

Term Information

Effective Term Spring 2023

General Information

Course Bulletin Listing/Subject Area History
Fiscal Unit/Academic Org History - D0557
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 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 with credit for Anthropology 3072 or Comparative Studies 3072
Electronically Enforced Yes

Cross-Listings

Cross-Listings Cross-listed in Anthropology and Comparative Studies

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

- Earthworks Course Proposal Syllabus, Dec 23, 2021.pdf: Syllabus
(Syllabus. Owner: Blacker, Noah)
- Newark Earthworks Course Concept, October 24, 2021.pdf: Course Concept
(Other Supporting Documentation. Owner: Blacker, Noah)
- Newark Earthworks Course submission-lived-environments DEC 2021 FORM.pdf: GE Form
(GEC Model Curriculum Compliance Stmt. Owner: Blacker, Noah)
- REVISED 3072 Earthworks Syllabus V3.1.docx: REVISED syllabus
(Syllabus. Owner: Getson, Jennifer L.)
- REVISED 3072 GE Form.pdf: REVISED GE Form
(Other Supporting Documentation. Owner: Getson, Jennifer L.)
- Curriculum Map Master (5.12.2022).doc: History Curriculum Map
(Other Supporting Documentation. Owner: Getson, Jennifer L.)

Comments

- I have submitted a revised syllabus and GE form. Please make sure that you are using the REVISED documents, as I cannot remove the other docs. I have also uploaded a curriculum map, as requested. *(by Getson, Jennifer L. on 05/12/2022 12:54 PM)*
- - If this course will be able to count in any of your major, 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 05:10 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	03/03/2022 01:43 PM	Submitted for Approval
Approved	Soland, Birgitte	03/03/2022 03:10 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	04/01/2022 05:10 PM	College Approval
Submitted	Getson, Jennifer L.	05/12/2022 12:55 PM	Submitted for Approval
Approved	Soland, Birgitte	05/12/2022 02:31 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/25/2022 04:08 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	08/25/2022 04:08 PM	ASCCAO Approval

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

A General Education Course in the Theme, "Lived Environments"
3 semester credits

Proposal, Sample Syllabus by Prof. Lucy Murphy, murphy.500@osu.edu
December, 2021

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.

This proposed 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, including a lunar observatory. Most of the major features of this sophisticated complex still stand and it is increasingly factoring into descendant communities' present lives. The site is being nominated for United Nations World Heritage status by the United States Department of the Interior.

- 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.

General Education Note: This course will be part of the "Lived Environments" Theme.

GE: Lived Environments (Theme)

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.

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.

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
ELO 1.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space.

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.

ELO 2.2 Describe how humans perceive and represent the environments with which they interact.

ELO 2.3 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:

Course Goals:

1. To introduce students to knowledge about central Ohio's indigenous people, past and present, and about ancient earthworks;
2. To consider alternative ways of approaching the study of ancient peoples and earthworks;
3. To identify contemporary issues related to studying indigenous histories and cultures.
4. To identify contemporary issues related to studying earthworks, preserving them and making them accessible to the public.
5. To expose students to a range of research methods including archival research, archaeology, oral history, art, and geophysical surveying among others.
6. 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.

Expected Learning Outcomes:

After successfully completing this course, students will

1. 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.
2. Have engaged in critical and logical thinking about the Earthworks, their builders, their history, and the contemporary issues.
3. 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. Students will be able to identify, apply, and integrate these modes of thought and inquiry to examine the topic.
4. Understand the goals and assumptions of scholars from different disciplines, and the similarities and differences in their approaches.
5. Understand the contemporary issues of access, preservation, repatriation, tourism, and cultural diversity relevant to the site.
6. Understand the local, state, tribal, national, and international politics of preservation, recognition, and World Heritage designation.

Evaluation

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

- Participation – 15%
- Three quizzes –15%

- Five discussion posts –25%
- Two exams –20%
- Final project or paper –20%, Presentation –5%.

Participation includes positive contributions to discussion, preparation for class, in-class assignments, respect for classmates and instructors, effort, and attendance. Students are expected to attend class regularly, keep up with reading assignments, and come to class prepared to participate in class discussions and activities.

Quizzes will be short answer and multiple choice. Exams will include essay questions.

Students will develop a research final project in consultation with the instructor, relevant to the topics of this course based on at least four sources, and give a presentation about it during the final class meeting.

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

Course Website/Carmen

This course has a web page on Carmen. Students should check the website regularly for readings, announcements, course resources, and other information. Go to <http://carmen.osu.edu>.

Email: The professor will sometimes communicate with students via your OSU email account. Please make sure you check this account regularly and that you keep your account under quota. Students may use email to contact the professor outside of class.

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 – no more than 2 unexcused absences – each additional unexcused absence lowers your grade by 10%.

Tips for Success:

- Keep up with the reading. Keep a dictionary at hand (or on your cell phone) to build your vocabulary.
- Take good notes in class and on the readings.
- Go over your class notes soon after each class to review the material.
- Ask questions. Contribute to class discussions.
- Stop by your professor's office for extra help or just to chat.
- You can get writing help for any class at the OSU Newark Writer's Studio in Warner Hall. <https://newark.osu.edu/students/support-services/the-writers-studio/>
- Want to improve your study skills? Our Learning Specialist, Mr. Avila-Medina, has some

materials posted online that can help you. Go to this web site: <http://www.studentlingo.com/cotc-osun>. You can also get extra help through his office. Make an appointment: <http://newark.osu.edu/students/support-services/learning-skills-specialist.html>

- **If English is not your first language**, you can get English Language Learner mentoring and tutoring here on the Newark campus. Call 740-366-9168 to make an appointment.

Disability: I am happy to accommodate students who have any kind of disability. If you need accommodations due to a disability, you must first register with the Office for Disability Services (ODS) at 226 Warner Center, (740) 366-9441. After you receive your authorized accommodation from ODS, you should show me your access plan and discuss your needs with me. Ideally, we should meet in my office within the first two weeks of class.

IMPORTANT: About plagiarism and other academic misconduct:

All assignments must be **your own work** and must be in **your own words**. Use quotation marks when borrowing someone else's phrases, and **give your sources**. Avoid long quotations. When in doubt, ask the professor for assistance. **Do not copy phrases, sentences, or any other text from any source, including web sites, without using quotation marks and citing the source properly. If you have any questions about this, ask Prof. Murphy or seek help in the writing lab.**

- **University rules about plagiarism and other academic misconduct:**

"Academic misconduct is defined in the Code of Student Conduct as 'any activity that tends to compromise the academic integrity of the university, or subvert the educational process.' Examples include but are not limited to violation of course rules, submitting plagiarized work, knowingly providing or receiving information during exams or quizzes, and other such acts of academic dishonesty.

"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. Any student suspected of engaging in academic misconduct as set forth in section 3335-23-02 of the Code of Student Conduct will be reported to the Committee on Academic Misconduct.

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 (<https://trustees.osu.edu/rules/code-of-student-conduct/3335-23-04.html>).

Here is a direct link for discussion of plagiarism: <https://cstw.osu.edu/writing-resources/paper-content-and-organization/plagiarism>

Tips for Good Discussion

- Be prepared for class. If you are not prepared, don't try to fake it.
- Do participate in each class discussion with comments, questions, and/or suggestions.
- Speak to the whole class, not just to the professor.
- Do not chat with a neighbor during lectures. This is rude, distracting, and immature.
- Do not run on and on. Give others a chance to participate.
- Encourage others to participate. Ask what others think.
- Explore alternative interpretations.
- Be respectful of other points of view, but don't be afraid to disagree. Disagreement can be very

good for the learning process.

- Give examples and details from readings, films, etc.
 - Try to keep a sense of humor, where appropriate.
 - If you miss a class, you are not participating. Each absence will reduce your participation grade.
-

PLEASE TAKE CARE OF YOURSELF (Mental Health Statement):

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

Free counseling and help are available. If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting or calling **740-364-9578 at Newark Campus**, or 614-292-5766 at Columbus Campus.

Information about Counseling at Newark Campus and hotlines:
<https://newark.osu.edu/students/student-life/counseling-services/>

Columbus Campus CCS (ccs.osu.edu) is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614- 292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24 hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273- 8255); or text (4hope to 741741); or at suicidepreventionlifeline.org.

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 Outline

Week 1: Course Introduction, Native Peoples of Ohio, Origin Stories

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, format revised 2019. Retrieved from <http://publications.newberry.org/indiansofthemidwest/>

Week 2: Geology/Geography/Climate of the region. Field Trip 1 to the Earthworks.

What was it like here 2,000 years ago and more? How do those characteristics compare to now?
Possible guest speaker: Prof. Ken Madsen, Geography
Read: Robert A Cook, *Continuity and Change in the Native American Village*, Chs. 1, 5

Week 3: Ancient peoples, migrations and lifeways. Co-development of cultures and landscapes.

How did people modify the landscape and vice versa? Archaeology. Guest speaker: Prof. Rob Cook, Anthropology
Read: Cook, *Continuity and Change in the Native American Village*, Ch. 6

AND 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.

Week 4: Hopewell communities, What were they like?

How we know: Art, Archeology, Geophysics, other

Read: Christine Ballengee-Morris, “Indigenous Aesthetics: Universal Circles Related and Connected to Everything Called Life.” *Art Education*, 61(2), 2008. pp. 30 – 33. Retrieved from <http://dx.doi.org/10.1080/00043125.2008.11651139>
AND 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
AND Romain, William F. and Jarrod Burks. “LiDAR Assessment of the Newark Earthworks,” *Current Research in Ohio Archaeology*, 2008, Ohio Archaeological Council, www.ohioarchaeology.org. Retrieved from <https://ohioarchaeology.org/39-resources/research/articles-and-abstracts-2008/261-lidar-assessment-of-the-newark-earthworks>

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

Guest speakers: Prof. Niles Johnson, Mathematics; Prof. Michael Stamatikos, Astronomy
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.

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

Week 6: Building Earthworks –How did they do it? What did it take? Architecture, Civil Engineering

How we know: Mapping, Archaeology, Experimentation, Surveys

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 7: Other Hopewell Era earthworks. The Great Hopewell Road.

Pilgrimage/travel/migrations. Possible Guest Speaker, Dr. Bradley Lepper, Ohio History Connection

Read: Schwarz, Kevin. “The Great Hopewell Road: New Data Analysis and Future Research Prospects.” *Journal of Ohio Archaeology*, v. 4, 2016. Retrieved from <https://ohioarchaeology.org/journal-of-ohio-archaeology/137-volume-4-2016/495-the-great-hopewell-road-new-data-analysis-and-future-research-prospects>

Later Moundbuilders – Fort Ancient/Mississippian, for example. Archaeology. Guest speaker, Prof. Rob Cook. **Possible field trip to the Sunwatch Village, Dayton, Ohio**

Week 8: Documentary Research: Studying earthworks in archives and early publications – maps, documents, newspapers, historical societies, etc. **Meet in the Library**, Guest speaker, Prof. Richard Shiels.

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 9: Central Ohio Native peoples in more recent centuries: 16th – 19th centuries, Indian Removal, Native People in Ohio since Removal. Possible Guest Speaker, Prof. John Low.

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 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.

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.
AND: 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.

Week 11: Local and State Politics and the Newark Earthworks: Ohio Historical Society, Friends of the Mounds, Newark Earthworks Center, World Heritage Ohio, etc. Possible Guest Speakers, Marti Chaatsmith, Prof. Christine Ballengee Morris, Prof. Richard Shiels

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

http://www.ohiohistory.org/File%20Library/Museum%20Historic%20Sites/2014_HistoricSiteMgmtPlan.pdf

Week 12: National and International Politics: United Nations, UNESCO, World Heritage, Tourism. Possible guest speaker: Jen Aultman, Ohio History Connection.

Read: United Nations Educational, Scientific, and Cultural Organization (UNESCO) web sites: <https://en.unesco.org/>; <https://whc.unesco.org/>

Week 13: Public history, Earthworks depictions in museums, etc. How are exhibits, websites, and signs crafted? What do they communicate? What about guided tours? How might they be improved? **Field trip 2 to the Earthworks.** Possible Guest Speakers Prof. John Low, Prof.

Elizabeth Weiser

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 14: Teaching about Newark Earthworks in K – 12, postsecondary, and other. How are students learning about the Earthworks and the people who built them? How can teaching be improved about them? Possible guest speakers: Prof. Binaya Subedi, Prof. Christine D. Warner

Read: Christine D. Warner, “Teaching Teachers about the Newark Earthworks.”

Week 15: Native People and Earthworks today; Contemporary issues: Native American Graves Protection and Repatriation Act, partnerships in inquiry and advocacy, collaboration, other. Current Native people and issues.

View online: OSU Newark Earthworks Center, selected oral history interviews about the Earthworks.

FINAL PRESENTATIONS BY STUDENTS: Share your final project with classmates.

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

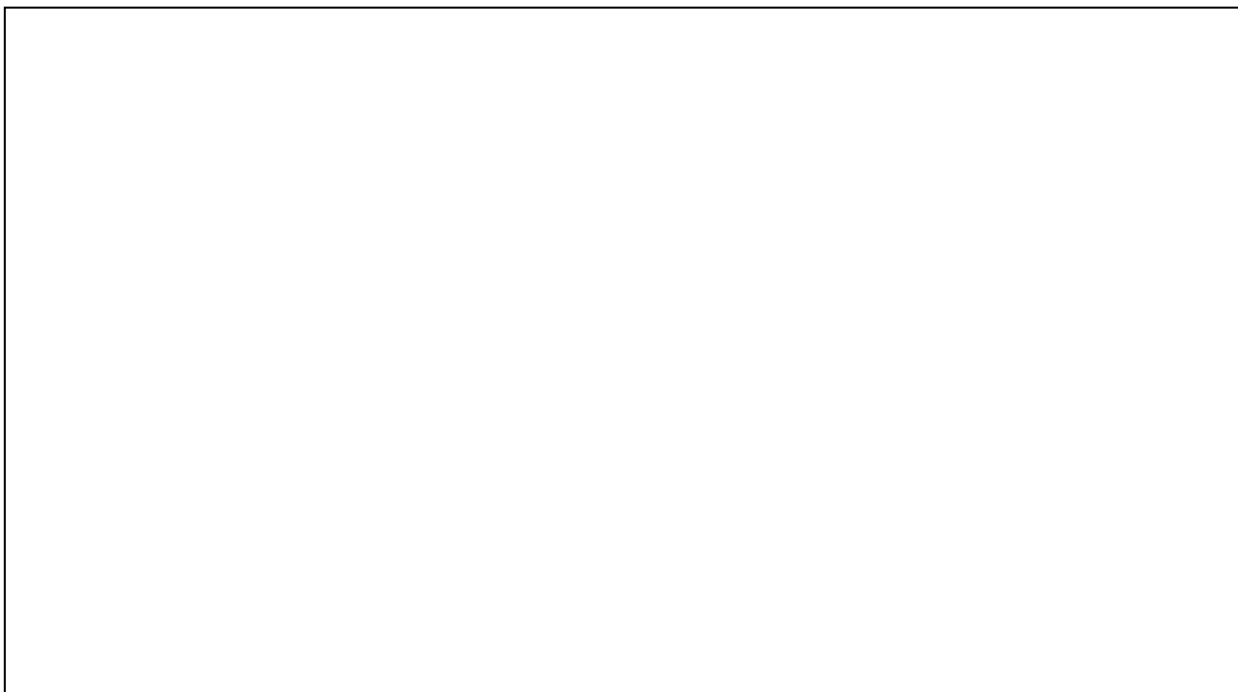
In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

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

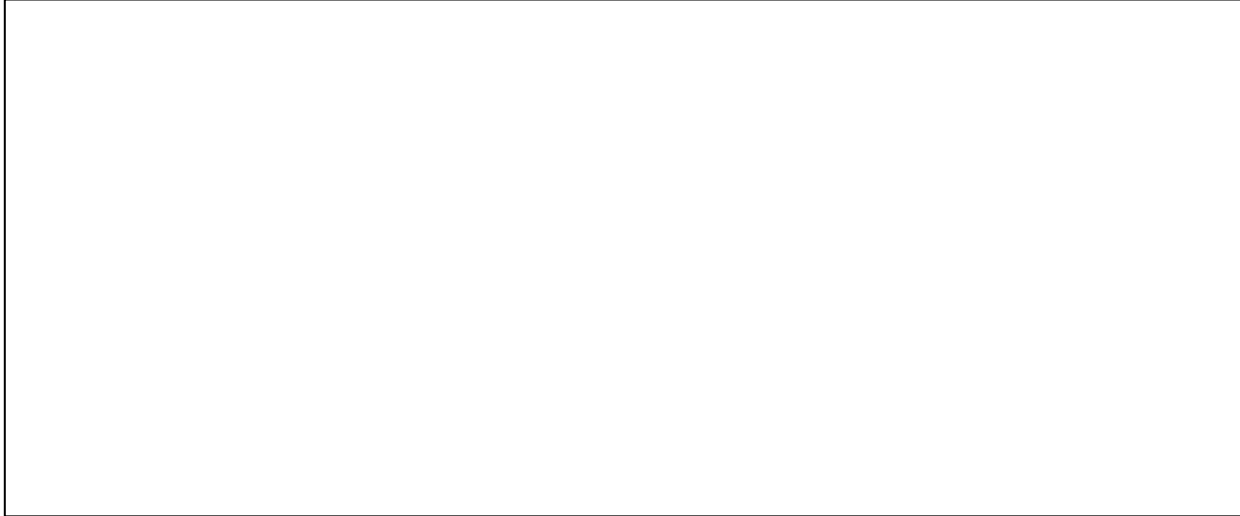
GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

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.