

## **Term Information**

Effective Term Spring 2024

## **General Information**

Course Bulletin Listing/Subject Area Anthropology  
Fiscal Unit/Academic Org Anthropology - D0711  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 3072  
Course Title The Newark Earthworks, An Interdisciplinary Course  
Transcript Abbreviation Newark Earthworks  
Course Description Welcome to the Newark Earthworks Course! This course is designed to give students an opportunity to learn about the indigenous peoples of ancient Ohio, an amazing complex of earthen mounds they created, and the many ways we can know about and further study them.  
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? No  
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 Not open to students who have taken HISTORY 3072 or COMPSTD 3072  
Electronically Enforced Yes

## **Cross-Listings**

Cross-Listings Cross-listed in Comparative Studies and History

## **Subject/CIP Code**

Subject/CIP Code 54.0101  
Subsidy Level Baccalaureate Course  
Intended Rank Freshman, Sophomore, Junior, Senior

## **Requirement/Elective Designation**

Lived Environments

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**

- To introduce students to knowledge about central Ohio's indigenous people, past and present, and about ancient earthworks
- To consider alternative ways of approaching the study of ancient peoples and earthworks
- To identify contemporary issues related to studying indigenous histories and cultures
- To identify contemporary issues related to studying earthworks, preserving them and making them accessible to the public.
- To expose students to a range of research methods including archival research, archaeology, oral history, art, and geophysical surveying among others
- To acquaint students with the politics regarding ownership and study of the past, processes for recognition, and policy challenges of public access, academic study, and World Heritage status
- Know about the ancient Newark Earthworks and the people who built them, having engaged in scholarly exploration of the topic. They will understand them in the context of other indigenous peoples and histories of Ohio and the Midwest.
- Have engaged in critical and logical thinking about the Earthworks, their builders, their history, and the contemporary issues.
- Understand the relevant concepts from the disciplines of history, anthropology, mathematics, astronomy, geography, museum studies, education, and American Indian Studies as they apply to the Newark Earthworks.
- Understand the goals and assumptions of scholars from different disciplines, and the similarities and differences in their approaches.
- Understand the contemporary issues of access, preservation, repatriation, tourism, and cultural diversity relevant to the site.
- Understand the local, state, tribal, national, and international politics of preservation, recognition, and World Heritage designation.

### **Content Topic List**

- Earthworks
- Indigenous Cultures
- Newark
- Hopewell

### **Sought Concurrence**

No

**COURSE REQUEST**  
3072 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
10/03/2023

**Attachments**

- REVISED 3072 Earthworks Syllabus V3.1.docx: Syllabus  
*(Syllabus. Owner: Healy, Elizabeth Ann)*
- REVISED 3072 GE Form.pdf: GE Rational  
*(GEC Model Curriculum Compliance Stmt. Owner: Healy, Elizabeth Ann)*
- ANT 3072 on BA Curriculum Map.docx: BA Curr Map  
*(Other Supporting Documentation. Owner: Healy, Elizabeth Ann)*
- ANT 3072 on BS Curriculum Map.docx: BS Curr Map  
*(Other Supporting Documentation. Owner: Healy, Elizabeth Ann)*
- 3072 Earthworks Syllabus REVISED 9.26.2023.docx: Syllabus 9/27/23  
*(Syllabus. Owner: Palazzo, Sarah Rose)*

**Comments**

- Please see feedback email sent to department 9/9/22 *(by Steele, Rachel Lea on 09/09/2022 03:08 PM)*
- - The exclusions box will need to list the cross-listed courses.
  - If this course will be able to count in any of your majors, please provide an updated curriculum map.
  - The syllabus should include all the appropriate GE goals and ELOs as well as an explanation of how the course fulfills these.
  - On p. 1 of the syllabus, it is not clear what the potential opportunities for service learning, field work, and community outreach are. The panel will be confused. If you mean the optional 1-credit high impact practice course, it is a research project (not service learning etc). *(by Vankeerbergen, Bernadette Chantal on 04/01/2022 05:02 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Healy, Elizabeth Ann	01/03/2022 11:27 AM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	01/03/2022 11:46 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	04/01/2022 05:04 PM	College Approval
Submitted	Healy, Elizabeth Ann	05/17/2022 11:56 AM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	05/17/2022 12:17 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/25/2022 04:05 PM	College Approval
Revision Requested	Steele, Rachel Lea	09/09/2022 03:08 PM	ASCCAO Approval
Submitted	Palazzo, Sarah Rose	09/27/2023 08:15 AM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	09/27/2023 08:17 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/03/2023 10:36 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/03/2023 10:36 AM	ASCCAO Approval

Newark Earthworks Course Concept, by Lucy E. Murphy, Oct. 24, 2021. Murphy.500@osu.edu  
In collaboration with Prof. John Low, Prof. Robert Cook  
Departments of History, Comparative Studies, Anthropology, Newark Campus

This proposed course would be an interdisciplinary exploration of the ancient Native American mounds located in Newark and Heath, Ohio, considered to be one of the most important ancient sites in North America. Indigenous people created these earthworks two thousand years ago, crafting seven million cubic feet of dirt into geometric earthworks rising up to 14 feet in height, covering four-and-a-half square miles, including a lunar observatory. Most of the major features of this sophisticated complex still stand. The site is expected to be nominated for United Nations World Heritage status.

- This course is being created as a project linked to the Ohio State University's Newark Earthworks Center.
- This course is intended to align with OSU's new General Education requirements, in the Thematic Pathway called "Lived Environments."
- Faculty from many different departments will contribute to the course by providing lectures, course materials, guided tours, discussion leadership, and research opportunities for students.
- The course may contain opportunities for students to participate in service learning, field work, research projects and community outreach.

Proposed structure: This is based on the Gen Ed requirement that students take a 4-credit course or two 3-credit courses in one of the thematic pathways. **This Earthworks Course concept proposes a 3-credit course with the option to take a 1-credit additional practicum or service learning course.** The idea is that a 3 + 1 structure is equivalent to a 4-credit course. However, if students prefer, they could take the 3-credit Earthworks course and a different 3-credit course in the same theme instead of the 1-credit practicum/service/research option.

- One interdisciplinary 3 credit course (3 semester hours) will cover a wide range of topics related to the Newark Earthworks. (see p. 2 below)
- Optional 1-credit courses will provide opportunities for students to apply their knowledge to projects as varied as museum planning, oral histories, K-12 curriculum development, archival research, archaeological surveys using magnetometry, and tourism communications and analysis.
- The 3-credit Earthworks course would be a prerequisite for the 1-credit courses. Students could take them concurrently, or in different semesters.

Ohio State Newark faculty and staff who have agreed to participate:

- Lucy E. Murphy, Professor of History
- John Low, Associate Professor of Comparative Studies and Director, Newark Earthworks Center
- Marti Chaatsmith, Associate Director, Newark Earthworks Center
- Robert Cook, Professor of Anthropology
- Binaya Subedi, Associate Professor of Education, and Assistant Dean, Academic Affairs
- Christine Warner, Associate Professor of Teaching and Learning, Education Coordinator
- Kenneth Madsen, Associate Professor of Geography
- Michael Stamatikos, Assistant Professor of Physics
- Niles G. Johnson, Associate Professor of Mathematics
- Elizabeth Weiser, Professor of Rhetoric, Writing, & Museology

Other people willing to assist with this class:

- Christine Ballengee Morris, Professor of Arts Administration, Education, and Policy, Ohio State University, Columbus Campus
- Jennifer Aultman, Director of Historic Sites and Museums, Ohio History Connection

- Richard Shiels, Associate Professor Emeritus and former Director of the Ohio State Newark Earthworks Center

Possible topics for 1-credit supplemental courses

- Indigenous peoples in Ohio History: different courses might cover the Adena and Hopewell eras; the Fort Ancient era; the 17<sup>th</sup> – 19<sup>th</sup> centuries; the 20<sup>th</sup> – 21<sup>st</sup> centuries.
- Field work in archaeology, such as magnetometry and resonant imaging. Will include processes for collaborative project planning, understanding NAGPRA
- The Politics of United Nations and UNESCO World Heritage
- Public History: presenting the Earthworks to the public. Guided tours, signage, museum planning. Students will collaborate with Ohio History Connection
- Teaching about Earthworks: outreach to Licking Country teachers, curriculum development
- Newark Earthworks as art and ceremonial space
- Tourism planning: how heritage travel impacts local communities.
- Maps and mapping the Earthworks.

# History/Anthropology/Comparative Studies 3072: The Newark Earthworks, An Interdisciplinary Course

TR 11:10-12:30 Reese 114

Instructor: Dr. John Low

Email:

Phone number:

Office hours:

Office location:

## Course description

Welcome to the Newark Earthworks Course! This three-credit course in the Lived Environments General Education Theme is designed to give students an opportunity to learn about the indigenous peoples of ancient Ohio, an amazing complex of earthen mounds they created, and the many ways we can know about and further study them.

This course is an interdisciplinary exploration of the Native American mounds located in Newark and Heath, Ohio, considered to be one of the most important ancient sites in North America. Indigenous people created these earthworks two thousand years ago, crafting seven million cubic feet of dirt into geometric earthworks rising up to 14 feet in height, covering four-and-a-half square miles. Originally a site of ceremony and a lunar observatory, it has been altered in numerous ways: mounds were plowed up by farmers, a canal was built through an ancient cemetery, the Great Circle of Heath became a state fairground, and the Octagon earthworks became a golf club. Most of the major features of this sophisticated complex still stand, and it is increasingly factoring into descendant communities' present lives. The site has been nominated for United Nations World Heritage status by the United States Department of the Interior.

Through this course, you will learn about the ancient earthworks, how humans built and transformed that space, how different disciplinary approaches help us learn different aspects of the earthworks and how humans have interacted with it, and how we can think critically about contemporary issues of preservation and access. Faculty from different departments may contribute to the course by providing lectures, course materials, guided tours, discussion leadership, and research opportunities for students.

**General Education (GE): This course has been approved in the GE Theme category "Lived Environments"**

**GOAL 1:** Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

**GOAL 2:** Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

**GOAL 3:** Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.

ELO 3.1 Engage with the complexity and uncertainty of human-environment interactions

ELO 3.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space.

**GOAL 4:** Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

ELO 4.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values, and behaviors.

ELO 4.2 Describe how humans perceive and represent the environments with which they interact.

ELO 4.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments.

**This course will meet the Theme goals and ELOs in the following ways:**

Readings, lectures, and discussions will help you describe how humans have interacted with and transformed the Earthworks, connecting these interactions with attitudes and values. For instance, you will learn how the mound builders were influenced by the motions of the moon and other celestial bodies; the mounds they built would shape the beliefs and ceremonial practices of the Hopewell Culture and of subsequent cultures. The historical arc of the course will reveal how differing attitudes and beliefs have shaped transformations of and conflicts over the Earthworks up to the present day.

You will read and synthesize approaches from different disciplines, which means you will get an in-depth, advanced exploration of this topic that goes beyond a foundational course. You will learn about a variety of conventions, theories, and ideologies through readings and lectures that draw on different disciplines. Class discussions of readings will emphasize the goals and assumptions behind these disciplinary approaches. A related activity involves examining public

discourse related to the Ohio State Supreme Court's decision to remove a golf club from the Earthworks.

Through readings and in-class activities, you will study a variety of perceptions and representations of the Earthworks, such as 19<sup>th</sup>-century maps, aerial photography, paintings, geophysical-research related images, and public history through museum depictions. In one activity, you will examine and write about how websites represent the Earthworks. In an ongoing journal as well as in exam responses, you will track and describe significant human interactions with the Earthworks, analyzing how these interactions are connected to attitudes, beliefs, and values. The journal will also be used to reflect on your learning in the course. A final project involving a presentation and researched essay will allow you to engage with a related topic in an in-depth way.

**Land Acknowledgement:** The Ohio State University acknowledges that its campuses have long served as sites of meeting and exchange for Indigenous peoples, including those in historical times known as the Shawnee, Miami, Wyandotte, Delaware, and the People of Fort Ancient, Hopewell, and Adena cultures also known as the earthworks builders, as well as other tribal nations of the region. The Ohio State University honors and respects the diverse Indigenous peoples connected to this land in which we gather.

### **Course Requirements and Evaluation**

Your grade for the course will be determined by the following:

**Journal: 25%** The journal has two purposes. The first purpose is to track and describe significant human interactions with the Earthworks, analyzing how these interactions are connected to attitudes, beliefs, and values. This will be an in-class activity every three weeks in which we review recent readings and lecture notes. The second purpose is to reflect on your learning. At the beginning, middle, and end of the semester, you will write about how your conceptions have developed regarding human-environment interactions, how these interactions connect to attitudes and values, and how humans perceive and represent environments. You won't revise what you've written. Instead, you will add to it, reflecting on how your thinking has developed, and how readings and other activities have contributed to that development. This involves synthesizing knowledge and experiences, as well as making connections with prior knowledge, with out-of-class experiences, and with how you might expect your knowledge to develop further in other contexts. [ELO 2.2, 3.1, 3.2, 4.1, 4.2]

**Final Project: 30%** This research project will result in an essay (25%) and a presentation (5%). It will be based on at least three scholarly sources and relevant materials and experiences from this class. The project should engage with the complexity of human-environment interactions, as well as how humans perceive that environment. You will consult with the instructor at least three times during the last six weeks of the course to discuss progress on the project. Some potential topics for the project: Representations of the Earthworks; tourism (how heritage travel impacts communities); politics of preservation, recognition, and World Heritage designation; a different disciplinary approach to understanding the Earthworks; a different indigenous site; a different era in Ohio history; Earthworks as art and ceremonial space. More



information will follow in detailed assignments, but for now, know that the essay will be at least 7 pages long, and the presentation will be somewhat informal (create slides, tell us two interesting things from your research, make two connections with class material). [ELO 1.2, 3.1, 3.2, 4.2]

**Discussion Posts: 10%** Discussion posts will be used at various points in the semester to share and discuss ideas for the Final Project, examples of representations of the Earthworks and other Indigenous sites, and information related to central course topics (history, public history, human-environment interactions, and different approaches to studying Indigenous sites, preservation, representation, tourism). [ELO 1.1, 2.1, 4.1, 4.2]

**Quizzes: 10%** We will have four unannounced quizzes that include short answer and multiple-choice questions that check your knowledge of the readings, focusing on describing disciplinary approaches, human impact on environmental change, and how that impact can be connected to beliefs, values, and behaviors. The quiz with the lowest score will be dropped. [ELO 2.1, 3.2, 4.1]

**Midterm Exam: 15%** The Midterm Exam will consist of essay questions that focus on critical thinking, identification, synthesis, and analysis of the different disciplinary approaches to the Earthworks, as well as descriptions of human perceptions and environmental transformations of the Earthworks [ELO 1.1, 2.1, 3.2, 4.2, 4.3]

**Participation: 10%** Participation includes attending, being prepared for class by doing the assigned readings, making thoughtful contributions to discussion, and being engaged in various in-class activities. The readings are woven into everything we do in the course, providing in-depth, scholarly approaches to the topic that we will analyze and synthesize across the semester in class discussions. We will also do various in-class activities in which we think critically about perceptions and representations of the Earthworks [ELO 1.1, 1.2, 2.1, 3.1, 3.2, 4.1, 4.2, 4.3]

**Grading Scale:** A= 93–100% A-= 90-92% B+= 87-89% B= 83-86% B-= 80-82%

C+= 77-79% C= 73-76% C-= 70-72% D= 60-69% E=Below 60

### **Class Policies and Procedures**

**Carmen:** Students should check Carmen regularly for readings, announcements, course resources, and other information.

**Email:** The professor will sometimes communicate with students via your OSU email account. Please make sure you check this account regularly. Students may use email to contact the professor outside of class. Please know that I typically respond within 24 hours, but I might not respond after 5 p.m.

Reading: Students are expected to complete all readings before the corresponding class meeting and should bring readings to class each time we meet. Readings will be posted on the course Carmen website. There is no textbook.

Attendance: You may miss two classes without penalty. Three “unexcused absences” will lower your final grade for the course one letter grade (e.g., a B to a C); four will result in a failure for the course. Only absences for documented illnesses, family tragedies, religious observances, or documented university-related travel will be excused.

Academic Honesty: 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/>.

## Disability Services:

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 isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with the Newark Disability Services Office at:

Newark Disability Service Info:

Email: [nwk-studentlifedisabilityservices@osu.edu](mailto:nwk-studentlifedisabilityservices@osu.edu)

Phone: 740.755.7768.

## Religious Accommodations:

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor

is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

**Note: All readings will be available on Carmen. Instructor reserves the right to alter schedule for benefit of the class; any changes will be announced in class and on Carmen.**

## Course Outline

### Week 1: Native Peoples of Ohio, Origin Stories

Jan 10: Course Introduction. Begin Reflective Journal.

**Read:** "Newark: The Largest Geometric Earthwork Complex in the World," Sites, Ancient Ohio Trail, 2017. <http://ancientohiotrail.com/sites/newark> and relevant sections of "Indians of the Midwest," The Newberry Library, 2011. <http://publications.newberry.org/indiansofthemidwest/>

Jan 12: Discuss reading. Continue overview of course.

**Read:** Robert A Cook, *Continuity and Change in the Native American Village*, Ch. 1

**Week 2: Geology/Geography/Climate of the region.** What was it like here 2,000 years ago and more? How do those characteristics compare to now?

Jan 17: Discuss reading.

**Read:** Robert A Cook, *Continuity and Change in the Native American Village*, Ch. 5-6

Jan 19: Discuss reading.

**Week 3: Ancient peoples, migrations and lifeways.** Co-development of cultures and landscapes. How did people modify the landscape and vice versa? Archaeology.

Jan 24: Discuss reading.

**Read:** Bradley Lepper, "The Newark Earthworks: A Monumental Engine of World Renewal." In *The Newark Earthworks: Enduring Monuments, Contested Meanings*, edited by Lindsay Jones and Richard D. Shiels, pp. 41-61.

Jan 26: Discuss reading. Reflective Journal activity.

**Read:** Benjamin J. Barnes and Bradley T. Lepper, “Drums Along the Scioto: Interpreting Hopewell Material Culture through the Lens of Contemporary American Indian Ceremonial Practices.” *Archaeologies* 14(1):62-84. 2018

**Week 4: Hopewell communities.** What were they like? How we know: Art, Archeology, Geophysics.

Jan 31: Discuss reading.

**Read:** Christine Ballengee-Morris, “Indigenous Aesthetics: Universal Circles Related and Connected to Everything Called Life.” *Art Education*, 61(2), 2008. pp. 30 – 33.  
and Romain, William F. and Jarrod Burks. “LiDAR Assessment of the Newark Earthworks,” *Current Research in Ohio Archaeology*, 2008, Ohio Archaeological Council.

Feb 2: Discuss reading.

**Read:** Ray Hively and Robert Horn, “Geometry and Astronomy in Prehistoric Ohio,” Archaeoastronomy Supplement to v. 13, *Journal of the History of Astronomy*: 4:S1-S20, 1982.

**Week 5: Geometry and Astronomy of the Newark Earthworks,** mathematics, archaeoastronomy, the lunar observatory

Feb 7: Discuss reading.

**Read:** Clara Sue Kidwell, “Systems of Knowledge,” in *America in 1492*, edited by Alvin Josephy, 1991, pp. 369-404.

Feb 9: Discuss reading.

**Read:** Margaret Wickens Pearce, “The Cartographic Legacy of the Newark Earthworks.” In *The Newark Earthworks: Enduring Monuments, Contested Meanings*, edited by Lindsay Jones and Richard D. Shiels, pp. 180-197.

**Week 6: Building Earthworks and Talking about the Earthworks**—How did they build it? Architecture, Civil Engineering. How we know: Mapping, Archaeology, Experimentation, Surveys. How we perceive and talk about environments.

Feb 14: Discuss reading.

**Read:** Kimmerer, Robin. “Speaking of Nature” *Orion Magazine*.

Feb 16: Discuss reading. Reflective Journal activity.

**Read:** Schwarz, Kevin. "The Great Hopewell Road: New Data Analysis and Future Research Prospects." *Journal of Ohio Archaeology*, v. 4, 2016.

**Week 7: Other Hopewell Era Earthworks. Later Moundbuilders.** Pilgrimage/travel/migrations.

Feb 21: Discuss reading. Final Project assigned.

**Read: review for Midterm Exam.**

Feb 23: Midterm Exam.

Read: E. G. Squier and E. H. Davis, "Ancient Monuments of the Mississippi Valley," Edited and with an introduction by D. J. Meltzer, [1848] 1998 Smithsonian Institution Press, Washington D.C.

**Week 8: Documentary Research: Studying earthworks in archives and early publications –** maps, documents, newspapers, historical societies, etc.

Feb 28: Meet in Library. Discuss reading. Practice with examining different kinds of documents.

**Read:** Joe Watkins. "From the Inside Looking Out: Indigenous Perspectives on Heritage Values."

Mar 2: Meet in Library. Discuss reading. Practice with examining different kinds of documents.

**Read:** Stephen Warren, "The Ohio Shawnees' Struggle Against Removal, 1814-30," in R. David Edmunds, ed., *Enduring Nations: Native Americans in the Midwest*, pp. 72-93.

**Week 9: Central Ohio Native peoples in more recent centuries: 16<sup>th</sup> – 19<sup>th</sup> centuries, Indian Removal, Native People in Ohio since Removal.**

Mar 7: Discuss reading. Reflective Journal activity.

**Read:** Richard D. Shiels, "The Newark Earthworks Past and Present," in *The Newark Earthworks: Enduring Monuments, Contested Meanings*, edited by Lindsay Jones and Richard D. Shiels, pp.23 – 40.

Mar 9: Discuss reading.

**Spring Break. No class.**

**Week 10: Settlers and Newark Earthworks—**Euroamericans surveyed, described, and destroyed mounds. They preserved, created fair grounds, militia campgrounds, parks, and a golf course. 18<sup>th</sup> century – 1940.

Mar 21: In-class discussion of what we've learned so far and look ahead to the rest of the semester. Review Reflective Journal. Discuss Final Project as class and in small groups.

**Read:** Martha Chaatsmith, "Singing at the Center of the Indian World: The Society of American Indians and Ohio Earthworks" In C. Allen and B.H. Piatote, *The Society of American Indians and Its Legacies*. Combined Issue of *Studies in American Indian Literatures* [25(2)] and *American Indian Quarterly* [37(3)], 2013, Summer. pp. 181 –198.

Mar 23: Discuss reading.

**Read:** Ohio Historical Society, *Historic Site Management Plan for the Newark Earthworks State Memorial*, 2003.

**Week 11: Local, State, National, and International Politics:** Ohio Historical Society, Friends of the Mounds, Newark Earthworks Center, World Heritage Ohio, etc. United Nations, UNESCO, World Heritage, Tourism.

Mar 28: Discuss reading.

**Read:** Josep-Maria Mallarach and Bas Verschuuren, "Changing Concepts and Values in Natural Heritage Conservation: A View through IUCN and UNESCO Policies"

Mar 30: Discuss reading. In-class examination of United Nations Educational, Scientific, and Cultural Organization (UNESCO) web sites. Reflective Journal activity.

**Read:** "Devilstep Hollow Cave, Tennessee" on Ancient Art Archive. Read text and watch videos to explore this Indigenous cave art.

**Week 12: Public history and Contemporary Issues,** Depictions of Earthworks and other sites. How are exhibits, websites, and signs crafted? What do they communicate? What about guided tours? How might they be improved? Native American Graves Protection and Repatriation Act; partnerships in inquiry and advocacy.

Apr 4: Discuss reading. In-class examination of websites that represent Indigenous sites. Reflective Journal Activity.

**Read:** National Parks Service, "Native American Graves Protection and Repatriation Act." AND Zachary Small, "Push to Return 116,000 Native American Remains Is Long-Awaited."

Apr 6: In-class work on Final Project. Guidance on research and presentations.

**Read:** Weiser, Elizabeth, John Low, and Kenneth Madsen, "One Site, Many Interpretations: Managing Heritage at an Ancient American Site." In Kerstin Smeds and Ann Davis, eds. *Museum*

*and Place*. London: Routledge/ICOM International Committee for Museology, Advances in Museum Research Series, 2019.

**Week 13: Public history and Contemporary Issues continued.**

Apr 11: Discuss reading. In-class work on preparing for presentations and Final Paper.

**Read:** OSU Newark Earthworks Center, selected oral history interviews about the Earthworks.

Apr 13: Discuss reading. In-class work on preparing for presentations and Final Paper.

**Week 14:**

Apr 18: Mini-presentations by students. Bring progress on Final Paper. Peer and instructor feedback on Final Paper.

Apr 20: Mini-presentations by students. Bring progress on Final Paper. Peer and instructor feedback on Final Paper.

Final Reflective Journal activity due \_\_\_\_\_.

Possible guest speakers include Prof. John Low, Prof. Elizabeth Weiser, Prof. Christine Ballengee Morris, Prof. Richard Shiels, Prof. Ken Madsen, Prof. Niles Johnson, Prof. Michael Stamatikos, Dr. Bradley Lepper, Marti Chaatsmith, Jen Aultman.



# GE THEME COURSES

## Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course. .

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

## Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at [daly.66@osu.edu](mailto:daly.66@osu.edu) or call 614-247-8412.

Course subject & number

## General Expectations of All Themes

**GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.**

**Please briefly identify the ways in which this course represents an advanced study of the 1**

In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

**ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

**GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.**

**ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

Specific Expectations of Courses in Lived Environments

**GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.**

**ELO 1.1 Engage with the complexity and uncertainty of human-environment interactions.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 1.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

**GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.**

**ELO 2.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 2.2 Describe how humans perceive and represent the environments with which they interact.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

**ELO 2.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)



## **ANTHROPOLOGY MAJOR (BA)**

### **Program Learning Goals:**

The general goals of our undergraduate program in Anthropology (BA) are threefold: (1) attract and train an increasingly diverse and competitive student body; (2) make graduates more competitive on the job market and in the applicant pool for graduate/professional school; (3) provide more rigorous and empirically oriented training within each anthropological subfield.

General goals # 2 and # 3 are met by a curriculum designed to achieve the following specific learning goals:

- (i) Students are introduced to the breadth of and acquire foundational knowledge in each of the three major sub-disciplines within the major (physical anthropology, cultural anthropology and archaeology).
- (ii) Students master core concepts in each of the three major sub-disciplines within the major (physical anthropology, cultural anthropology and archaeology).
- (iii) Students complete elective coursework in each of the three sub-disciplines within the major (physical anthropology, cultural anthropology and archaeology).
- (iv) Students gain in depth knowledge in one (or more) field by choosing at least two additional courses in any sub discipline (physical anthropology, cultural anthropology or archaeology) within the major.

**CURRICULUM MAP AND PROGRAM LEARNING GOALS: BA**

<b>Required Courses</b>	<b>Goal # i</b>	<b>Goal # ii</b>	<b>Goal # iii</b>	<b>Goal # iv</b>
ANT 2200	✓			
ANT 2201	✓			
ANT 2202	✓			
ANT 3300 or 3301		✓		
ANT 3401		✓		
ANT 3525		✓		
<b>Elective Courses</b>				
Physical Anthropology Elective			✓	
(Complete at least one of the following)			✓	
ANT 3211			✓	
ANT 3302			✓	
ANT 3304			✓	
ANT 3304			✓	
ANT 3305			✓	
ANT 3315			✓	
ANT 3409			✓	
ANT 3410			✓	
ANT 3411			✓	
ANT 3500			✓	
ANT 3504			✓	
ANT 5600			✓	
ANT 5607			✓	
ANT 5608			✓	
ANT 5609			✓	
ANT 5610			✓	
ANT 5641			✓	
ANT 5644			✓	
ANT 5645			✓	
ANT 5797			✓	



Cultural Anthropology Elective			✓	
(Complete at least one of the following)			✓	
ANT 3005*			✓	
ANT 3027			✓	
ANT 3050			✓	
ANT 3334			✓	
ANT 3400			✓	
ANT 3403			✓	
ANT 3416			✓	
ANT 3418			✓	
ANT 3419			✓	
ANT 3597.01			✓	
ANT 3597.02			✓	
ANT 3623			✓	
ANT 4100*			✓	
ANT 4597.05H			✓	
ANT 5601			✓	
ANT 5602			✓	
ANT 5621			✓	
ANT 5624			✓	
ANT 5625			✓	
ANT 5626			✓	
ANT 5627			✓	
ANT 5797			✓	
Archaeology Elective			✓	
(Complete at least one of the following)			✓	
ANT 3350			✓	
ANT 3402			✓	
ANT 3434			✓	
ANT 3451			✓	
ANT 3452			✓	
ANT 3555			✓	
ANT 3604			✓	
ANT 4597.03H			✓	
ANT 5603			✓	
ANT 5604			✓	
ANT 5605			✓	
ANT 5614			✓	
ANT 5615			✓	
ANT 5651			✓	
ANT 5797			✓	

			✓	
Free Elective # 1				✓
Free Elective # 2				✓
(complete any 2 additional courses from the list of electives above)				

## **ANTHROPOLOGICAL SCIENCES MAJOR (BS)**

### **Program Learning Goals:**

The general goals of our undergraduate program in Anthropological Sciences are to prepare students for (i) employment that combines critical thinking, communication, and analytical skills with an understanding of human diversity in both time and space and/or (ii) continued study in graduate/professional schools.

These general goals are met via the following specific learning outcomes:

- (i) Students will acquire foundational knowledge in each of the three major sub-disciplines within the major (physical anthropology, cultural anthropology and archaeology).
- (ii) Students will achieve mastery of core concepts in each of the three major sub-disciplines within the major (physical anthropology, cultural anthropology and archaeology). In so doing, they will acquire rigorous and empirically oriented skills in each sub discipline.
- (iii) Students will accumulate breadth of knowledge by completing elective coursework in each of the three sub-disciplines within the major (physical anthropology, cultural anthropology and archaeology).
- (iv) Students achieve in depth knowledge in one (or more) field by choosing at least two additional courses in any sub-discipline (physical anthropology, cultural anthropology or archaeology) within the major.
- (v) Students achieve competence in basic statistical methods and evolutionary theory.

**CURRICULAR MAP AND PROGRAM LEARNING GOALS (BS)**

<b>Required Courses</b>	<b>Goal # i</b>	<b>Goal # ii</b>	<b>Goal # iii</b>	<b>Goal # iv</b>
ANT 2200	✓			
ANT 2201	✓			
ANT 2202	✓			
ANT 3300		✓		
ANT 3301		✓		
ANT 3401		✓		
ANT 5620		✓		
<b>Elective Courses</b>				
Physical Anthropology Elective			✓	
(Complete at least one of the following)			✓	
ANT 3211			✓	
ANT 3302			✓	
ANT 3304			✓	
ANT 3304			✓	
ANT 3305			✓	
ANT 3315			✓	
ANT 3409			✓	
ANT 3410			✓	
ANT 3411			✓	
ANT 3500			✓	
ANT 3504			✓	
ANT 5600			✓	
ANT 5607			✓	
ANT 5608			✓	
ANT 5609			✓	
ANT 5610			✓	
ANT 5641			✓	
ANT 5644			✓	
ANT 5645			✓	
ANT 5797			✓	

	Goal # i	Goal # ii	Goal # iii	Goal # IV	Goal # V
Cultural Anthropology Elective			✓		
(Complete at least one of the following)			✓		
ANT 3005*			✓		
ANT 3027			✓		
ANT 3050			✓		
ANT 3334			✓		
ANT 3400			✓		
ANT 3403			✓		
ANT 3416			✓		
ANT 3418			✓		
ANT 3419			✓		
ANT 3597.01			✓		
ANT 3597.02			✓		
ANT 3623			✓		
ANT 4100*			✓		
ANT 4597.05H			✓		
ANT 5601			✓		
ANT 5602			✓		
ANT 5621			✓		
ANT 5624			✓		
ANT 5625			✓		
ANT 5626			✓		
ANT 5627			✓		
ANT 5797			✓		
Archaeology Elective			✓		
(Complete at least one of the following)			✓		
ANT 3350			✓		
ANT 3402			✓		
ANT 3434			✓		
ANT 3451			✓		
ANT 3452			✓		
ANT 3555			✓		
ANT 3604			✓		
ANT 4597.03H			✓		
ANT 5603			✓		
ANT 5604			✓		
ANT 5605			✓		
ANT 5614			✓		
ANT 5615			✓		
ANT 5651			✓		

ANT 5797			✓		
			✓		
Free Elective # 1			✓		
Free Elective # 2					
(complete any 2 additional courses from the list of electives above)					

Additional Courses					
EEOB 3310					✓
STAT 1450 or 2450					✓