxford Summer School. This 2-credit-hour section of Gn Hon 3070H is one of two “minor” course options that take place in the afternoons—either Mon/Wed or Tues/Thurs. The specific theme and focus of the course will vary depending on the expertise of the professor teaching it, but all themes will be expansive enough to ensure students take advantage of the opportunities of Oxford University and its faculty in innovative ways. Course tasks, assignments, experiences, and discussions will encourage students to apply their knowledge of revolutions and constitutions to real world contexts, settings, or audiences.

What follows is a mock version of the course as was delivered in Summer 2025 that illustrates the week-to-week rigor of the course and the types of outside-of-class engagement that will be associated with it. The proposal below fleshes out a public history option and a separate two-credit Gn Hon 3071H proposal— explores an alternative version). Assignments, course policies, and general course structure will remain the same to provide consistency of student experience.

Meeting Times: Arranged
Second four-week summer session
July 7 - August 2

1:30-3:00 pm, or Arranged
Mondays and Wednesdays

Location:
Rothermere American Institute
University of Oxford

Course Description

The museums of the University of Oxford contain some of the world's most significant collections, and have been sites of academic research, scholarly debate, and public learning for more than 400 years. The Ashmolean Museum, the world's first public museum, opened in 1683 with an experimental laboratory in the basement. Nearly two hundred years later, the Bishop of Oxford, Samuel Wilberforce, and the scientist Thomas Huxley debated Charles Darwin's theory of evolution in front of an audience of 500 on the first floor of Oxford's Natural History Museum. Much more recently, in the 2020s, the Pitt Rivers Museum has reconsidered how to display and present its Victorian era collections, and discuss with visitors the histories of anthropology, and archeology as academic disciplines.

Students in this course will explore the history and development of these museums, and consider how museum objects are used for research, and as documentary evidence to communicate history to public audiences. The course will also introduce key scientific methods used in cultural heritage research, with visits to laboratories and the opportunity for supervised practicals with some techniques. Through sessions in museum galleries, expert lectures, hands-on object handling, and practical workshops, students will learn to 'read' objects and interpret their historical significance. Engaging with collections and specialists, students will develop skills to bring history to life through the things it left behind.

Honors Statement

This course applies student knowledge from the revolutions and constitutions sequence to present-day museum sector, and wider heritage landscape. They will develop an understanding of how museums operate through interacting with specialists and practitioners who work in both museums, and participate in the process of making public history. Part internship, part research, this is a course that invites students into the business of applied learning.



The Ashmolean Museum



The Pitt Rivers Museum

Required Texts

There are no required pre-readings for this course. During the course, students may find it useful to carefully read various museums' webpages.



Gold coins of Endybis and Noe, produced c.295-433 AD

Course Schedule

Week 1: Introductions

Session 1:

There will be no session on Monday, July 7. We will instead participate in our Bodleian Library induction and undertake an introductory tour of Oxford and the University.

Session 2: Ashmolean Museum Galleries

Students will start where it all began: the Ashmolean Museum is the world's first public museum. Its founding values shaped how we view the function and purpose of museums worldwide. While surrounded by the past, this session will focus on the present and how objects are used to convey historical narratives to the public. Students will gain hands-on experience in 'visitor tracking', gain an insight into gallery design and see how objects can be used to illustrate historical phenomena

While there are no required readings for this session, a history of the museum can be found at: [HISTORY OF THE ASHMOLEAN | Ashmolean Museum](#)

Week 2: Material Culture in Research and Museums

Session 3: ISIS Neutron and Muon Source

National scientific facilities and the unique capabilities they have within them are helping to transform the way we do heritage science. Here students will be provided with the unique opportunity to go on-site at the ISIS Neutron and Muon Source to tour the beam lines and hear from the instrument scientists performing some of the most cutting-edge cultural heritage experiments in the world.

An overview of the ISIS Neutron and Muon Source can be found at: [ISIS About](#)

ISIS is a controlled site, and students need to bring **photographic ID** to be permitted access. You *must* also read the safety information document on Canvas prior to the visit.

Session 4: Pitt Rivers Galleries

The Pitt Rivers seeks to achieve many of the same aims as the Ashmolean, but being a 'museum of museums' must go about it in a very different way. Building on the previous session, here students will be encouraged to think about how the layout of galleries and the organization of displays can radically affect the messages and narratives received by the public

While there are no required readings for this session, a history of the museum can be found at: [History of the Museum | Pitt Rivers Museum](#)

Week 3: Metal Collections as Documents

Session 5: Objects as Evidence: Introduction to the Archaeology of the Roman Empire

This session will begin with a lecture that summarizes the key approaches and themes that Oxford asks its classical archaeology students to engage the ancient world with. It will show how material

culture, from portable antiquities to monumental complexes, can help us understand the history of the Roman Empire

Across the previous two sessions students will be asked to think about how they might use key pieces of material evidence to help articulate arguments they have made in their own studies of history. For this session students will be asked to bring a short example case study to share with the rest of the class after the lecture.

While there are no required readings for this session, students may wish to read the Centre for the Study of Ancient Documents' (CSAD) [Autumn 2020](#) newsletter. Back issues of the newsletter can be found at: [The Newsletter | Centre for the Study of Ancient Documents](#)

Session 6: Scientific Methods in Archaeology

Archaeologists, historians and heritage professionals are increasingly having to become 'informed users' of published scientific work on artefacts. Each student will be assigned a scientific case study before the class. They will be asked to summarize the study, give a brief explanation of the analysis performed and what they thought the historical value of the results might be for presentation to the class for discussion. Subject to practical restraints, this session will be supplemented with a tour of a cultural heritage research lab.

Week 4: Heritage Experimentation and Write Ups

Session 7: X-ray Fluorescence Practical and Ancient Gold Coinages

One of the most common scientific techniques used in museums is hand-held X-ray Fluorescence or portable XRF. It allows us to determine the major element composition of an object (i.e. what it is made out of) non-destructively and without having to take the objects out of the museum. Students will be offered a practical workshop in using this technique safely, with the opportunity to see what their jewelry, watches, or other accessories are really made from.

This session will also include a lecture showing how ancient gold coinages have helped us to write history, with a specific focus on how ancient Ethiopian coins have served as some of the most vital documents for illuminating the history of the Aksumite Empire. Students will then be given the opportunity to handle some Aksumite material, as well as objects from other ancient empires.

While there are no required readings for this session, students may want to read Dr. Green's summary of his research and collaborations in the Lincoln College Imprint (available on Canvas)

Session 8: One-to-One Tutorials for Preparing Write-Ups

Each student will be offered a one-to-one slot to discuss their ideas for their summative exercise. Potential topics to prepare a submission on might include: what is the purpose of a modern museum; how do scientific analyses help us to understand a particular type of object or historical period; how can archaeological or material evidence be reconciled with the written sources surrounding a particular period, event or phenomenon; where has material evidence been most impactful for our historical understanding?

Assignments

Assignment	Weight
Participation and Attendance	30%
Exhibition (Re)Design	45%
Reflection Paper	25%

I. Attendance and Participation (30%)

Attendance and participation are essential components of a study abroad experience. Getting the most out of the program requires prioritizing your time in class as well as actively engaging with your Oxford tutors, each other, and the intellectual stakes of the material. As such, participation and attendance in this course make up a substantial proportion of your final grade (30%).

Attendance: Any genuinely extraordinary circumstance that prevents your attendance in class will be accommodated. In all other cases, however, there is a strict expectation for students to be present at all class sessions. Beyond impacting your grade, failing to meet this requirement may result in dismissal from the program or other disciplinary actions. If an extraordinary circumstance does prevent your attendance in class, please email Dr. Coleman immediately.

Participation: Your participation in this course will be assessed holistically based on an evaluation made against the following general benchmarks:

A = Always contributes, in an engaged and substantive fashion. Shows curiosity in the material by asking and answering questions as well as listening and responding to other students' remarks in a manner that exemplifies academic interest, respect, and generosity. Shows enthusiasm for learning through the quality of their interactions with readings, peers, and activities during discussion.

B = Contributes most times with questions or direct engagement with course material, but not always as substantively. Acknowledges peers' comments or questions but tends to focus only on their own ideas. May occasionally disengage when not actively contributing.

C = Often does not contribute or engages minimally with peers and course materials. May participate well but very infrequently. May engage with the class in a way that does little to demonstrate active listening.

D = Rarely participates, never fully or responsively. Demonstrates little meaningful engagement with course materials. May exemplify hostility or overzealous argument when engaging with peers or instructors.

F = Never participates. Demonstrates little to no meaningful engagement with course materials.

Please note: participation is not evaluated purely on the frequency of your contributions. Quality of contribution is much more significant than quantity.

- The best kind of participation requires preparing well for class and listening carefully.
- It means engaging respectfully and empathetically with your instructors and your peers.
- It means when not speaking that we listen attentively—using respectful body language and/or taking notes.
- And it means supporting a community that looks out for one another as we address topics, themes, and language that may, at times, be challenging or uncomfortable.

Speaking frequently is not a prerequisite for making a positive impact. But failing to attend class, routinely arriving late, conducting side conversations, or spending class time engaged with your phone or laptop instead of our discussion, for example, can detract from everyone's experience. Although we expect speaking in class to come with a certain amount of nervousness, if you find you are experiencing insurmountable obstacles that are hindering your participation in class, please reach out. We can discuss strategies for you to be successful throughout this course.

II. Exhibition (Re)Design (45%)

This Group Project takes the form of a gallery or exhibition (re)design, undertaken in groups of ~three. Students will select an object, topic, theme, or technique related to the course and propose a way of exhibiting or presenting the material to a non-expert, public audience in one of Oxford's museums.

The exhibition (re)design should be 2,000 words in length, and include images. It might also include audio, or video. Redesign proposals should briefly introduce the topic, outline the intended audience and explain how the gallery or exhibition proposal will engage that audience, and outline a proposed display strategy, and provide some sample text and images for the display.

Once they have chosen a topic and begun preliminary work, students will have an opportunity to discuss their ideas with the course tutor in a tutorial environment. Further details about this assignment, including potential topics, will be discussed by Dr Green in class. Due Thursday, July 31 (Week 4).

Grading rubrics and processes for equitable inter-group participation and contribution to the project will be available separately, on Canvas.

III. Reflection Paper (25%)

Due at the conclusion of the course, this assignment asks you to address what you learned—about yourself, the material, and the class—over the course of the session. What have you learned in this class and in what ways have you developed intellectually during it? To explore this question, you may consider:

- How has this class that changed the way you think, or challenged you?
- Was there an idea or way of thinking that initially didn't make sense but that eventually came into focus?
- What did you expect to get out of this class? To what extent did the course surprise you?

Overall, the piece should aim to reflect on your intellectual development. Can you trace how your ideas, engagement with the class, or ways of approaching the core questions evolved throughout the session? Was there a session you attended, a news story, a movie, or another study abroad experience where you thought “oh, I can place this into conversation with the work or discussions we had in this practicum?”

This assignment should be 2-3 double-spaced pages in length. Due Thursday, July 31 (Week 4).



The interior of Target Station 2 of the ISIS Neutron and Muon Source
© STFC

Course Policies

A Note on Themes and Language

At times, this course will address themes and subject matter that are graphic and upsetting. There will be instances when historical language is quoted in historical documents—or images displayed—which are contemporarily offensive. These images and excerpts are not a reflection of the instructor's personal beliefs or opinions; they are representative of pasts and viewpoints we are grappling to understand. We will strive, in our own words and discussions, to avoid perpetuating offensive terms, images, and ideals from the past in our present.

Submission Procedures for Written Work

All written work is to be submitted through Canvas, and should be uploaded as .doc, .docx, or .pdf attachments. It is your responsibility to ensure copies of your work are saved.

Late Work

Only coursework completed and submitted on time is eligible to receive full credit.

- For A-F graded assignments, late work is penalized at a rate of 5% per calendar day and work submitted more than 72-hours past the deadline receives 0%.
- For tasks graded complete/incomplete, work cannot be submitted for credit once the deadline is past.

Work submitted after its deadline will not be accepted for full credit in the absence of extenuating circumstances. Genuine emergencies and extenuating circumstances will be accommodated. If you experience circumstances beyond your control that impact the timely completion of your work, be in touch with me as soon as possible.

Grading Scale

Grading will be conducted on a standard percentage scale, not formally "curved." Students are responsible for submitting work that demonstrates the depth and quality of their engagement and that reflects their mastery of the skills assessed. While we want all students to do well, please note that standards of excellence in this course are set at a level that exceeds average performance.

A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

AI use in this course

This course does not pretend that AI tools do not exist. Rather, we aim to utilize the opportunities of AI in a productive, ethical, and transparent manner. Some assignments *may* ask you engage with AI in specific ways and to reflect on and analyze the results. But as a developing technology, AI poses risks as well as opportunities. The following guidelines are designed to help us make the best use of the tools available to us:

- AI tools may aid your research process and assist with editing and refining your prose (such as applications like Grammarly or spellcheck). However, AI cannot be substituted for original work. Neither ideas nor writing produced by AI can be attributed to yourself.
- Use of AI tools must be acknowledged. The best means for doing so can vary from one assignment to another (keep an eye out for instructions!) but failing to acknowledge AI assistance may violate the University's policies on academic misconduct.
- Do not trust AI tools to produce accurate results. You are responsible for any errors AI makes if they are included in your work.
- When using AI, be aware that any personal information you put into it is at risk. Please take care to guard your privacy.
- AI technology is constantly changing and evolving: avail yourself of the most up to date techniques for using AI ethically and to its fullest. And always feel free to chat with me for guidance.

For specific guidance on citation practices from the *Chicago Manual of Style* see: <https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html>.

ACADEMIC POLICIES

All University policies and processes will be followed. For more, visit the relevant University website <http://registrar.missouri.edu/policies-procedures>.

Unsure about something? Ask us!

Accommodations

We never wish or intend to penalize students who experience circumstances beyond their control that impact the quality or timely completion of their work. If you encounter medical problems (including mental health issues) at any point that impact your participation in class discussion or the completion of your assignments, please contact me or the [The University of Missouri Disability Center](#) without delay to establish an [accommodation plan](#).

Documented disabilities include *hearing, vision, mobility, learning and attention, psychological health and physical health*. Students' accommodations are implemented with the input of students to maximize the learning experiences. And the MU Disability Center keeps information about a student's disability confidential. *For Study Abroad we strongly recommend setting up accommodation plans with the Disability Center before the start of the program.*

Mental Health Advisory

As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and reduce your ability to participate in daily activities. The University of Missouri is committed to supporting student well-being through an integrated network of care, with a wide range of services to help students succeed. The MU Counseling Center offers professional mental health care, and can help you find the best approach to treatment based on your needs. Call to make an appointment at 573-882-6601. Any student in crisis may call or go to the MU Counseling Center between 8:00–5:00 M-F. After hours phone support is available at 573-882-6601.

Visit <https://wellbeing.missouri.edu> to take an online mental health screening, find out about workshops and resources that can help you thrive, or learn how to support a friend. Download Sanvello, a phone app that teaches skills and strategies to help you maintain good mental health. Log in with your Mizzou e-mail to unlock all the tools available through Sanvello at no cost to you.

For emergency and non-emergency protocols in the event of experiences any form of misadventure while studying abroad please refer to up-to-date information from [MU Study Abroad](#) and [myStudyAbroad](#). If in doubt, consult the MU Program Leader, Dr. Coleman. If you require urgent medical assistance in the United Kingdom, call 0-0-0.

Plagiarism Guidelines

You should familiarize yourself with the university's policy on plagiarism. Plagiarism is a serious academic offense and will be dealt with accordingly. For further clarification and information, please see the university's policy on plagiarism. You must write your papers specifically for this class; you should not borrow material from another class; and you should not use another person's words or ideas without attribution, whether those words or ideas come from conversations, the internet, or printed materials. If you are in doubt about whether you are committing plagiarism, feel free to ask the course instructor; but a good rule of thumb is that if you are in doubt, then cite a source. Students are strongly advised to keep all rough and draft work related to a particular assignment until the assignment has been marked and returned.

Classroom Misconduct

Classroom misconduct includes forgery of class attendance; obstruction or disruption of teaching, including late arrival or early departure; repeated failure to turn off or mute cellular telephones leading to disruption of teaching; emailing/texting, watching videos, listening to music, playing games, or surfing the Internet on phones, tablets, or laptop computers, unless instructed to do so; physical abuse or safety threats; theft; property damage; disruptive, lewd, or obscene conduct; repeated failure to attend class when attendance is required; and repeated failure to participate or respond in class when class participation is required. Students are asked to arrive for class on time and to avoid early departures.

Audio and Video Recording of Class

University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in Section 200.015 of the Collected Rules and Regulations. In this class, students may not make audio or video recordings of course activity, except students permitted to record as an accommodation under Section 240.040 of the Collected Rules. All other students who record and/or distribute audio or video recordings of class activity are subject to discipline in accordance with 9 provisions of Section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

Those students who are permitted to record are not permitted to redistribute audio or video recordings of statements or comments from the course to individuals who are not students in the course without the express permission of the faculty member and of any students who are recorded. Students found to have violated this policy are subject to discipline in accordance with provisions of Section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

Intellectual Pluralism

The University community welcomes intellectual diversity and respects student rights. Students who have questions or concerns regarding the atmosphere in this class (including respect for diverse opinions) may contact your Faculty Chair or the Associate Dean for Undergraduate Studies; the Director of the Office of Students Rights and Responsibilities (<http://osrr.missouri.edu/>); or the MU Equity Office (<http://equity.missouri.edu/>), or by email at equity@missouri.edu. All students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course

Basic Needs Security Statement

If you have difficulty affording groceries or accessing sufficient food to eat every day, or you lack a safe and stable place to live and believe this may affect your performance in the course contact the [Dean of Students](#) for support. Furthermore, please notify me if you are comfortable doing so. This will enable me to provide any resources I may possess.



Pitt Rivers and Ashmolean Museum Logos