

Term Information

Effective Term Spring 2024

General Information

Course Bulletin Listing/Subject Area Comparative Studies
Fiscal Unit/Academic Org Comparative Studies - D0518
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 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 None
Exclusions Not open to students with credit for Anthropology 3072 or History 3072.
Electronically Enforced Yes

Cross-Listings

Cross-Listings Cross-listed in Anthropology 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

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

Attachments

- Newark Earthworks Course Concept Nov23 revision.pdf: course concept
(Other Supporting Documentation. Owner: Arceno,Mark Anthony)
- REVISED GE Form 9.20.2023.pdf: GE form
(Other Supporting Documentation. Owner: Arceno,Mark Anthony)
- 3072 Earthworks Syllabus REVISED 11.13.2023.pdf: syllabus
(Syllabus. Owner: Arceno,Mark Anthony)
- Curriculum Map for CS Major - 110223.pdf: curriculum map
(Other Supporting Documentation. Owner: Arceno,Mark Anthony)

Comments

- Please see feedback email sent to department 9/9/22
Please see feedback email sent to department 11-09-2023 RLS *(by Steele,Rachel Lea on 11/09/2023 06:09 PM)*
- - 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 05:07 PM)*
- This course is being cross-listed with Anthropology and History, which are submitting separate New Course course requests. *(by Arceno,Mark Anthony on 01/03/2022 11:59 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Arceno,Mark Anthony	01/03/2022 12:00 PM	Submitted for Approval
Approved	Armstrong,Philip Alexander	01/03/2022 12:05 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	04/01/2022 05:07 PM	College Approval
Submitted	Arceno,Mark Anthony	05/17/2022 12:11 PM	Submitted for Approval
Approved	Armstrong,Philip Alexander	05/17/2022 12:12 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	08/25/2022 04:05 PM	College Approval
Revision Requested	Steele,Rachel Lea	09/09/2022 03:07 PM	ASCCAO Approval
Submitted	Arceno,Mark Anthony	10/02/2023 02:48 PM	Submitted for Approval
Approved	Armstrong,Philip Alexander	10/02/2023 02:59 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	10/03/2023 10:34 AM	College Approval
Revision Requested	Steele,Rachel Lea	11/09/2023 06:09 PM	ASCCAO Approval
Submitted	Arceno,Mark Anthony	11/20/2023 11:53 AM	Submitted for Approval
Approved	Shank,Barry	11/20/2023 01:03 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	11/29/2023 12:46 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	11/29/2023 12:46 PM	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 (Nov 2023 revision)

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 can contribute to the course by providing lectures, course materials, guided tours, discussion leadership, and research opportunities for students.

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
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

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 19th-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+ = 67-69, D= 60-66% 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

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

What to expect from class meetings: You should come to class prepared to discuss the readings for the day, including any questions you have about the material. I will provide a brief lecture to supplement the readings and guide the discussion, which will sometimes include breaking into small groups. I will help you understand the material as well as how it fits into course goals and assignments. Some days will focus heavily on a specific activity like examining different kinds of documents (see Week 8), but on most days you can expect to do small in-class activities that are not listed on the schedule (to keep the schedule tidy); for instance, in Week 6, I will guide you through an activity involving how we perceive and talk about environments. Most class days will end with a preview of how to approach readings for the next class meeting.

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: 16th – 19th 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. 18th 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 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)

A large, empty rectangular box with a thin black border, intended for the student to write their response to the ELO. The box is currently blank.

Curriculum Map for Comparative Studies Major

Program Learning Goals:

- Goal 1 Students develop the capacity to analyze differences in culture and politics over time.
- Goal 2 Students develop the capacity to engage and analyze issues of community and social justice.
- Goal 3 Students develop interdisciplinary thinking and writing skills, and an understanding of relationships between disciplines.
- Goal 4 Students develop the ability to read critically and interpret a diverse range of texts, material artifacts, and/or performance traditions.
- Goal 5 Students develop the capacity for aesthetic and historical response and judgment of cultural products and modes of consumption.
- Goal 6 Students develop the ability to understand how ideas and cultural artifacts influence the character of human beliefs, the perception of reality, and the norms that guide human behavior.

*Beg=Beginning; Int=Intermediate; Adv=Advanced

CURRICULUM MAP FOR COMPARATIVE STUDIES MAJOR						
<i>NB: DISTRIBUTION COURSES (ELECTIVES) IN OTHER DEPARTMENTS ARE CATEGORIZED IN REGARD TO GOALS #5 AND 6 ONLY</i>						
Program Learning Goals						
	Goal #1 Students develop the capacity to analyze differences in culture and politics over time.	Goal #2 Students develop the capacity to engage and analyze issues of community and social justice.	Goal #3 Students develop interdisciplinary thinking and writing skills, and understanding of relationships among disciplines.	Goal #4 Students develop the ability to read critically and interpret a diverse range of texts, material artifacts, and/or performance traditions.	Goal #5 Students develop the capacity for aesthetic and historical response and judgment of cultural products and modes of consumption.	Goal #6 Students develop the ability to understand how ideas and cultural artifacts influence the character of human beliefs, the perception of reality, and the norms that guide human behavior.
REQUIRED COURSES (10 CREDITS):						
CS 2099 The Question of Comparative Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2360 Intro to Comparative Cultural Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 3990 Approaches to Comparative Studies	Int	Int	Int	Int	Int	Int
CS 4990 Senior Seminar in Comparative Studies	Adv	Adv	Adv	Adv	Adv	Adv
<p>CONCENTRATION CORE—MAJOR FOCUS (15 CREDITS): This core requirement is fulfilled by the development of an individualized Major Focus. This focus is determined by each student in consultation with her or his advisor. It consists of a set of five courses (at least four of which must be Comparative Studies or Religious Studies courses, and no more than two at the 2000 level) that is centered on a particular set of discourses, objects, cultural practices, or problems.</p> <p>ELECTIVES (12 CREDITS)—Should complement the Major Focus, but can add additional knowledge bases or theoretical/methodological approaches.</p>						

COURSES IN COMPARATIVE STUDIES AND RELIGIOUS STUDIES THAT FULFILL EITHER MAJOR FOCUS OR ELECTIVES

CS 2101 Literature and Society	Beg	Beg	Beg	Beg	Beg	Beg
CS 2104(H) Literature, Science and Technology	Beg	Beg	Beg	Beg	Beg	Beg
CS 2105(H) Literature and Ethnicity	Beg	Beg	Beg	Beg	Beg	Beg
CS 2214 Intro to Sexuality Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2220 Intro to South Asian Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2264 Intro to Popular Culture Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2281 American Icons	Beg	Beg	Beg	Beg	Beg	Beg
CS 2301 Intro to World Lit	Beg	Beg	Beg	Beg	Beg	Beg
CS 2321 Intro to Asian American Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2322 Intro to Latino Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2323 Intro to American Indian Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2340 Intro to Cultures of Science and Technology	Beg	Beg	Beg	Beg	Beg	Beg
CS 2341 Tech, Science and Society	Beg	Beg	Beg	Beg	Beg	Beg
CS 2350(H) Intro to Folklore	Beg	Beg	Beg	Beg	Beg	Beg
CS 2420 American Food Cultures	Beg	Beg	Beg	Beg	Beg	Beg
CS 2864(H) Modernity & Postmodernity	Int	Int	Int	Int	Int	Int
CS 3072 The Newark Earthworks	Int	Int	Int	Int	Int	Int
CS 3130H Introduction to Performance Studies Honors	Int	Int	Int	Int	Int	Int
CS 3302(E) Translating Literatures & Cultures	Int	Int	Int	Int	Int	Int
CS 3360 Intro to Globalization and Culture	Int	Int	Int	Int	Int	Int
CS 3603 Love and Literature	Int	Int	Int	Int	Int	Int
CS 3606 Quest in World Literature	Int	Int	Int	Int	Int	Int
CS 3607 Film and Literature	Int	Int	Int	Int	Int	Int
CS 3608 Representations of the Experience of War	Int	Int	Int	Int	Int	Int
CS 3645H Cultures of Medicine	Int	Int	Int	Int	Int	Int
CS 3646 Cultures, Natures, Technologies	Int	Int	Int	Int	Int	Int
CS 3686 Cultural Studies of American Popular Musics	Int	Int	Int	Int	Int	Int
CS 3808 Utopia and Dystopia	Int	Int	Int	Int	Int	Int
CS 3903(E) World Literature: Theory and Practice	Int	Int	Int	Int	Int	Int
CS 4420 Cultural Food Systems and Sustainability	Adv	Adv	Adv	Adv	Adv	Adv
CS 4021(E) Banned Books and the Cost of Censorship	Adv	Adv	Adv	Adv	Adv	Adv
CS 4597.01 Global Studies of Science and Technology	Adv	Adv	Adv	Adv	Adv	Adv
CS 4597.02 Global Culture	Adv	Adv	Adv	Adv	Adv	Adv
CS 4597.03 Global Folklore	Adv	Adv	Adv	Adv	Adv	Adv
CS 4655 Studies in Ethnography	Adv	Adv	Adv	Adv	Adv	Adv
CS 4658 (3658) Folklore of the Americas	Int	Int	Int	Int	Int	Int
CS 4661 (3661) The City and Culture	Int	Int	Int	Int	Int	Int
CS 4803 Studies in Asian American Literature and Culture	Adv	Adv	Adv	Adv	Adv	Adv
CS 4804 Studies in Latino Literature and Culture	Adv	Adv	Adv	Adv	Adv	Adv

CS 4805 Literatures of the Americas	Adv	Adv	Adv	Adv	Adv	Adv
CS 4808 (3808) Utopia and Anti-Utopia (Utopia and Dystopia)	Int	Int	Int	Int	Int	Int
CS 4822 Native American Identity	Adv	Adv	Adv	Adv	Adv	Adv
CS 4921 Intersections: Approaches to Race, Gender, Class and Sexuality	Adv	Adv	Adv	Adv	Adv	Adv
RS 3210 Jewish Mystical Tradition	Int	Int	Int	Int	Int	Int
RS 3667 Messages from Beyond	Int	Int	Int	Int	Int	Int
RS 3671 Religions of India	Int	Int	Int	Int	Int	Int
RS 3672 Native American Religions	Int	Int	Int	Int	Int	Int
RS 3673 The Buddhist Tradition	Int	Int	Int	Int	Int	Int
RS 3674 African Religions	Int	Int	Int	Int	Int	v
RS 3678 Religion and American Culture	Int	Int	Int	Int	Int	Int
RS 3679 Religion and Popular Culture	Int	Int	Int	Int	Int	Int
RS 3680 Religion and Law in Comparative Perspective	Int	Int	Int	Int	Int	Int
RS 3872H Varieties of Christianity	Int	Int	Int	Int	Int	Int
RS 3972 Theory and Method in the Study of Religion	Int	Int	Int	Int	Int	Int
RS 4873 Contemporary Religious Movements in Global Context	Adv	Adv	Adv	Adv	Adv	Adv
RS 4875 Gender, Sexuality, and Religion	Adv	Adv	Adv	Adv	Adv	Adv

COURSES FROM OTHER DEPARTMENTS THAT FULFILL EITHER MAJOR FOCUS OR ELECTIVES

Department and Course			Department and Course		
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AFRICAN AMERICAN AND AFRICAN STUDIES

2201 Major Readings in African American and African Studies	Beg	Beg	4535 Topics in Black Masculinity Studies	Adv	Adv
2218 Black Urban Experience	Int	Int	4565 Topics in African Diaspora Studies	Adv	Adv
2270 Introduction to Black Popular Culture	Beg	Beg	4571 Black Visual Culture and Popular Media	Adv	Adv
2281 Intro to African American Literature	Beg	Beg	4582 Special Topics in African American Literature	Adv	Adv
2288 Bebop to Doowop to Hiphop: The Rhythm and Blues Tradition	Beg	Beg	4921 Intersections: Approaches to Race, Gender, Class and Sexuality	Adv	Adv
3083 Civil Rights and Black Power Movements	Int	Int			
3230 Black Women: Culture and Society	Int	Int			
3310 Global Perspectives on the African Diaspora	Int	Int			
3376 Arts and Cultures of Africa and the Diaspora	Int	Int			
3440 Theorizing Race	Int	Int			

ANTHROPOLOGY

2202 (H) Intro to Cultural Anthropology	Beg	Beg	3419 Latin American Cultures and Migration in Global Perspective	Int	Int
2241 Middle East Close Up: People, Cultures, Societies	Int	Int	3525 History of Anthropological Theory	Adv	Adv

3334 Zombies: Anthropology of the Undead	Int	Int			
CHINESE					
4405 China in Chinese Film	Adv	Adv	4406 China Pop: Contemporary Popular Culture and Media in Greater China	Int	Int
EAST ASIAN					
3446 Asian American Film	Int	Int			
ENGLISH					
2264 Intro to Popular Culture Studies	Beg	Beg	4577.02 Folklore II: Genres, Form, Meaning and Use	Adv	Adv
2270 (H) Intro to Folklore	Beg	Beg	4585 History of Literacy	Adv	Adv
2277 Intro to Disability Studies	Beg	Beg	4586 Studies in American Indian Literature and Culture	Adv	Adv
3364 Reading Popular Culture	Int	Int	4587 Asian American Literature and Culture	Adv	Adv
4569 Digital Media and English Studies	Adv	Adv	4588 Latino/a Literature and Culture	Adv	Adv
4577.01 Folklore I: Groups and Communities	Adv	Adv	4595 Literature and Law	Adv	Adv
FRENCH					
2801 French Cinema	Beg	Beg	3402 Intro to Francophone Cultures	Int	Int
3202 Literary and Visual Texts of the Francophone World	Beg	Beg	3701 Intro to French Cinema	Int	Int
GEOGRAPHY					
3600 Space, Power, and Political Geography	Int	Int	3701 The Making of the Modern World		
GERMAN					
2251 German Literature and Popular Culture	Beg	Beg	3351 Democracy, Fascism and German Culture	Int	Int
3252 The Holocaust in Literature and Film	Int	Int	4670H Cinema and the Historical <i>Avant Garde</i>	Adv	Adv
HEBREW					
3275 The Holocaust in Literature and Film	Int	Int			
HISTORY					
2002 (H) Making America Modern	Beg	Beg	2750 Natives and Newcomers: Immigration and Migration in U.S. History	Beg	Beg
2070 Intro to Native American History	Beg	Beg	2800 Intro the Discipline of History	Beg	Beg
2075 Intro to U.S. Latino/a History	Beg	Beg	3017 The Sixties	Int	Int
2079 Asian American History	Beg	Beg	3020 19 th -Century American Ideas	Int	Int
2080 African American History to 1877	Beg	Beg	3021 20 th -Century American Ideas	Int	Int
2081 African American History from 1877	Beg	Beg	3040 The American City	Int	Int
2100 Intro to the Spanish Atlantic World	Beg	Beg	3070 Native American History from European Contact to Removal, 1560-1820	Int	Int

2260 European Thought and Culture, 19 th Cent	Beg	Beg	3071 Native American History from Removal to Present	Int	Int
2261 European Thought and Culture, 20 th Cent	Beg	Beg	3075 Mexican American Chicano/a History	Int	Int
2270 Love in the Modern World	Beg	Beg	3080 Slavery in the US	Int	Int
2455 Jews in American Film	Beg	Beg	3082 Black Americans during the progressive Era	Int	Int
2475 History of the Holocaust	Beg	Beg	3083 Civil Rights and Black Power Movements	Int	Int
2610 (H) Intro to Women and Gender in the U.S	Beg	Beg	3085 African American History through Contemporary Film	Int	Int
2630 History of Modern Sexualities	Beg	Beg	3630 Same Sex Sexuality in a Global Context	Int	Int
HISTORY OF ART					
2901 Introduction to World Cinema	Beg	Beg	3901 World Cinema Today	Int	Int
3605 (H) History of Photography	Int	Int	4640 Contemporary Art since 1945	Adv	Adv
3635 American Cartoons from Krazy Kat to Jimmy Corrigan	Int	Int			
INTERNATIONAL STUDIES					
4800 Cultural Diplomacy	Adv	Adv			
ITALIAN					
2053 Intro to Italian Cinema	Beg	Beg	3222 Modern Italian Media	Int	Int
2055 Mafia Movies	Beg	Beg	4225 Italian Identities	Adv	Adv
JAPANESE					
4400 Japanese Film and Visual Media	Adv	Adv			
NEAR EASTERN and SOUTH ASIAN STUDIES					
2244 Films of the Middle East	Beg	Beg	2798.01 Experiencing Everyday Life in South Asia	Beg	Beg
PHILOSOPHY					
2400 Political and Social Philosophy	Beg	Beg	2470 H Philosophy of Film	Int	Int
2450 Philosophical Problems in the Arts	Beg	Beg	3420 Philosophical Perspectives on Issues of Gender	Int	Int
RUSSIAN					
3460 Modern Russian Experience through Film (successor)	Int	Int			
SCANDINAVIAN					
3350 Norse Mythology and Medieval Culture	Int	Int	4250 Scandinavian Folklore of the Supernatural	Adv	Adv
SOCIOLOGY					
2300 Sociology of Culture and Popular Culture	Beg	Beg	3380 Racial and Ethnic Relations in America	Int	Int
2340 Sex and Love in Modern Society	Beg	Beg			
SPANISH					

2330 Reinventing America	Beg	Beg	4557.20 Intro to Other Latino Literature in the US	Adv	Adv
2332 Intro to Andean and Amazonian Cultures	Beg	Beg	4560 Introduction to Spanish-American Culture	Adv	Adv
2389 Spanish in the US: Language as Social Action	Beg	Beg	4565H Latin American Indigenous Literatures and Cultures	Adv	Adv
2520 Latin American Literature in Translation: Fictions and Realities	Beg	Beg	4580 Latin American Film	Adv	Adv
4555 (E) Indigenous and Colonial Literatures of Latin America	Adv	Adv	4581 Spanish Film	Adv	Adv
4557.10 Intro to Latino Literature in the US	Adv	Adv			

THEATRE

2341H Moving Image Art	Beg	Beg			
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WOMEN'S, GENDER, AND SEXUALITY STUDIES

2215 Reading Women Writers	Beg	Beg	4401 Asian American Women: Race, Sex, and Representation	Adv	Adv
2230 Gender, Sexuality, and Race in Popular Culture	Beg	Beg	4402 Black Women: Representations, Politics, and Power	Adv	Adv
2282 Intro to Queer Studies	Beg	Beg	4404 Regulating Bodies: Global Sexual Economies	Adv	Adv
2296H Topics in Women's Studies	Beg	Beg	4405 Race and Sexuality	Adv	Adv
2300 Approaches to Feminist Inquiry	Beg	Beg	4510 American Women's Movements	Adv	Adv
2305 A World of Genders and Sexualities	Beg	Beg	4520 Women of Color and Social Activism	Adv	Adv
2317 Gender at the Movies: Hollywood and Beyond	Beg	Beg	4524 Women and Work	Adv	Adv
2340 Si Se Puede: Latinx Gender Studies.	Beg	Beg	4560 Crossing Borders with Mexican-American and Chicana Feminisms	Adv	Adv
2550 History of Feminist Thought	Beg	Beg	4597 Gender and Democracy in the Contemporary World	Adv	Adv
3320 Topics in Women's and Gender Studies	Int	Int	4845 Gender, Sexuality, and Science	Adv	Adv
3370 Sexualities and Citizenship	Int	Int	4921 Intersections: Approaches to Race, Gender, Class, and Sexuality	Adv	Adv
3505 Transnational Feminisms	Int	Int			
4375 Women and Visual Culture	Adv	Adv			

YIDDISH

3399 The Holocaust in Yiddish and Ashkenazic Literature and Film	Int	Int			
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