Memorandum

To: Professor Terry Conlisk, Chair
   University Research Committee

From: W. Randy Smith
      Vice Provost

Subject: Proposal to Establish The Newark Earthworks Center

Date: February 1, 2006

As a follow-up to our recent discussions, I submit to you a proposal led by the faculty from OSU-Newark, but with input from the faculty at the Columbus campus, to establish The Newark Earthworks Center. This is a distinctive proposal on several levels, notably as the first emanating from a Regional Campus.

The principle contact for this proposal is Professor Richard Shiels (740-295-9249) or shiels.1@osu.edu).

Center/institute proposals are reviewed in detail by the Council on Academic Affairs (CAA) but with input from the University Research Committee.

Subcommittee C of CAA completed a review of the proposal earlier this academic year and as a result some editorial changes were made.

I now ask that the University Research Committee review the proposal and forward any reactions/suggestions – including suggested revisions - to Professor Shiels and me. When the Committee has completed its review it should send its recommendation to the Council on Research and Graduate Studies for formal action. With that information, Subcommittee C will determine when the proposal can be brought to the full Council on Academic Affairs.

If you have any questions/comments, please contact me.

cc: Robert McGrath, Vice President, Office of Research
Memorandum

To: Council on Academic Affairs
   Subcommittee C

From: W. Randy Smith
      Vice Provost

Subject: Proposal to Establish The Newark Earthworks Center

Date: February 28, 2005

Attached is a proposal led by faculty from OSU-Newark but with input from faculty at the Columbus campus, to establish The Newark Earthworks Center. This is a distinctive proposal on several levels notably as the first emanating from a Regional Campus.

Please ensure that, in your view, the proposal adheres to the Guidelines for the Establishment and Review of Academic Centers (enclosed).

The contact for this proposal is Professor Richard Shiels (740-295-9249 or shiels.l@osu.edu)

Note that:

i) external letters of support are being solicited and will be provided to you when they arrive. That situation should not prevent your initial discussions of the substantive content of the proposal.

ii) this proposal will be reviewed simultaneously by the Research Committee and once I have its reactions, I will provide them to you.

If you have any questions/comments, please contact me.
GUIDELINES FOR THE ESTABLISHMENT AND REVIEW OF ACADEMIC CENTERS
(See Faculty Rule 3335-3-36)

There is no mandated format for an academic center proposal. Each proposal should provide the information requested below in a clearly labeled paragraph. The letters following some items refer to sections of the Faculty Rule on Academic Centers (Rule 3335-3-36).

I. Procedure

A. Submit proposals to establish academic centers to the Council on Academic Affairs. The chair of CAA and the provost's designee will determine that proposals are complete and ready for formal consideration.

B. If the proposed center has a research and/or graduate education component, the proposal will be sent to the Council on Research and Graduate Studies for comment. The university research committee will study the relevant issues and will present them to CRGS. Opportunity will be provided to revise the proposal to address comments received from CRGS and/or URC.

C. CAA deliberation begins at this point. CAA is the first step in the approval process: CAA recommends to the Senate, which recommends to the Board of Trustees, which is empowered to establish academic centers.

II. Rationale

A. Describe the specific goals and purposes of the center. Explain how the University will benefit from the center and which missions of the University (teaching, research, service) will be served, and in approximately what proportions.

B. Why is a center necessary? Explain why the goals of the proposed center cannot be met within existing academic units. Describe the interdisciplinary nature of the center.

III. Membership/Involvement

A. What will be the roles of faculty, staff, and students in the center? How will graduate students (if any) be supported?

B. What are the criteria for selecting the center's charter faculty and staff? List and append short CVs (e.g. 2 pages, emphasizing center-related activities) for faculty expressing an interest in associating with the center. Indicate the percentage of time each charter member will devote to the center. Chairpersons of faculty planning to participate in the proposed center should approve of faculty involvement in writing.

C. Who will be the interim center director and what criteria led to that choice? If the interim director will not become the permanent director, what criteria will be used to select the permanent director? If a permanent director has been identified, describe his or her qualifications. Append CVs or resumes for the interim and/or permanent director.

IV. Administration

A. Propose a pattern of administration for the center. Organizational charts may be helpful.

B. Describe the proposed responsibilities of the center director.

C. Suggest a composition and function of the Oversight Committee.

D. Suggest and justify a "reporting line". To which dean, group of deans, or vice president should the center director report (C, D)
V. Initial Budget and Funding Sources

A. What is the projected timetable for establishing the center?

B. Itemize the expected budget for the first year of operation. Identify funding sources, and one-time and recurring costs. What existing or new equipment, space, and facilities are needed to launch the center? Where will the center be housed?

C. What are the possibilities for external funding of the center's research activities and/or operation? If proposals are being prepared, state submission deadlines and funding agencies.

D. How will indirect costs generated by collaborative proposals be credited to participating units?

VI. Evaluation

Propose specific criteria and benchmarks against which one can measure the successes and failures of the center in meeting the goals described in Section I.A (above). The center will be reviewed after no later than eight years following establishment and at four year intervals thereafter, the review to include input from peers at centers and institutions external to The Ohio State University. Where appropriate, reviews of centers will be coordinated with reviews of departments, schools, colleges, or other academic units or programs. A performance analysis based on these proposed criteria and benchmarks should appear in the director's annual report and in the review reports, and will be a major factor in making a recommendation for the continuation or termination of the center. (G, I)

VII. Letters of Support for the Center Proposal

Include specific commitments to the center, e.g. space, equipment, personnel, and funds. Correspondents should have had an opportunity to read and comment on the proposal.

A. From the Council on Research and Graduate Studies, if the center has a research and/or graduate education component.

B. From interested department chairpersons, deans, and/or other units of the University with activities overlapping those of the proposed center, especially units that might commit or receive funds should the center be created.

C. From a group of external reviewers, some nominated by faculty proposing the center, others to be chosen by the Office of Research. The center proposal should include a list of potential external reviewers, with names, addresses and phone numbers.

D. From interested parties outside of the University (e.g. business, health, governmental, educational, or community interests) including external funding sources, as appropriate.

E. From directors of centers with similar emphases at other universities, to document the effectiveness of such centers.

Adopted by Council on Academic Affairs from the ad hoc Committee's Report on Centers and Institutes, 1987
Revised by the Council on Academic Affairs on February 16, 1994.
Revised by Council on Academic Affairs, 11/15/95
Revised by Council on Academic Affairs, January 8, 1997
Revised by Council on Academic Affairs, April 2, 1997
December 28, 2004

Dr. Randy Smith, Vice Provost
Curriculum and Institutional Relations
Office of Academic Affairs
230 Bricker Hall
190 North Oval Mall
CAMPUS

Dear Randy,

In the autumn of 2003, Lucy Murphy, Dick Shiels, and myself met with you to discuss creating a center of research at the Ohio State University Newark campus. We were encouraged by your enthusiasm for the ideas we discussed last year. It is with great pleasure that we submit the Proposal for the Establishment of the OSU Newark Earthworks Center.

Bill MacDonald will send his support letter under separate cover. There are a several letters of support promised from scholars that have not yet arrived in our office. They include letters from: Al Tonetti, Ohio Archaeological Council; John Hancock, CERHAS at University of Cincinnati, Brian Hosmer, the Committee for Institutional Cooperation American Indian Studies Consortium; Victoria Bomberry of University of California at Riverside; R. David Edmund, University of Texas at Dallas; Joel Martin, the Center for Native Studies, University of California at Riverside. These letters are listed in the section "Letters of Support."

Last week, I talked with Joyce Rankin about the affiliated faculty CVs. We have included the full length CVs that the professors gave to us, and we would like to request that they be placed on file with the Office of Academic Affairs. Including them in the proposal results in a document with an excess of 100 pages. For that reason, the Charter and Affiliated Faculty CVs are located behind the proposal document.

Please contact any one of us if you have comments or concerns. Thank you for your support on this endeavor.

Sincerely,

Martha L. Chaatsmith, Coordinator
Newark Earthworks Initiative
740-364-9574

cc: Bill MacDonald
Lucy Murphy
Richard Shiels
Katherine Borland
A Proposal to Establish

The Newark Earthworks Center
[NEC]

Submitted for Approval to

The Council on Academic Affairs
and

The Research and Graduate Council

Proposed by the Newark Earthworks Initiative

August 15, 2005
Nearly 2,000 years ago American Indian people built a huge earthen octagon and aligned it to the sky. Careful observers of the heavens, they must have understood the complex 18.6-year lunar cycle. The walls of the earthwork they built predict every significant transition in the cycle. In every generation there are a handful of nights when one can see the moon rise over the central axis of the Octagon. Be a part of this remarkable conjunction of heaven and earth. Educational programming is scheduled on the Ohio State University Newark Campus through the fall. Programming includes lectures, workshops and artistic displays. The best opportunity to view the moonrise will be:

Saturday, October 22, 2005  Newark Earthworks Day
Table of Contents

Introduction and Overview

I. Rationale
   A. Necessity for the Proposed Center
      1. Benefit to the University
      2. Five-Year Development Plan
   B. Purpose and Goals
      1. Multidisciplinary Research
      2. Undergraduate Education Enrichment
      3. Teacher Training and Support
      4. Outreach

II. Membership/Involvement
   A. Roles of Faculty, Staff, and Students
   B. Criteria for Selection of Associated Faculty and Staff
   C. The Director

III. Administration
   A. Pattern of Administration
   B. Responsibilities of the Director
   C. Faculty Oversight Committee
   D. Reporting Line
   E. Executive Committee
   F. NEC Community Advisory Board

IV. Initial Budget and Funding Sources
   A. Timetable
   B. Initial Budget and Funding Sources for the Center
   C. External Funding
   D. Indirect Costs

V. Evaluation

VI. Conclusion

VII. Lists of Letters of Support
    A. Council on Research and Graduate Studies
    B. Interested/Overlapping Units
    C. Potential External Reviewers
    D. Centers with Similar Emphases and Noted Scholars
    E. Interested Parties in the Columbus Community
    F. Affiliated Faculty
VIII. Appendices

A. Oral Histories Project 28
B. 2005 Events Planned for Moonrise 29
C. Five-Year Development Plan 30
D. Affiliated and Charter Faculty Curriculum Vitae 33
E. Executive Committee Curriculum Vitae 34
F. Organizational Chart 35
Newark Earthworks Initiative Executive Summary

"Hear me! A single twig breaks, but the bundle of twigs is strong"
~ Tecumseh, Shawnee, 1795

Nearly two thousand years ago, the Newark Earthworks were built to be a place where people gathered from great distances - in short, a center. For centuries, it drew visitors from many hundreds of miles to pray, to exchange ideas, knowledge, and trade items. The earthworks that remain attest to their knowledge of engineering, astronomy, and geometry. Today, relatively little is known of the people who built the Newark Earthworks, or of the succeeding generations of American Indians who lived in this area before the 16th century.

The Newark Earthworks Initiative represents the combined efforts of many different communities and individuals to create a center which will focus on two related topics that inform each other: the study of pre-contact history, including the earthworks, and the study of Native American histories and cultures. The center will become an intellectual and communications center for activities relating to the histories of American Indians from ancient times to the present. NEI programming promotes multidisciplinary research, enriched undergraduate education, teacher training and support, and outreach to a variety of communities. The center will explore and enact the ways in which faculty, staff, organizations, and individuals can work together to create an inclusive model of collaborative and participatory educational projects that contribute and benefit Ohio's communities.

In pre-colonial America, Ohio was a crossroads for American Indian people and cultures. Ohio's lands figured prominently at critical junctures during the historical expansion of the United States of America. The proposed center links two great resources: the university and the earthworks. The proposed Newark Earthworks Center will be the first Center at Ohio State to focus on Native American histories and cultures.

Objectives:
- Promote multidisciplinary research connections
- Enrich the undergraduate educational experience
- Improve teaching resources about Native American Earthworks, histories, and cultures
- Create partnerships to accomplish the center's goals throughout Ohio and the Midwest
A Proposal to Establish

The Newark Earthworks Center

Introduction and Overview

Nearly two thousand years ago, the Newark Earthworks were built to be a place where people gathered from great distances - in short, a center. These earthworks are the largest complex of geometric earthworks ever built. For centuries, it drew visitors from many hundreds of miles to exchange ideas as well as goods, to pray, and to tell their stories and their histories. The features that remain attest to their knowledge of engineering, astronomy, and geometry. Today, relatively little is known of the people who built the Newark Earthworks, or of the succeeding generations of American Indians who lived in this area before the 16th century. The Newark Earthworks are one of the greatest cultural resources in central Ohio. Professor Christopher Scarre of Cambridge University includes the Newark Earthworks in a book entitled *The Seventy Wonders of the Ancient World* (1999). Only two other sites in the United States are included: Cahokia in Illinois and Chaco Canyon in New Mexico. Both are well-established sites for study by scholars across many disciplines.

The largest regional campus of the Ohio State University is also in Newark, located near the earthworks. Ohio State University has offered classes in Newark since 1957; the first building on the Newark campus opened in 1968. Today student enrollment numbers over 2,300 students and there are 78 full-time faculty members. A broad array of courses are offered, including four year programs in English, History, and Psychology, as well as a Masters program in Education. The proposed Center would link two great resources: the university and the earthworks.

The proposal to establish the Newark Earthworks Center is the culmination of four years of effort by faculty representing many disciplines. During this time, a core group of Ohio State University-Newark faculty directed their teaching, research, and service activities toward two related topics: the Newark Earthworks and the study of American Indian history and culture. The proposal is also a response to challenges from two academic leaders. Ohio State University-Newark Dean/Director William MacDonald challenged the Newark faculty in the autumn of 2002 to develop an institute for interdisciplinary teaching and research that would give Ohio State University-Newark a unique identity. During that same quarter, President Karen Holbrook visited Newark and urged the faculty to develop programs that are not currently available in the larger university. In addition, President Holbrook challenged the entire Ohio State University community to create distinctive educational opportunities for undergraduates, develop a twenty-first century model for university outreach and engagement, and to pursue cutting-edge interdisciplinary research.

The proposal for the Newark Earthworks Center has gained strong support from the Ohio State University-Newark Campus. The Faculty Assembly voted to endorse the effort to create a center with a focus on ancient earthworks, Native histories, and native cultures at its final meeting of 2002-2003. A committee representing several disciplines convened to work on the project.
Dean MacDonald appointed Professor Lucy Murphy to chair the project and provided funds to hire a part-time staff member. The Board of Trustees approved $25,000 in seed money and an additional $10,000 for the planning of an initial conference. In 2004, the OSU-Newark administration and faculty again endorsed the Newark Earthworks Initiative when $62,000 was awarded from the Regional Campus Interdisciplinary and Collaborative Grant. In September 2005, the Newark Earthworks Initiative will host the Council for Institutional Cooperation (CIC) American Indian Consortium annual meeting. NEI will host October 22, "Newark Earthworks Day" on the OSU-Newark campus to educate the public about the earthworks and Ohio's pre-colonial history. On November 19, NEI will host the Ohio Archaeological Council's symposium on earthworks, also on the OSUN campus.

I. RATIONALE

A. Necessity for the Proposed Center

The Newark Earthworks Center will be the first Center at Ohio State to focus on Native American histories from ancient times to contemporary times. This is the first time Ohio State's Office of Academic Affairs has considered any proposal to establish an interdisciplinary center on an OSU regional campus. The Center will promote excellence by the Newark faculty by creating research and teaching opportunities. It will bring scholars together through lectures, symposia, conferences, and projects. The Center's projects include plans to create courses and curricular materials for all education levels.

Ohio's ancient earthworks have not received adequate academic attention to date. In pre-colonial America, Ohio was a crossroads for American Indian people and cultures. Ohio's lands figured prominently at critical junctures during the historical expansion of the United States of America. That is especially true for the earthworks in Newark. A generation ago, archaeologists - but almost no one else - knew about Cahokia. Today every American history textbook teaches students about Cahokia. Similarly, Ohio's earthworks need to be studied and understood, and students from grades K-12 through university need to be taught about them and the people who made them. The NEC will encourage the development of new models for public dissemination of information about the earthworks.

American Indian Studies is a dynamic field in need of new paradigms. It is inherently interdisciplinary, requiring knowledge of historical and contemporary cross-cultural research. Because researchers from many fields contribute to understanding of the histories and cultures of American Indians, it is a field with great potential. Currently, no university in Ohio supports a center with this kind of focus on ancient, historic, and contemporary Native American issues, despite the central role of Native peoples in Ohio's early history. Scholarship relating to the history of Ohio can provide new perspectives on ancient and historic America. The range of scholars who might engage in research projects developed by the Center includes historians, anthropologists, artists, archaeologists, astronomers, biologists, and folklorists, legal and literary scholars, among others.

The Newark Earthworks Center will help the university achieve diversity goals. Its staff will develop and maintain relationships with American Indian organizations, tribal nations, and
individuals. Projects will be developed in consultation with groups and individuals who share an interest in American Indian research. Many formal and informal consultations with Native groups and individuals have taken place as the proposal for the center progressed. Native people and organizations have been contacting the Newark Earthworks Initiative once they learn of the NEC's programs. The Newark Earthworks Initiative currently has an American Indian team member. The activities of the NEC will encourage the hiring of Native scholars, and contribute to the diversity of the faculty at OSU by providing an intellectual home for scholars who are American Indian. Through these efforts to support cooperative and productive partnerships, the NEC will join in partnership with Ohio's American Indian communities and Native nations who have historic ties to Ohio. It is expected that together, these measures will result in collaborations between scholars, communities, and students.

The Center will also provide educators with much-needed resources and pedagogies. There is consensus about the need for research and education in American Indian studies at all levels of education in the Midwest region. In 2001 the National Endowment for the Humanities commissioned a needs assessment in preparation for creating regional humanities centers. The resulting report revealed that curriculum development in the area of American Indian studies is one of the greatest needs in Ohio, Indiana, Kentucky, West Virginia, and Michigan. The report specifically called for better teacher training and educational materials for Native American Studies. In response, Newark faculty organized a daylong conference on Native Studies in April of 2002, bringing together scholars, high-school teachers, and American Indian leaders from throughout the Midwest. Ohio State University-Newark provided significant funding for this conference. More than a dozen Ohio State University faculty and students from Columbus and Newark participated on panels. Again, participants called for the development of better pedagogies and materials for teaching about Native Americans. The proposed Center at Ohio State University-Newark is uniquely prepared to contribute to the professional development of educators and quality teacher preparation.

The Newark Earthworks Center will further serve OSU by coordinating and publicizing activities, events, and research opportunities relating to American Indian study. Currently, information related to American Indian history and culture is shared only when individual faculty members take extraordinary measures to publicize events outside of their departments. Multidisciplinary or interdisciplinary research projects and funding opportunities are rarely communicated across the university. The NEC can communicate the research interests of faculty engaged in American Indian study through newsletters and a web site. The center's activities would provide faculty many opportunities to meet like-minded scholars in conferences, symposia, and guest lectures. There is currently a need for a central place where scholars can meet to discuss American Indian studies. The NEC can provide a central place for groups of scholars to develop research projects and locate good prospects for funding. In this way, the Center could provide leadership in the advancement of research and outreach in American Indian Studies.

The Newark Earthworks Center's activities will help to maintain the momentum that is occurring at OSU in American Indian studies. During the past several years there has been an upsurge of activities concerning American Indian issues on both the Newark and Columbus campuses. The Newark Earthworks Initiative has contributed to this effort by sponsoring many speakers and contributing to the development of courses. The proposed center will continue to participate in
collaborative activities at Ohio State University involving American Indian studies. For example, the Center will contact faculty and students at all of the OSU regional campuses, so they can be involved in AIS projects. For the past two years, Newark Earthworks Initiative's faculty and staff participated in the Native students' American Indian Council's Conference and Powwow, the President's Diversity Lecture Series, the Ohio State University's American Indian Studies Program Curriculum Planning Committee, and in hosting guest lecturers with the Multicultural Center. Future activities could include partnerships with other OSU research centers and units such as the Kirwin Institute on Race and Ethnicity, the Office of Minority Affairs, the Smithsonian's National Museum of the American Indian, and American Indian research centers across the nation and the American continents.

1. Benefit to the University

The creation of the Newark Earthworks Center would establish a unique identity for Ohio State University-Newark, and invigorate the research, teaching, and service activities of the regional campus faculty. By building upon the cultural resources of the Newark area, the Center would make Ohio State University-Newark what President Holbrook has called a “campus of destination” which could draw scholars and scientists as well as students. The center's activities would enrich academic and cultural opportunities at the Newark campus by encouraging collaboration in interdisciplinary research, teaching and service among faculty in a wide range of fields, including art, anthropology, astronomy, archaeology, folklore, history and other disciplines.

Traditionally, the mission of regional campuses places greater emphasis on undergraduate teaching and community outreach than does the Columbus campus. While most Ohio State University-Newark faculty have graduate faculty standing and the campus offers Masters degrees in Education, the Newark campus is largely an undergraduate institution. OSU-Newark provides undergraduate students a personalized experience with Ohio State University's reputation for educational excellence in a small school setting. The campus also provides training and support for teachers in grades K-12. All of Ohio's regional campuses have a legal mandate to train teachers for these grades. This mandate is one of the links between the mission of the Newark Campus and the needs of communities surrounding the campus.

Today, regional campus faculty are involved in research of the highest quality. Ohio State University-Newark is in an advantageous position in Ohio and regionally to contribute the faculty's expertise to the study of ancient America and the pre-contact and post-contact eras of North America. The proposed center would promote collaboration in a field that shows great promise, but has been neglected at Ohio State University. Because of the absence of cross-discipline coordination, faculty and students have had limited opportunities to share their research interests through symposia or collaboration. The coordination and systematic development of research activities will contribute to a favorable intellectual environment, enhance student experiences, and encourage faculty retention.

The Newark Earthworks Center would provide faculty with opportunities to engage in research and participate in programs not usually available on regional campuses. The Center will contribute to the national discourse on ethics in American Indian studies and promote
partnerships between scholars, American Indian communities, and the general public. Conferences and symposia will bring visiting scholars together with Ohio State University-Newark faculty and students, increasing the visibility of Ohio State University's faculty and students among our peer institutions. The Ohio State University has already benefited from the work of Newark campus faculty who are now supporting the creation of this Center. The work of the center will build upon what has already begun.

The following courses have been developed at the Ohio State University-Newark campus:

- Arts and Sciences 101 "Ishi – The Last Yahi"
- Arts and Sciences H101 "Archaeology in Ohio"
- Arts and Sciences H101 "Native American Stereotypes"
- Comparative Studies 470 "Folklore of the Americas: Oral History Methodologies"
- History 368 "Introduction to Native American History"
- History 568.02 "Native American History since 1820"
- History 594 "Native American History in the Midwest"
- History 598.02 "The Trail of Tears"
- Humanities 294 "The Astronomy of the Newark Earthworks"
- Humanities 294 "The Newark Earthworks"
- Humanities 294 "Cahokia"
- Humanities 294 "Tecumseh and the Shawnee Prophet"
- Education 727.28 "Teaching About Ohio’s Ancient Earthworks"

Further, the following guest scholars have visited the Ohio State University-Newark Campus. These guests have provided diverse perspectives about the nature of pre-contact America, and the current debates that relate to research concerning indigenous people in historical and contemporary contexts:

- **William Dancey**, Anthropology Department, Department of Anthropology, Ohio State University
- **Ada Deer (Menominee)**, Director of American Indian Studies, University of Wisconsin, Madison, and recipient of Honorary Doctorate from the OSU School of Social Work
- **R. David Edmunds (Cherokee)**, Watson Professor of American History at the University of Texas at Dallas, and invited speaker for the Ohio Bicentennial Distinguished Lecture Series
- **Larry Emerson (Navajo)**, Educational Consultant, Navajo Nation
- **John Hancock**, Director, Center for Electronic Reconstruction of Historic and Archaeological Sites, University of Cincinnati
- **Ray Hively**, Department of Astronomy and Physics, Earlham College
• **Robert Horn**, Department of Philosophy, Earlham College

• **Craig Howe (Lakota)**, Oglala Lakota College, Anthropology and Architecture, and former Director of the D'Arcy McNickle Center for American Indian History of the Newberry Library in Chicago

• **Clara Sue Kidwell (Choctaw)**, Department of American Indian Studies, University of Oklahoma

• **Bradley Lepper**, Archaeologist, Ohio Historical Society

• **Dawn Martin-Hill (Mohawk)**, Academic Director of Indigenous Studies Program, McMaster University

• **Barbara Mann (Seneca)**, Department of English, University of Toledo

• **Jennifer Pederson (Athabascan)**, Archaeologist, Hopewell Culture National Park, Chillicothe, Ohio

• **Dolores Tapia Santha (Seneca/Comanche)**, Elder and storyteller

• **Charlene Teters (Spokane)**, American Indian artist/activist, Department of Art, Institute of American Indian Arts

Significant interdisciplinary research is also underway. In 2003, the Newark Earthworks Initiative received an Outreach and Engagement Grant to fund the Ohio Native Oral Histories Project (see Appendix A). This two-year project began in September 2004 and will result in the collection and archiving of personal narratives emphasizing the contemporary experiences of American Indian people in Ohio. Undergraduates and other individuals interested in learning about oral histories will take courses and/or workshops that will provide training in the collection and archiving of oral histories. Native Americans who are not currently engaged in university programs as researchers and participants will be welcome to participate. The second phase of the project will allow undergraduate students and Native American community members to create educational materials for K-12 classroom use. The archived oral histories and the educational materials will be available to the public, including teachers, students, researchers, and members of Native communities.

Two academic organizations have accepted invitations from the Newark Earthworks Initiative to bring their conferences to OSU-Newark in the autumn of 2005: the CIC American Indian Studies Consortium annual meeting, September 23-24 and the Ohio Archaeological Council fall meeting, November 19. Most of the presentations at these conferences will be open to the public. On October 22, "Newark Earthworks Day" will be held on the OSU-Newark campus to educate the public about the earthworks with art exhibits, earthwork tours, and dance performances. These events are scheduled to coincide with the end of the 18.6 year lunar cycle, which archaeologists have argued is embedded in the architecture of the Newark Octagon. If the proposed center is
approved by autumn quarter, these events will inaugurate the Newark Earthworks Center (See Appendix B: 2005 Events Planned for Moonrise.)

2. Five-Year Development Plan

The formal establishment of the Center is crucial to enable the Center staff and faculty to conduct external development efforts.

The initial start-up phase began in the summer of 2003 when OSU-Newark Dean William MacDonald provided fiscal and institutional support for the creation of the Newark Earthworks Center. The Newark Earthworks Initiative received a start-up budget in September 2003. Funding was also provided for the program coordinator position with temporary "special B" status. In the summer of 2004, office space, telephones, computers, and printers were provided to the Newark Earthworks Initiative. The NEI has three offices assigned to the NEI in a building equipped with conference and meeting rooms. In addition, academic and resources incentives have been available to support faculty involvement in developing the proposal for the NEC. In May 2005, Dr. MacDonald reaffirmed OSU-Newark's institutional support for the establishment of the Center by continuing the resources already in place and approving an operating budget of $25,000 for the academic year 2005-2006 and agreeing to make the program coordinator position permanent once this proposal has been approved.

While engaged in the process to create the Newark Earthworks Center, the Newark Earthworks Initiative has received funding from three sources to support research and educational events: the Bicentennial Legacy Grant, History Department ($7,000), the President's Outreach and Engagement Grant, OSU-Columbus ($64,000), and the Regional Campus Interdisciplinary and Collaborative Grant, OSU-Columbus ($62,500). Based on the response to the projects of the Newark Earthworks Initiative, we are confident that we can obtain funding to support the proposed Center's activities. Once the NEC is granted approval and formally established, an external development plan will be developed to continue funding the Center's research projects and programs through sources from outside the University.

The Center director will work with the Office of Research at the OSU-Columbus campus in order to obtain external funding. Funding will be pursued to support collaborative research by OSU-Newark faculty and to fund projects, including seminars, symposia, and the planning and implementation of the teacher resource program.

During the first years, external funding will be sought to support developing research and programmatic partnerships with scholars of American Indian Studies, communities outside the university, and OSU centers and faculty engaged in related study. Toward that end, a newsletter and web site will be established to provide a means for communications and sharing information. A special archive collection will be developed at the OSU-Newark Library.

During later years, increased efforts will be directed toward outreach development. In order to accomplish this second phase, funding to support an increase in staffing will be sought. We hope to see significant efforts to develop outreach activities between American Indian communities,
K-12 educators, American Indian Studies scholars, and the immediate surrounding community. See Appendix C for the Five-Year Development Plan in greater detail.

B. PURPOSE AND GOALS

The Center will focus on two related topics that inform each other: the study of pre-contact history, including the earthworks, and the study of the histories and cultures of American Indians. The NEC will communicate up-to-date research, and promote open dialog among scholars in diverse disciplines and between groups of interested citizens. Our objectives include multidisciplinary research, enriched undergraduate education, outreach to a variety of communities, and improved teaching about these topics in grades K-12. Strategies for achieving these goals, which will govern the work of the Center in its first few years, are already in place.

1. Multidisciplinary Research

The Center aims to stimulate creative thinking across discipline boundaries in American Indian studies. Since Newark faculty offices are not clustered by discipline, collegiality across disciplines is possible in research, program development, and team teaching. Plans are underway to provide opportunities for strengthening the research efforts of the Newark faculty through opportunities for research and course development. The Center has already initiated activities designed to inspire collaborative work include lecture series, brownbag lectures, conferences, and symposia, the creation of an oral history archives, and the acquisition of library materials.

American Indian research at the NEC will have an emphasis on the Great Lakes region, including the Midwest, Eastern Woodlands, and/or the Ohio Valley, a focus few programs have. Efforts are currently underway to hire Native American faculty and faculty engaged in research and teaching related to ancient America, particularly research about ancient Ohio cultures. In Winter Quarter 2005, the Department of Anthropology hired an archaeologist for the OSU-Newark campus with specialization in Midwest pre-contact indigenous people and their cultures.

There is a wide range of research topics to be considered:

- Pre-contact indigenous cultures and earthworks
- Knowledge held by ancient cultures and the implications for the development of intellectual traditions, arts, and systems of knowledge
- Histories that pertain to European contact, and the crucial role that Native people in Ohio played in the history of the United States beginning in the 17th century
- Federal Indian policy and contemporary legal issues
- The emergence of urban Indian populations, removal and immigration, and the creation and role of American Indian centers in the Midwest
- Histories of Native people in Ohio to the present
• Selected issues in education, economic development, and health; repatriation, preservation and control of sacred sites; Native participation in political processes, sovereignty; and cultural representation

Faculty affiliated with the Center will explore innovative methods in the research and teaching of American Indian research. The ways research and information about American Indian history and culture are collected, stored, and used will be given attention; this is an important issue in the national dialog about indigenous studies. The Center will seek to create partnerships with American Indian communities, rather than developing research and curricular materials apart from, and about them. Outreach and engagement for Native communities can mean that Native people are involved in the research process, and that outlets are created to share research in community forums.

The center will promote communications through a newsletter, a web site, and publications. Partnerships are possible with American Indian studies faculty at all of the campuses of Ohio State University, the Committee of Institutional Cooperation (CIC) American Indian Studies Consortium, Midwest scholarly conferences, and American Indian research centers across the nation, in Canada, and in Central and South America. Center projects will include film series, art exhibits, and public lectures. The Center will explore the possibility of making a regular event of American Indian Studies conferences for teachers, scholars, and Native American leaders.

2. Undergraduate Education Enrichment

Providing excellence in undergraduate education is one of the missions of the regional campuses. The study of Ohio earthworks and Native American histories and cultures has already inspired Ohio State University-Newark faculty to enrich undergraduate education in a variety of ways: through the development of new courses, student internships, and classroom enrichments, such as field trips and guest lecturers. In response to the interest in Native Studies, three new courses focusing upon Native American history have been created which are offered in Columbus as well as Newark. A series of one credit hour special topics courses on the Newark Earthworks, Cahokia, and Tecumseh have been offered on the Newark campus with strong student enrollments. Students enrolling in American History courses offered at the Newark campus include field trips to the Newark Earthworks. The Senior History Proseminar has been taught twice on the topic “The Trail of Tears.”

The center will enhance these efforts, and provide students with internships and opportunities to develop research training. Partnerships are planned with area museums, historical societies, libraries, schools, and American Indian organizations to offer undergraduate students a variety of experiences relating to history, art, and contemporary cultures. Research projects initiated by the center's faculty will include undergraduate training in ethnography, experience in event coordinating, editing and writing, and in making academic presentations. Exposure to the NEC’s activities could encourage students to pursue their own research in senior honors theses.

It is expected that service-learning projects will provide opportunities in the Newark area that are related to the earthworks, civic organizations, and educational resources. Plans are being considered for a service component linking the university to Native communities, perhaps
through assistance to Native Nations or Native organizations by sharing knowledge or creating materials related to economic development, health education and care, legal issues. Student internships are possible where students receive college credit by participating in a community project. Students could work with any of the many communities and service or educational organizations where OSU faculty and staff have established connections in the areas of community organizing, health education, or educational programs. Across the United States, other programs associated with American Indian studies have argued that this kind of service to Native communities is part of the historic mission of a land-grant university.

Diversity enhances undergraduate education. The Center will bring a fresh perspective on historic and contemporary American events through a focus on American Indian culture. In time the center should draw Native American students and faculty. The intimate campus setting allows students to have greater personal contact with faculty, guest speakers and visiting scholars during workshops, receptions, and lectures.

3. Teacher training and support

Enriching public education in grades PK through 12 has been a central part of the mandate of regional campuses since their inception half a century ago. For many years regional campuses offered only two years of classes toward graduation – except that they all offered the full four years toward graduation in elementary education. Today Ohio State University regional campuses offer a variety of four-year programs – and master’s degrees in education. The proposed center will provide teaching and learning resources for educators, students, and the Newark community through the establishment of a teacher resource program.

The center will strengthen the diversity of existing classes in education, particularly in the area of Native American history and culture. We will facilitate the professional development of teachers by exploring appropriate pedagogies. The NEC can create partnerships with schools to develop educational programs. Projects will include workshops and seminars for education students and teachers on teaching about pre-colonial Ohio history. Newark campus students, faculty, and staff will develop lesson plans, websites, videos, and other educational media. The center can provide support for teachers who wish to take their classes to the Newark earthworks and local museums.

The center will produce curricular materials for teaching about Native American history and culture in grades PK-12 by working with partners, including teachers, museums, historical societies, and American Indian organizations and/or Nations. The materials will be archived and stored at the Newark campus, and made accessible to educators through a variety of programs and activities. Conferences and workshops about teaching American Indian studies will showcase innovative methods used by teachers and developed by education students. Educational materials and research will be shared with PK-12 teachers and others interested in teaching about Native culture and history.
4. Outreach

The NEC will make a significant contribution to the Newark community by enhancing the public's knowledge and awareness of Ohio's earthworks and American Indian studies. Projects will be developed to communicate the NEC's purpose and activities, and to invite participation in the center's activities. The NEC's activities and programs will be open to interested citizens. For example, the three 2005 Moonrise Events each have a community component where educational programs will take place on the OSU-Newark campus in collaboration with the Ohio Historical Society and Newark civic groups.

The NEC will encourage the use of innovative models for outreach to communities outside of the university to develop partnerships. The outreach objectives are integral to the center's research and teaching projects. The creation of the Community Advisory Board is an important aspect of the Center's outreach efforts. Outreach efforts will be directed towards school systems and educators in the community, central Ohio residents, businesses and civic organizations, historical societies, and museums. American Indian organizations, communities, and individuals will be invited to participate in programs designed to raise community awareness about Native American histories and issues. In addition, the service-learning and student internships programs designed to enhance undergraduate education will provide working relationships with organizations outside the university.

Due to the research focus on Ohio and the Midwest, the NEC will seek to include the participation of American Indians in Ohio and American Indians with Ohio roots. The Center will lead efforts to create projects with the various Native communities in the Midwest, and will explore ways that American Indian organizations and individuals can participate in an inclusive model of collaborative and participatory research. A variety of community-based Native scholarship and programmatic initiatives will be considered to include the needs of American Indian communities. Research results can be shared in public forums. This process allows for the production of research that has value for American Indian communities well as for the academic institution.

II. MEMBERSHIP/INVOLVEMENT

A. Roles of Faculty, Staff, and Students

Faculty will be involved in the Newark Earthworks Center in key ways. Faculty members currently serve as Interim Director and executive committee members. Faculty members who are engaged in a NEI research project are designated as Charter Faculty, and currently there are five Charter Faculty members. Faculty members who wish to volunteer their time to work on committees and participate in the center's activities are designated as Affiliated Faculty. We look forward to including faculty from other universities and centers as Visiting Scholars for events or longer-term collaborations.

The Faculty Oversight Committee will consist of faculty and administrators from OSU-Newark faculty. Faculty and administrators from other Ohio State University campuses who are familiar
with substantive areas of research and events related to American Indian Studies and with the Newark campus are likely to be invited to participate as well. The Community Advisory Board may include members who are staff and students.

Students from both the Newark and Columbus campuses are closely involved with the Newark Earthworks Initiative. Students from the OSU-Newark History Club participated in all of the public programs held this year. Both independent study courses and specialized one-credit courses draw students from both OSU-Newark and OSU-Columbus; students in these classes visit sacred sites and museums. The American Indian Council, the American Indian student organization at OSU-Columbus, is in frequent communication with NEI staff and faculty, and the advisor for the American Indian Council is Professor Lucy Murphy, of the NEI Executive Committee.

The Center is expected to provide opportunities for the involvement of graduate students. This year, three undergraduate work-study students worked at the NEI. The Oral History Project grant supported a GAA, and during 2004-2005 the OHP GAA was the only graduate student working at OSU-Newark. As part of the planning and implementation of the 2005 Moonrise events, a graduate student is currently employed as a consultant, supported by the funds dedicated to the autumn projects.

The bond with the faculty and students at the Columbus campus of OSU is very strong. The Newark Earthworks Initiative actively supports the efforts currently underway to develop the American Indian Studies Program that is expected to have a home in the Department of Comparative Studies. Two members of the Executive Committee were invited to serve on the American Indian Studies Planning Committee by Dean Jackie Royster in 2004-2005. This year, candidates for Columbus campus faculty positions specializing in American Indian Studies visited the Newark campus and the Newark Earthworks hosted by OSU-Newark faculty. Faculty members from the Columbus campus regularly attend NEI programs and are consulted about programming efforts. All OSU-Newark faculty are closely connected to their home departments on the Columbus campus, as their promotion and tenure decisions reside there.

The Newark Earthworks Initiative has developed creative approaches to meet staffing and project needs to carry out various projects. The NEI periodically engages consultants who work on specific projects. Current consultants for the 2005 Moonrise project includes archaeologist Dr. Brad Lepper, a marketing team led by OSU-Columbus Professor Dan Steinberg and his graduate students, web master Thom Nelson, community outreach specialist Jeff Gill, and graduate student Sande Garner. Further, these consulting arrangements represent a deepening collaboration between the NEI at OSU-Newark and other universities and centers in the area, including partnerships with the Ohio State University School of Business, the Ohio Historical Society, Denison University, and the University of Cincinnati School of Architecture's CERHAS.

Community and student volunteers contribute to NEI projects in various ways. Community members serve on committees to help meet the needs of the NEI. The Library Committee, which consists of OSU-N charter faculty and community members, is developing policy about the management of donations and acquisitions. The Indigenous Garden Committee is planning and
implementing projects featuring Native plants. Community involvement is crucial to the work of the 2005 Moonrise Committee. Volunteers also participate in NEI's public events, such as lectures by commanding information tables, and sharing information about current projects.

B. Criteria for Selection of Associated Faculty and Staff

Faculty with substantial interests in American Indian research or in Newark Earthworks archaeology or anthropology can participate in the center's activities as either Faculty Affiliates or as Charter Faculty. Charter Faculty members are those who are actively engaged in research involving the resources of the NEC. Faculty Affiliates include faculty who are interested in participating in the center's activities by volunteering their time, but are not presently engaged in research or programming activities. Faculty associated with the center will provide guidance for the NEC's goals and mission, and expert advice to the center's staff.

Proposed Affiliated and Charter* Faculty Members of the Newark Earthworks Center (see Appendix D for curriculum vitae):

Christine Ballengee-Monis, Professor, Department of Art Education, PhD. Pennsylvania State University.

Katherine Borland*, Associate Professor, Department of Comparative Studies, Folklore (oral history, Central America, folklore, narrative) Ph.D. Indiana University.

John Crissinger, Head of Library, OSU-Newark Campus.

Alcira Duenas, Assistant Professor, Department of History (Latin American history) Ph.D. Ohio State University.

Ron Emoff, Assistant Professor, School of Music and Department of Anthropology (ethnomusicology) Ph.D. University of Texas.

Diana Erchick, Assistant Professor, College of Education, School of Teaching and Learning.

Julius Greenstein, Professor, Department of Zoology, PhD. University of Illinois.

Dan Leavell, Assistant Professor, Department of Geology (economic geology, structure/tectonics) Ph.D. University of Massachusetts.

Alan Loper, Associate Professor, Department of Mathematics (commutative rings) Ph.D. University of Wisconsin.

Lucy Murphy*, Associate Professor, Department of History (Indian-White relations on the frontier; gender, race and ethnicity; Midwest American Indian history; economic development and cultural change) Ph.D. Northern Illinois University.
Paul Panek, Professor, Department of Psychology (life-span developmental psychology, cross-cultural studies) Ph.D. University of Akron.

Richard Shiels*, Associate Professor, Department of History (American religious history) Ph.D. Boston University.

Binaya Subedi*, Assistant Professor, College of Education, PhD. Ohio State University.

Christine Warner*, Assistant Professor, School of Teaching and Learning, College of Education (interdisciplinary inquiry, Native American education, education methodologies) Ph.D. Ohio State University.

Elizabeth Weiser, Assistant Professor, Department of English (Rhetoric and Composition) Ph.D. Texas Christian University.

C. The Director

Dr. Richard Shiels, Associate Professor of History, will be the interim director upon Center approval. He will retain that position for up to two years, until the appointment of a permanent director. Dr. Shiels has been instrumental in bringing to OSU-Newark the idea of a multidisciplinary research center focusing on Ohio's American Indian pre-colonial history. Dr. Shiels exemplifies excellence in teaching, program innovation, and community leadership. Recipient of five teaching excellence awards, he built the Newark Campus Honors Program during his role as director for ten years. While Coordinator of the History department, a four-year program was established and the number of faculty increased from two to eight. Four years ago he convened a group of archaeologists, Native Americans, and educators who created the Friends of the Mounds. The Friends of the Mounds educates the public about the Newark Earthworks and advocates for the inclusion of American Indian perspectives and interpretations of Ohio's many ancient earthworks. Dr. Shiels' work in this area has been noted in both the local and national media. Last year he served on an advisory committee to the Ohio Historical Society convened to write a long-term plan for the Newark Earthworks. Dr. Shiels' research focuses upon American religious history, the feminization of American church membership, and the interaction of American Indians and Protestant missionaries in nineteenth century America. Percentage of time devoted to center: 50%. See Appendix E: Interim Director and Executive Committee Curriculum Vitae.

A director with national recognition in American Indian studies and/or a related field will be recruited to administer the Center and to provide for its continued research and service agendas, and to ensure long-term funding.
III. ADMINISTRATION

A. Pattern Of Administration

The Center will have a director, an executive committee, and administrative support staff. Other committees may be constituted as needed to meet the demands of the Center’s projects. Current staff positions are: the program coordinator, the assistant program coordinator, and a graduate administrative associate (GAA). The assistant program coordinator works under the direction of the director and the executive committee, providing general administrative support. The Oral History Project funded a graduate administrative associate (GAA), and this year she worked with charter faculty on researching American Indian centers and folklore methodology. In addition, several work-study students are employed throughout the year.

The director, consulting with the executive committee, will determine policy. The director will report to the academic dean of the OSU-Newark campus (ref. Faculty Rule 3335-3-36 C). The director will consult regularly with the faculty oversight committee (ref. Faculty Rule 3335-3-36 D). The director will appoint the members of the community advisory board and other advisory committees established to carry out specific tasks or projects. Advisory committees will operate under the direction of the executive committee.

The director will appoint faculty members to the executive committee. Currently, Lucy Murphy and Katherine Borland serve on the executive committee. The director and the executive committee divide the work by project. There are currently three major projects at the NEI. Professor Richard Shiels is directing the arrangements for the 2005 Moonrise Events. Professors Lucy Murphy and Katherine Borland are managing the Oral History Project, including the creation of the archives and spin-off projects, such as the Indigenous Garden. Marti Chaatsmith manages the OAA proposal process, and directs the daily administration of the NEI. In addition, each executive committee member is also engaged in other NEI projects that are designed to strengthen the Center upon approval. Lucy Murphy works with American Indian students and their organizations and on advancing American Indian studies at OSU. Marti Chaatsmith is responsible for outreach to other research centers, and identifying Native groups and tribal nations who have Ohio histories.

B. Responsibilities of the Director

The director should have national recognition in one or more of the areas related to American Indian studies, as well as a broad understanding of issues related to American Indian studies and the pre-contact history of North America. The center director will be primarily responsible for maintaining constructive communications and interactions with OSU administration and all constituents of the Center. The director should be an effective spokesperson for the Center's mission. The director will be responsible for overall center operations, fiscal accountability, and for providing leadership to the staff and students working for the center. The director will receive support from the executive committee and will consult regularly with the faculty oversight committee. The director will be appointed by the OSU-Newark Dean, in consultation with the faculty, for a three-year term, which may be renewable.
C. Oversight Committee

The NEC will have a Faculty Oversight Committee nominated by the OSU-Newark Dean and approved by the Center's faculty (ref. Faculty Rule 3335-3-36 D). Its responsibility will be to carry out the evaluation mandated in section V below, to offer advice on relevant activities, and to approve any substantive changes in the center's functions or practices. The director will consult regularly with the OSU-N Dean and the faculty oversight committee. The majority of the faculty oversight committee will consist of regular faculty, and affiliated faculty and/or administrators from academic units involved with the NEC, with an emphasis on faculty with expertise in areas that inform the study of Native cultures and histories.

D. Reporting Line

The director of the Newark Earthworks Initiative reports to the Dean of OSU-Newark, who has played a major role in the development of the Newark Earthworks Initiative. It is proposed that the Newark Earthworks Center will continue to report to the Dean at OSU-Newark.

E. Executive Committee

The executive committee will consist of two or more faculty and the program coordinator. The purpose of the executive committee is to provide the director with support in policy development, project selection, and project management. The director will appoint members to the executive committee for two-year terms. Appointments may be renewed. The executive committee will consult with the community advisory board, and charter/affiliated faculty. The executive committee will review suggestions and concerns from the community advisory board and the charter and affiliated faculty. The executive committee will consult with committees constituted by the director. Unpaid community scholars will consult with the executive committee.

The rationale for the employment of an executive committee is derived from the evolution of the plans for the center. The vision and most of the initial work involved in creating the Newark Earthworks Center came from Drs. Shiels and Murphy. Their shared research and teaching interests in the prehistory of Ohio and the origin of the earthworks resulted in this effort. Another reason for the emphasis on collaboration results from the way faculty work on regional campuses. OSU-Newark faculty offices are located in very close proximity with faculty from different departments; they do not have offices within their respective departments. In addition, the regional campus is relatively small. Both of these conditions encourage frequent, informal meetings, collegial interactions, and formal and informal collaborations.

The current membership consists of two charter faculty members and the program coordinator. The initial Executive Committee for the proposed Newark Earthworks Center will consist of Lucy Murphy of History, Katherine Borland of Comparative Studies, and Program Coordinator Martha L. Chaatsmith. Curriculum vitae are in Appendix E.

Lucy Eldersveld Murphy, Associate Professor of History brings to the proposed center research experience with the histories of American Indians in the Midwest, and in teaching both Native
American history and historical methods. Her research focuses on the history of Native Americans in the Midwest, especially on issues of Indian-white relations and intermarriage, economic development and cultural change. Her book, A Gathering of Rivers: Indians, Métis, and Mining in the Western Great Lakes, 1737-1832 (University of Nebraska Press, 2000) was critically acclaimed and received the Shambaugh Award from the Iowa Historical Society. Her current research project focuses on the mid-nineteenth century, and is supported by a National Endowment of the Humanities fellowship and several Ohio State University grants. Dr. Murphy's efforts at curriculum development resulted in the creation of three new undergraduate courses in Native American history and a graduate readings class. In addition, when the CIC American Indian Studies Consortium was created, she and other Ohio State University faculty members developed the committee for Native American Studies interest group and wrote a proposal for the development of a Native American Studies program for Ohio State University, which is now in the planning process through the federated colleges of Humanities, Arts, and Social Sciences. Percentage of time devoted to NEC: 20%.

Katherine Borland, Associate Professor of Comparative Studies, is a folklorist specializing in Oral History and Oral Narrative Research. She recently completed Creating Community: Hispanic Migration to Rural Delaware (Wilmington, DE: Delaware Heritage Commission, 2001), which presents excerpts of the immigration narratives of Spanish-speaking people in Southern Delaware. Creating Community represents part of a larger project initiated by the MidAtlantic Arts Foundation and funded by the National Endowment for the Arts to map and document traditional communities on the Delmarva Peninsula. Dr. Borland has published an often-anthologized article about ethnographic methodology in addition to several folklore studies. Dr. Borland's interest in this project stems both from her general research interest in oral history and from her interest in experiential pedagogy. She regularly teaches students about the practicalities and ethics of field research in her Introduction to Folklore and sophomore Writing classes. She created and led the first international service learning experience at Ohio State University, The Nicaragua Service Learning Project, in conjunction with a course on Development Theory. Having worked with indigenous organizations and communities in Central America, as well as museums, arts organizations and nonprofit community organizations in the United States, Dr. Borland is sensitive to the importance of respectful and mindful research, outreach, and engagement with non-academic communities. Percentage of time devoted to NEC: 15%.

Program Coordinator Martha L. Chaatsmith, ABD in Sociology, has lectured extensively on American Indian history, culture, and contemporary issues. She recently developed a course on Native cultural resurgence and powwows for the Department of Art Education. Her publications include contributions to the Dictionary of American History and the Department of History's forthcoming Retrieving the American Past. Her research interests include inequality, education, pre-colonial American history, and Native issues in historical and contemporary contexts. Ms. Chaatsmith has twenty years of experience working on Native issues in higher education. She has been on the forefront of Ohio State University's efforts to broaden its diversity mission to include American Indian students, staff, and faculty. An enrolled member of the Comanche Nation of Oklahoma with Choctaw and European ancestry, she was co-founder of the Native student organization the American Indian Council, was the first Native GAA in the first office established to serve Native students, and the first coordinator for American Indian Student
Services in Student Affairs. She is participating in the planning process for the American Indian Studies program through the federated colleges of Humanities, Arts, and Social Sciences.

F. NEC Community Advisory Board

The NEC will have a Community Advisory Board. The Community Advisory Board is designed to advise the executive committee about issues related to the outreach goals and research focus of the NEC. The executive committee will nominate members to the Community Advisory Board, and the director will approve member appointments. The executive committee will direct the CAB. Members will serve one-year terms, which may be renewed. The Community Advisory Board will consist of faculty, administrators, community organization representatives, Native individuals, and other partners. Members are required to have a commitment to the ideal of the collaborative nature of the work of the center, and demonstrated interest and experience related to the goals of the NEC.

IV. INITIAL BUDGET AND FUNDING SOURCES

A. Timetable

The center will be formally established as soon as approval is granted. Many of its activities have been well underway since the 2002-2003 academic year. It is hoped that formal approval will occur by the end of Summer Quarter 2005.

Following a phase of consultation with colleagues and community representatives (May 2002 to August, 2003) the development of the center began formally in Autumn Quarter 2003 under the auspices of the Office of the Dean at Ohio State-Newark. The establishment of the NEC is proposed for Summer 2005. The events being planned for Autumn 2005 will inaugurate the Newark Earthworks Center should approval be granted that time. The immediate goal of the NEI is to have a foundation of policies and plans, research projects and collaborative events for the research faculty to continue to build upon once this proposal is approved.

B. Initial Budget and Funding Sources for the Center

For the past two years the proposed center has received funding through Dean William MacDonald, Ohio State University-Newark totaling approximately $80,000. These funds have covered administrative staff time to support the proposal process, cut to support programming, such as speakers and meetings, and to support planning of the 2005 Moonrise Event. Dean MacDonald has also provided office space and equipment. For the past year the Newark Earthworks Initiative has been housed in the Baker House on the Ohio State University-Newark campus, and once approved, the Center will continue to occupy three offices in Baker House and to enjoy the use of two meeting spaces in that house.

The proposed Newark Earthworks Center has received both short-term and long-term support from OSU-Newark. Dr. William MacDonald, Dean at OSU-Newark has agreed to underwrite the costs of administration and overhead during the transitional period in which the Newark Earthworks Initiative is seeking designation as a center. The administration and faculty
at OSU-Newark have indicated support of the proposed Center in several ways. First, the Dean has considered the NEC as an investment that will benefit OSU-Newark in terms of research opportunities for faculty, outreach to the Newark community, and student enrichment. Second, the decision to provide initial start-up funding in 2002-2003 was made with formal support from the faculty of OSU-Newark. In late 2004, faculty comments were requested on two proposals for the President Holbrook's Regional Campus Interdisciplinary Fund, and the total amount allocated to OSU-Newark was awarded to the NET's Moonrise 2005 Events proposal. Third, beginning fiscal year 2004, the (Special B status) personnel costs for the Program Coordinator position has been included as a line item in the Dean's administrative annual budget. The proposed Newark Earthworks Center has consistently received strong faculty support and demonstrated institutional commitment for the past 3 years.

A series of successful grant applications were approved in 2004-2005 totaling $208,200. These funds have supported the Oral Histories Project, the 2005 Moonrise Event, course development, and library acquisitions.

Local/regional funding efforts 2004-2005 (does not include NEI Operating Funds):

OSUN Board of Trustees 35,000
Regional Campus Interdisciplinary and Collaborative Grant, OSU-Columbus 62,500
Oral History Project Excellence in Engagement Grant 65,000
Bicentennial Grant – OSU History 7,500
Moonrise: Denison University 5,000
Moonrise: Multicultural Center and American Indian Studies at OSU 4,200
Moonrise: Licking Co. Convention and Visitor's Bureau 3,000
Licking Co. Archaeology and Landmarks Society 2,000
Multicultural Center OSU- Columbus for Moonrise events 4,000
Ohio Humanities Council Funding proposal for Moonrise Events (pending) 5,000
Cecil Mauger Trust 15,000
Total: $ 208,200

C. External Funding

External funding prospects are excellent for the support of specific activities relating to American Indian research, including archaeology. The Newark Earthworks Center will initiate funding proposals for specific center activities with external funding agencies that support study relating to Native American studies. The grant agencies providing for American Indian research and/or outreach programs that may be contacted by the NEC include the following: Kellogg Foundation, National Science Foundation, U.S. Department of Education, the Ford Foundation, the National Geographic Society, the Ohio Humanities Council, the Ohio Arts Council.
Discussion is underway to consider strategies to attract external funding to the Center. "Seed" grants may be offered to faculty to develop research projects enough to attract external funding under the auspices of the Center. In that case, a proportion of the indirect costs would be returned to the Center should a grant proposal be successful.

D. Indirect Costs

A formula and a set of procedures are already in place for the sharing of indirect costs on regional campuses. OSURF disburses a standard proportion of 25% of the indirect costs from external grants to the regional campuses. The funds go directly to the Deans. The Dean distributes the indirect cost funds to participating units if needed (the library, for example, or a particular academic unit), and the rest of the funds are returned to the project, or in this case, the Newark Earthworks Initiative.

V. EVALUATION

In its interim phase, the director of the Newark Earthworks Initiative confers regularly with the Dean/Director of OSU-Newark about the progress and performance of the Newark Earthworks Initiative. Upon obtaining formal approval for the Newark Earthworks Center, the director of the Center will continue to report to the Dean/Director of OSU-Newark. The Center will provide an annual report to the Dean/Director at OSU-Newark. The annual report will provide a regular assessment of the Center's progress. Annual reviews for the first five years will emphasize multidisciplinary research and outreach, as the Center is expected to invest resources heavily in those areas during the first years of existence.

An initial review will be conducted during the fifth year from the date that center status is approved. Following the initial review, evaluations will occur at four-year intervals (Guidelines for the Establishment and Review of Academic Centers, VI. Evaluation). The goals of the Newark Earthworks Center in Section I provide the criteria for evaluating the center's performance relating to the goals and mission of the center: encouraging dialog of important issues from diverse perspectives, fostering multidisciplinary research, enriching undergraduate education, strengthening teacher training and support, and improving community outreach. Reviews will be conducted by the Faculty Oversight Committee, which will consult with experts in American Indian research from campus, and from directors of similar centers outside the university.

Annual goal assessments will reflect the emphasis placed on the specific goal areas for the Center as determined by the director and executive committee for that academic school year. Both quantitative and qualitative criteria for evaluation will be derived for annual goal assessments. The four goals and their suggested criteria to be measured are below:

1) Multidisciplinary research
   a. Funded projects
   b. Participation on projects and programs by scholars from different disciplines
c. Conference attendance and participation
d. Published articles derived from NEI-associated projects

2) Undergraduate educational enrichment
   a. Student attendance at NEI programs and event evaluations written by students
   b. Students enrolled in classes and their written evaluations
   c. Learning opportunities for students: courses, field trips, projects, events, etc.
   d. Independent studies by faculty associated with NEI and relating to the NEI substantive areas
   e. Student projects and student research experience in NEI projects

3) Teacher training and support
   a. Participation in teacher training projects by NEI faculty
   b. Curriculum development projects
   c. Outreach and education to school superintendents
   d. NEI-developed resource materials used by teachers and school systems

4) Outreach
   a. Response to the NEI's websites and participation in the website's projects, such as the invitation to send in statements and images about the Earthworks
   b. Meetings with community partners and potential partners
   c. Projects to engage community outreach
   d. Participation of community members and partners in the NEI programs and projects

VI. CONCLUSION

The most remarkable feature of the Newark Earthworks consists of a circle connected to an octagon by two parallel lines. Many interpretations have been suggested, but the central importance of connection - between two differences - is clearly communicated. The Newark Earthworks have long inspired wonder and awe. The proposed Newark Earthworks Center would embody the theme of connection in the programs and projects selected. There are many areas of difference within the study of pre-contact American history, and within the contemporary issues relating to American Indian people. The NEC has been created with the intent that the center would be a forum where productive and open dialog, research, and educational programming from many different perspectives will occur.

One of the major goals of the proposed Newark Earthworks Center is to provide a means for the faculty at Ohio State's regional campus at Newark to research and publish in their fields. The NEC will offer faculty the opportunity to work together in obtaining research grants, and to carry out research projects in a collaborative environment. This is especially important for regional campus faculty, since their teaching loads are greater than those of the faculty on the Columbus campus. Through the NEC, faculty can use the NEC's resources to identify grants, prepare proposals, and carry out their research projects and programs in a resources-rich and supportive setting.
During the proposal development process, the Newark Earthworks Initiative has received enthusiastic support, and offers to participate and collaborate on many projects from scholars, museums, educators, and Native communities. The proposed Newark Earthworks Center is clearly poised to bridge an existing gap in the academic and educational focus on American Indian research, especially relating to Ohio Native history. The center has the potential to advance the Ohio State University-Newark in their mission of providing high quality undergraduate educational experiences and meeting the needs of the surrounding communities of educators and cultural institutions. It would establish Ohio State as a national leader in research and training on American Indian history and culture, in providing innovative programs for the participation of Native and local communities in research and curriculum development, and in the development of resources for educators.
VII. LISTS OF LETTERS OF SUPPORT

A. Council on Research and Graduate Studies

To be added after appropriate review.

B. Interested/Overlapping Units

William MacDonald  Dean, Ohio State University - Newark
Chadwick Allen  Associate Professor, Department of English
Kenneth J. Andrien  Professor and Chair, Department of History
Christine Ballengee Morris  Director, Multicultural Center
John D. Crissinger  Head Librarian, OSU-Newark
David Horn  Chair, Department of Comparative Studies in the Humanities
Paddy Kutz  Chair, Board of Trustees, OSU-Newark
Clark Spencer Larsen  Distinguished Professor and Chair, Department of Anthropology
John a. powell  Kirwin Institute on Race
Jacqueline Jones Royster  Interim Executive Dean of Arts and Sciences
Amy Shuman  Director, Center for Folklore Studies
David Staley  Director, The Harvey Goldberg Program for Excellence in Teaching
January 6, 2005

Randy Smith, Vice Provost for Curriculum and Institutional Relations
230 Bricker Hall
190 North Oval Mall
The Ohio State University
Columbus OH 43210

Dear Randy,

Creating the Newark Earthworks Center that Lucy, Dick, Marti, and Katey have proposed would advance the academic stature of the Newark campus and increase its capacity to engage the public in educational activities pertaining to one of the community’s most important resources. The proposal establishes legitimate academic objectives and identifies robust plans for outreach and engagement. Perhaps its most impressive characteristic is its multidisciplinarity. The authors clearly considered a broad array of academic fields when they defined the Center’s purposes and goals. Their incorporation of anthropology and archaeology into the proposal’s scope is particularly important in light of our commitment to hiring an assistant professor of anthropology who has expertise in mortuary archeology and ritual behavior in prehistoric settings.

The authors of the proposal understand the fiscal challenges that the regional campuses face, and have identified several external sources of funding. Therefore, I am satisfied with the Center’s likelihood of becoming a self-sustaining entity that draws only modestly from the campus’s resources. Considering the tremendous potential of the proposal, especially with respect to outreach and engagement, I hope that the Council approves it.

Sincerely,

William L. MacDonald
Dean and Director

C: Katey Borland
   Marti Chaatsmith
   Lucy Murphy
   Dick Sheils
12 November 2004

Professor Lucy Murphy, Co-Director
Newark Earthworks Center Initiative
1179 University Drive
Newark, OH 44055

Dear Professor Murphy:

It is with great pleasure and enthusiasm that I write this letter of support for the Newark Earthworks Center. As you know, my own research, writing, and teaching centers on American Indian literary and cultural studies and on comparative global indigenous studies, and I have been involved with the development of Ethnic Studies and American Indian Studies at the OSU Columbus campus, as well as with advising the American Indian student group and supervising the new Native American Living and Learning Program. Although located in Newark, the proposed Earthworks Center will intersect with all of these endeavors, and I predict that it will have a positive impact not only on scholarship at OSU and within the region, but also on recruiting and retaining American Indian faculty, staff, and students.

The proposal that you and your committee have put together does an excellent job of laying out the archeological, historical, and cultural significance of the earthworks. The earthworks are symbolic of both indigenous achievement and indigenous presence, and they provide a unique opportunity, here in central Ohio, to focus attention on the need to develop better educational materials about the indigenous history and cultures of the Great Lakes and Midwest regions. Moreover, the ongoing controversy over the ownership and use of the earthworks present all of us—faculty, staff, students, and community members—with an opportunity to reflect on a number of issues that challenge contemporary American Indian individuals and communities locally, regionally, and nationally. The core objectives for the proposed Center—to develop K-12 curricular materials, to promote interdisciplinary research and teaching, and to outreach to Native communities in Ohio or historically linked to Ohio—will bring together parts of the university that are too often separate (such as the College of Education, the various Arts and Sciences departments, and the School of Law) and will help OSU fulfill its service mandate as a Land Grant institution.

Personally, I am particularly excited about the potential for the Center to foster the development of American Indian Studies at Ohio State. The best American Indian Studies programs in this country and in Canada recognize the importance of firmly grounding their research and teaching
missions in local Native environments, histories, cultures, and communities. I can imagine partnering with the Center to teach humanities-based courses on Native Ohio, for instance, or on representations of ancient Native America. And I am confident that, once the Center is up and running, it will become an important site for local, regional, and national conferences and other gatherings. The fact that the CIC American Indian Studies Consortium has decided to hold its annual fall symposium in Newark in 2005 already attests to the excitement the Center is likely to generate within the American Indian Studies and American Indian communities.

The key to the Center’s success, as you and your committee well know, is that it receive adequate funding and adequate staff to do the important work outlined in your proposal. The internal and external funding you have already successfully obtained is impressive. However, the projects the Center hopes to develop will require additional funds. I am hopeful that the university and the various foundations you have targeted will understand the value of these projects and work to make additional funds available.

The proposed Newark Earthworks Center will be a wonderful addition and a huge asset to Ohio State University. Please let me know if I can do anything else to show my support.

Yours sincerely,

Chadwick Allen
Associate Professor
allen.559@osu.edu
December 1, 2004

Dr. Richard Shiels  
Associate Professor of History  
The Ohio State University, Newark  
Newark, Ohio

Dear Dick,

I write to express strong support for the creation of an academic center on the OSU Newark Campus which will focus upon Native American earthworks, history and culture.

The History Department currently includes five faculty who serve on the Newark Campus: four tenured Associate Professors and one tenure-track Assistant Professor. These five offer nearly thirty upper-division undergraduate history courses on a two-year cycle, enabling students to complete a bachelor’s degree in history on the Newark Campus. All five are strongly supportive of the proposed center and two in particular, Professors Lucy Murphy and Richard Shiels, are among the authors of the proposal.

The goals of the proposed center are thoroughly consistent with those of the Department of History. Let me note what has already been accomplished toward each of these goals since OSU Newark faculty began turning their attention to Native American earthworks, history and culture two or three years ago.

The first goal is to enrich undergraduate education. Newark history faculty have begun taking every section of History 151 for tours of the Newark earthworks. (Most students, even those from Licking County, have not visited these very important sites.) Professor Murphy currently teaches three different upper division courses on Native American history. Professor Shiels teaches the proseminar required of history majors on a related topic: the “Trail of Tears.” He also offers at least one section of Humanities 294 every year on topics related to earthworks. Two prominent historians of Native America have come to Newark as recent guest lecturers: R. David Edmunds and Clara Sue Kidwell.

The second and third goals are to facilitate interdisciplinary research and outreach into the community. Last spring three OSU Newark history faculty collaborated with faculty in education and comparative studies to win an Outreach and Engagement grant...
to collect oral histories of Native Americans in Ohio. They subsequently won a second grant from the Ohio Bicentennial Commission to establish an archive of oral histories and other materials focusing upon Native American earthworks, history and culture. Efforts are now underway to train students to do interviews and to identify Native Americans to be interviewed.

The fourth goal is to improve teaching about Native American history and culture in grades K-12. The ongoing oral history project will produce educational materials for use in elementary school classrooms. In addition, a program of graduate seminars taught by OSU history faculty to junior high and high school history teachers will include visits to the Newark earthworks and sessions on Native history. This program, entitled "History in the Heartland" and funded by a grant from the U.S. Department of Education, is an example of collaboration by OSU history faculty on all five campuses.

These examples are only the beginning of what can be expected – and even these could be multiplied. To give just one more: two Newark historians (Professors Susan Mangus and Richard Shiels) have just this month submitted an application for funding to the Ohio Department of Education to support three one-week institutes for high school honors students on the topic of Native American earthworks, history and culture.

The History Department is pleased to support this proposal and anticipates working together with faculty colleagues on the Newark Campus to facilitate all of these objectives.

Sincerely yours,

Kenneth J. Andrien
Professor and Chair
November 23, 2004

Dr. Richard Shiels
Dr. Lucy Murphy
The Ohio State University-Newark
University Drive
Newark, OH 43055

To Whom It May Concern:

This is a letter of support for the development and implementation of The Earthworks Center at The Ohio State University-Newark. This center will be a unique offering for the Ohio area in that it is being built on the guidelines of community-based understandings, academic excellence, research driven that encourages partnerships with undergraduate students, community members, and faculty.

The curricula design is based on integrated model, which research has shown to be highly effective in preparing students academically and for life long learning. Making connections to areas of study, diversity, life issues, and others provides an opportunity to nurture critical thinking and promote thinking out-of-the-box. My research and teaching experience has been in this area and I have observed various interpretations of integrated models and find that the models that are being discussed and applied to this Center are based on students’ needs and student driven. This type of approach inspires success, self esteem, deeper understanding of life long learning, and active community members.

As a member of the Eastern band Cherokee, my ancestral link is attached to the mounds including those located in Newark. I have been an active member of the Friends of the Mounds and as a professor at the Newark campus, my students were taught about the mounds and the social, cultural, historical, and political issues. An American Indian research center has been a dream.

As director of the Multicultural Center, I am pleased that we are one partner with Newark in this endeavor. The possibilities are endless in what we can do together and how we can support each other through programming, curricula development, research symposiums, and research. Our Center also houses the American Indian Student Services and part of that office’s charge is to support academic initiatives. That office also serves as the hub for the American Indian Council for OSU students. As we are committed to
recruit more Native students, having opportunities such as this Center helps us in our efforts.

As Interim Coordinator for American Indian Studies, I also see that making connections with the minor and this Center will be beneficial institutionally and ultimately for our students, faculty, and community.

My involvement in the mounds and the support that I have committed to as an individual and as the director of The Multicultural Center is based on my years of teaching, as a researcher that focuses on indigenous issues and education, and as a mother of two sons that would have benefited from this type of Center. The Multicultural Center at The Ohio State University is committed to providing resources, programming, and professional development when needed and is in full support.

Sincerely,

Christine Ballengee Morris, PhD
Director
Associate Professor
November 3, 2004

Dr. Lucy Murphy
Newark Earthworks Center Initiative
1179 University Drive
Newark, Ohio 43055

Dear Dr. Murphy,

The Newark Campus Library enthusiastically supports the creation of the Newark Earthworks Center Initiative. The unique Octagon earthworks structure located within a mile of the campus along with the numerous smaller mounds scattered throughout the area promise to provide valuable insight into the study of early Ohio and North American settlement. Add to this the geographic significance of Ohio as a primary crossroads for cultural interaction and migrations of peoples, and creation of The Newark Earthworks Center For American Indian Studies becomes a perfectly logical initiative to pursue. Establishing the Newark Earthworks Center enables the Newark campus to not only educate, teach and conduct research in a unique niche of American history and culture which has been seriously neglected by and erroneously presented in our schools; but also to plant a unique identity upon the Newark Campus. The Center will become an integral component in the entire campus experience.

The Newark Campus Library serves both the OSUN and COTC student and faculty bodies, actively collecting materials in support of both institutions. Materials are acquired in any format, from the traditional print medium to electronic to figurines. The Library serves as a gateway to the holdings of The Ohio State University, the major research institution in the state. In addition, Newark campus is a member of OhioLINK, a consortium of over 80 academic libraries with incredibly rich and varied resources in excess of 40 million items. Daily delivery service is provided between Newark and these other libraries resulting in delivery of requested materials within 3-4 working days.

The Library maintains an open policy to community members as well as the campus community. Hours of Library operation are:

Monday-Thursday 8:00am-10:00pm (until 9:00pm during summers)
Friday 8:00am-5:00pm
Saturday 10:00am-4:00pm (closed during breaks)
Sunday 1:00pm-5:00pm (closed during breaks and summer)

Reference librarians bring combined professional service of over 45 years and graduate degrees in Library Science, English, and Geography. They provide assistance in person, by telephone (740-366-9306) or by email (crissinger.5@osu.edu). They also give
classroom presentations as appropriate, identify materials suitable for course and research assignments, work with faculty to facilitate students’ use of the materials, and assist the general public as able. In addition, the Campus is committed to building a new library facility to open by 2008. Selection of an architect is currently underway. An important component of the new facility will be dedicated, secure, climate controlled space for special collections, especially for the study of earthworks and native American studies.

The Library has begun identifying and selecting key materials to be housed in that special space. These resources are added to the library database as appropriate. They do not circulate thus ensuring their availability to researchers as needed. Topical guides, bibliographies and pathfinders will be created as needed, all of which will be mounted on the library’s web site.

The resources that the University devotes to the Center are supplemented by gifts and grants. Although most library holdings have been purchased through the regular acquisitions budget, many recent acquisitions were obtained through special funding. Locating previously uncollected materials and increasing access to existing holdings depends on the aggressiveness of the current library staff. Outside funding and gifts are accepted. The Head Librarian solicits inquiries from individuals or organizations interested in aiding the library or supporting its work in other ways.

The Newark Campus Library offers a rich collection of research supporting materials. Attached is a selected list of periodicals and other materials that are currently part of the library’s holdings that support research on the earthworks and related native American culture. In addition, some rare book and manuscript materials are in off-site repositories. Computer catalogs and databases, various guides and finding aids are available in the reference area.

As stated before, the Newark Campus Library adds its voice backed with its resources to the creation and development of The Newark Earthworks Center for American Indian Studies. This Center will be an extremely valuable asset to the growth and identity of the Newark Campus, as well as to the communities which it serves.

Sincerely,

John D. Crissinger, Head Librarian
Newark Campus Library
OSUN/COTC
1179 University Dr.
Newark, OH 43055
MOUNDS VIDEOS

Ancient America: Eastern Woodlands
CAMERA ONE, 1997
60 minutes
VHS
ISBN: 156057027X

Cahokia Mounds: Ancient Metropolis
Co-production of CAMERA ONE and Cahokia Mounds Museum Society, 1994
60 minutes
VHS
ISBN: 1881563014

Earth Works: Ancient Newark Ohio
Center for the Electronic Reconstruction of Historical and Archaeological Sites,
1999[?]
11:47 minutes
VHS

Earth Works: Ancient Newark Ohio
Center for the Electronic Reconstruction of Historical and Archaeological Sites
www.earthworks.uc.edu/video.htm

Earthworks [videorecording]: digital explorations of ancient Newark, Ohio
CERHAS, Center for the Electronic Reconstruction of Historical &
Archaeological Sites
E99 H69E27 2001 Videotape

Legacy of the Mound Builders
CAMERA ONE, 1999
17 minutes
VHS
ISBN: 1560570180

Mound Builders
Kultur, 1976
90 minutes
DVD
3203127469

Searching for the Great Hopewell Road (E74.O3 S43 1998)
[S.I.]: Pangea Productions, 1998
ca. 57 minutes
VHS
Earthworks Collection

Adena People #2
Webb & Baby
E74 O3W3

Ancient Art of Ohio
Hothem
Ref E78 O3H669 1994

Archaeology of Prehistoric Native America: An Encyclopedia
Gibbon
Ref E77.9 A72 1998

Archaic of Northeastern Ohio
Prufier & Long
E78 O3P677 1986

Archaic Transitions in Ohio & Kentucky Prehistory
Prufier, Peddle & Meindl
E78 O3A73 2001

Atlas of Great Lakes Indian History
Tanner
Ref E78 G7A87 1987

Cahokia and the Archaeology of Power
Emerson
E78 I3E45 1997

Cahokia: Domination and ideology in the Mississippian world
Pauketat & Emerson

Certain Mounds & Village Sites in Ohio
Mills
E74 O3M5 v.2

Exploring Native North America
Thomas
E77.9 T5 2000

Field Guide to projectile Points of the Midwest
Justice & Kudlaty
Ref E78 M67J87 2004

First Peoples: A Documentary Survey of American Indian History
Calloway
E77 C34 1999

From Black Land to Fifth Sun
Fagan
BL250 P34 1999

Great Knob
Skele
E74 I2S54 1988

Hopewell archaeology : the Chillicothe conference
Brose & Greber
E78 E2H66

Hopewell cremation practices
Baby
E51 O3 #1

Hopewell in the lower Illinois valley : a regional approach to the study of human biological variability and prehistoric behavior
Buikstra
E73 I3B85

Indian Mounds of the Middle Ohio Valley
Woodward & McDonald
November 10, 2004

To Whom It May Concern:

I am currently serving as Chair of the OSUN Board of Trustees and am writing this letter on behalf of the Board. We support the Proposal to Establish The Newark Earthworks Center for American Indian Studies which is being submitted by faculty from the Newark Campus for approval.

Dr. Richard Shiels, Co-Director of the Initiative and Professor of History at OSUN, gave an informative and very interesting presentation to our Board of Trustees at our October meeting. We were very impressed, not only with Dr. Shiels' presentation, but with the concept that is being proposed. The American Indian studies will have an emphasis on the Great Lakes region and the Center’s staff will work not only with Ohio State faculty but with other colleges and universities whose area of study includes pre-contact and contemporary Native issues.

We are excited and enthusiastic about this Proposal from the Newark Campus faculty and hope that it will become a reality.

Cordially,

Paddy Kutz, Chair
OSUN Board of Trustees
15 December 2004

Lucy Murphy  
Co-Director  
Newark Earthworks Center Initiative  
1179 University Drive  
Newark, OH 44055

Dear Lucy,

I am pleased to write in enthusiastic support of the proposed Newark Earthworks Center. The center would use the unique cultural and historical resources in Newark to promote research, teaching, and outreach related to American Indians, and could attract both regional and national attention for its focus on the Great Lakes area.

Thanks to the persistent efforts of students and faculty—including you—the Colleges of Arts and Sciences are creating a new program in American Indian studies. Targeted hiring and curriculum development are, of course, crucial to this initiative, but the creation of the center would complement it several ways: aiding in faculty recruitment, providing opportunities for undergraduate research, and extending the program to local communities and schools.

I am delighted, too, that one of my colleagues, Katey Borland, has been actively involved in developing the center’s mission, and would serve as a charter faculty member.

Please let me know if I can be of further assistance with the proposal review process.

Sincerely,

David Horn  
Professor and Chair
Ms. Marti L. Chaatsmith  
Coordinator, Newark Earthworks Center Initiative  
1179 University Drive  
Newark, OH 43055  

Dear Ms. Chaatsmith:

Many thanks for sending me a copy of your proposal for the Newark Earthworks Center for American Indian Studies, to be developed as a research center at OSU-Newark. I very much enjoyed reading the proposal, and wish to offer my full endorsement for the proposal. As you and colleagues point out, the Newark Earthworks is an amazing and significant archaeological site in the Western Hemisphere—there simply isn’t anything like it! It was a crossroads for Indian cultures prior to the arrival of Europeans, and your proposal makes the wonderful case that it and the center should serve as a crossroads for the study of past and present native societies today.

I found the proposal to be compelling. It clearly lays out the reasons why the establishment of a center is an important idea. The center will clearly provide a home for research and related programs dealing with Native Americans. The stated goals involving outreach, education, support of scholars and scholarship, and engagement in local activities are well articulated and convincing. Regarding support of the activities of the center, I suggest that you also contact the Spencer Foundation and the National Endowment for the Humanities as potential sources of funding. I also think your plans for broader communication are excellent. The credentials of the associated faculty and staff are impressive, and represent a group of individuals who have obviously committed a great deal of time and energy in seeing that the center is a successful one.

Finally, the center will provide a nexus of activity for undergraduates at OSU-Newark and the broader Ohio State community of campuses. I know that we in the Department of Anthropology at the Columbus campus will want to participate in activities that the center and its participants will generate over the coming years.

Sincerely,

Clark Spencer Larsen  
Distinguished Professor and Chair
December 30, 2004

Lucy Murphy, Ph.D.
Associate Professor
Ohio State University-Newark
Department of History
1179 University Drive
Newark, Ohio 43055

Dear Dr. Murphy,

I write to express my support for the creation of The Ohio State University Newark Earthworks Center for American Indian Studies.

It is my belief that The Newark Earthworks Center (NEC) will serve as an important source of information about Native American history and culture. The vision for the NEC supports the systematic study of ancient and historic Native American culture from an inter-disciplinary perspective. This vision should draw scholars from across various disciplines and around the country to study the history of Native American people, the relation of Native American history and culture to other diverse cultures as well as mainstream American history and culture, and help to establish Ohio State University (OSU) as a leader in this inter-disciplinary focus on Native American Studies. This is crucial because no university center in the Ohio region supports the methodological study of Native American cultures—despite the critical role indigenous people played in Ohio’s historical beginnings. The NEC offers OSU the opportunity to establish a center that will be a first of its kind in Ohio.

Not only will the proposed center be unique to OSU, but it will also frame and expand the discipline of Native American Studies. Native American Studies is a relatively new discipline and it is my hope that the NEC will offer much needed support to the continued growth of the field through plans for conferences, symposia, public-education forums, lectures, and engagement with Native American scholars. Further, NEC’s goal to provide curricula for K-12 teachers and undergraduate students should help develop future interest and leaders in Native American studies.

Finally, and most importantly the NEC proposes to invite Native American people to be engaged in the center’s activities. It will also involve Native Americans as active participants and architects of the research process on Native American studies. Such endeavors will enable Native Americans to be leaders and collaborators in the research process, an important process in authenticating the center’s work and research.

Again, I am pleased to offer my support for the NEC. I also look forward to OSU becoming a leader in establishing the first Native American studies center in the state of Ohio.

Sincerely,

Professor John A. Powell
Executive Director
Kirwan Institute for the Study of Race & Ethnicity
November 30, 2004

Professor Lucy Murphy, Co-Director
Newark Earthworks Center Initiative
The Ohio State University at Newark
1179 University Drive
Newark, OH 44055

Dear Lucy:

I have read and re-read the details of the Newark Earthworks Center for American Indian Studies that you and Professor Richard Shiels are spearheading. It's clear to me that this initiative will underpin Ohio State's research and teaching efforts in an area of rapid growth on the Columbus campus.

As you know, our programs in American Indian Studies, Asian American Studies, and Latino/a Studies have come together to form the Ethnic Studies Program within the Arts and Sciences. This office is committed to the success of these multidisciplinary programs, and we've demonstrated that commitment by investing new funds in them. It's readily apparent that the Newark Earthworks Center will create brand-new synergies within the Ethnic Studies Program.

I'm especially impressed by the collaborations you're lining up with colleagues throughout the Midwest for a joint study of Native issues of the Great Lakes. This inter-university effort will provide unprecedented learning experiences not only for students at OSU but also for those in public schools throughout the state. In addition, your plans to include Native representatives in your research and teaching activities will offer superb new opportunities for outreach and engagement within our American Indian communities.

Clearly, the Newark Earthworks Center will showcase and expand Ohio State's expertise in American Indian Studies. I'm convinced of its value to this institution and am delighted to support it.

Sincerely,

Jacqueline Jones Royster
Interim Executive Dean of Arts and Sciences
Professor of English
JJR/mn
October 31, 2004

Lucy Murphy
Associate Professor
Department of History
Ohio State University—Newark
1179 University Drive
Newark, OH 43055

Dear Lucy:

The Center for Folklore Studies is pleased to support the Newark Earthworks Center for American Indian Studies. The proposed center will be an important academic endeavor that will be a unique contribution to Native American Studies. Rarely do scholars have the opportunity to work so close to a research site. The Newark Earthworks is one of the most important sites in the country, and it has been little utilized, whether for educating k-12 students or for conducting academic resource. Its importance is not only in the details of knowledge that might be learned about the people who built the Earthworks but also in its standing testimony to Native American culture and heritage. Students from k-12 as well as in the university need to have the opportunity to discuss and debate the Native American legacy and its mark on the land. No other site offers such a rich opportunity.

This center provides an opportunity for O.S.U. to play a central role in Native American Studies. The Center for Folklore Studies would be eager to collaborate in shared research projects, speaker series, and outreach activities. Additionally, I think the Newark Earthworks Center would help us to attract graduate students interested in Native American studies to our folklore graduate programs.

Sincerely,

Amy Shuman
Director, Center for Folklore Studies
Professor, English
October 27, 2004

Richard Shiels, Ph.D.
Associate Professor of History
OSU Newark

Dear Dick,

I write to offer my enthusiastic support for the Newark Earthworks Center for American Indian Studies. I envision your center as not only providing an excellent education for its students but as an important element in the University’s outreach efforts and as a national leader in research and scholarship.

It would appear that you have already drawn national attention to Newark as an important site for Native American studies. Your invitation to R. David Edmunds and Clara Sue Kidwell, among others, to speak at the Newark campus indicates to me that a more formalized center would attract even more speakers of national prominence. The fact that you will be hosting the CIC American Indian Studies consortium next September also signals to me that a Newark Center would be a magnet for important scholarship and research.

I am especially drawn to your plans to teach classes in oral history techniques for purposes of collecting oral histories from Native Americans in Ohio. Such a project will have immeasurable benefits. Recording the wisdom, experiences and stories of Ohio’s Native American population enriches our understanding of our state’s history. Further, far beyond any content knowledge they will gain from such an exercise, undergraduates will be developing important research skills that will be applicable to many endeavors. This kind of hands-on experiential learning is much in demand by today’s students, and will certainly draw majors into your program.

I also note that you plan of providing your majors the chance to produce exhibits for local museums and educational materials for use in elementary school classes. These experiences will surely enhance the educational experiences of these undergraduates, but just as importantly, these experiences would serve an important outreach role that can only benefit the larger community.
As I hope this letter indicates, I am rather excited about the potential for your proposed center for undergraduate education, public outreach and scholarship. I would be happy to offer any more support for your endeavor should you require it.

Yours sincerely,

David J. Staley, Ph.D.
Director, The Harvey Goldberg Program for Excellence in Teaching
Department of History
The Ohio State University
207 Dulles Hall
230 W. 17th Ave.
Columbus, Ohio 43210
ph: 614-292-5344
email: staley.3@osu.edu
C. Potential External Reviewers

Duane Champagne
Department of Sociology
University of California at Los Angeles
Box 951551 264 HH
Los Angeles, CA 90095-1551
(310) 825-1726
champagn@ucla.edu

Don Fixico, Distinguished Foundation Professor of History
Department of History
Arizona State University
P. O. Box 874302
Tempe, Arizona 85287-4302
(480) 727-9062 office (480) 965-0310 fax

Craig Howe, Instructor
Department of Graduate Studies
Oglala Lakota College
409 Quincy St., #A1
Rapid City, SD 57701
(605) 342-3296 (605) 455-6128

Fred Hoxie
Department of History
University of Illinois at Urbana-Champaign
316 Gregory Hall, 810 South Wright Street
Urbana, IL 61801
333-8660
hoxie@uiuc.edu

Rebecca Kugel
HMNSS Bldg. 5504
University of California
Riverside, CA 92521
(951) 827-1876 (Voice) (951) 827-5299 (Fax) (909) 827-5401 (Dept)
rebecca.kugel@ucr.edu

Theda Purdue
413 Hamilton Hall CB 3195
University of North Carolina, Chapel Hill
Chapel Hill, N.C. 27599-3195
(919) 962-8081
tperdu@email.unc.edu
D. Centers with Similar Emphases and Noted Scholars

John Hancock
Center for the Electronic Reconstruction of Historical and Archaeological Sites, University of Cincinnati

Brian Hosmer
Committee on Institutional Cooperation (CIC) American Indian Studies Consortium

Clara Sue Kidwell
University of Oklahoma

Judith Yaross Lee
Central Region Humanities Center, Ohio University

Robert V. Riordan
The Ohio Archaeological Council

E. Interested Parties in the Columbus Community

Marcia W. Downes
Managing Director, The Works: Ohio Center for History, Art & Technology

Rachel Tooker
Deputy Executive Director/Chief Operating Office and State Historic Preservation Officer, Ohio Historical Society

Mark Welsh
Native American Indian Center of Central Ohio

F. Affiliated Faculty

Alcira Duenas
Assistant Professor, Department of History

Diana B. Erchick
Associate Professor, Department of Education

Paul Panek
Professor, Department of Psychology

Elizabeth Weiser
Assistant Professor, Rhetoric and Composition, Department of English
January 13, 2005

Prof. Dick Shiels
Department of History
Ohio State University – Newark
Newark, OH

Dear Dick:

With great pleasure and enthusiasm I endorse, and promise collaborative support for, the proposed Newark Earthworks Center. Our previous work together has focused on the imperative of taking the State of Ohio’s most distinctive and distinguished heritage, namely its ancient earthworks and their builders, to wider and more diverse audiences. The prospect of a center of scholarship on all the multidisciplinary issues surrounding this topic is most exciting and important, and most appropriately located at the most spectacular of those ancient sites.

We at CERHAS at the University of Cincinnati will be honored to participate, and offer what collaborative work we can, particularly in our unique areas of developed expertise — the pictorial and graphic representation of the earthworks, and their cross-cultural and cross-disciplinary interpretation to diverse lay audiences.

In future collaborations I am certain we'll be able to negotiate in-kind agreements concerning our interview archives and site animations, and to offer our considerable track record in obtaining grant funds, both of which may be of use to the growth of the proposed Center and its initiatives.

Please keep me posted on future developments.

Yours sincerely,

John E. Hancock
Professor of Architecture
Associate Dean for Research and Graduate Studies
Project Director, EarthWorks/CERHAS
(Center for the Electronic Reconstruction of Historical and Archaeological Sites)
4 December 2005

Marti L. Chaatsmith, Coordinator
Newark Earthworks Center Initiative
1179 University Drive
Newark, Ohio 44055

Dear Marti,

It is my pleasure to write a letter in support of the proposed Newark Earthworks Center (NEC). I have read the organizing committee’s proposal and am convinced that the plan is well considered, and prospects for success considerable. Once up and running, the NEC will be a unique and important center for educational, scholarly, research and outreach activities, and will bring credit to Ohio State University.

As you know, NEC emerged out of interest in the history, science, and current status of the Newark Earthworks, a stunningly rich archaeological site some two thousand years old. The works themselves stand as evidence of a vibrant cultural tradition, one that linked today’s Ohio with numerous locations across the Midwest, and to judge from what we know about the site’s precise astronomical, and geographic orientations, as demonstration of remarkable accomplishments in a variety of areas.

Until comparatively recently, of course, scholars and the general public paid very little attention to sites such as the Newark Earthworks, or—of course—to the cultures that designed, built, and maintained them. Assuming that the absence of written records meant that any understanding of these sites was lost to history, we not only ignored this rich aspect our shared pasts, but also indulged in fantasies about their builders, few of which contemplated a linkage between “mound builders” and historic or contemporary native groups.

A Newark Earthworks Center would help remedy this unfortunate oversight, establish for Ohio State University a central place in American Indian studies, and not incidentally, demonstrate the centrality of Ohio in the deep and ongoing history of North America. Such a center would help nurture cutting edge scholarship in archaeology, certainly, but also in any number of related fields. In fact, because the Newark Earthworks probably were the locus of religious, scientific, and artistic inquiry, and were linked with other urban centers across the Midwest and beyond, they remain at the vital center of activity in any number of related fields of inquiry, and for any number of reasons. In other words, the proposed center is important because of the site’s intrinsic significance and because—interestingly—it builds upon what we take to be its historical significance and functioning.

Just as important is the organizing group’s articulation of its four primary goals for the NEC. Appropriately, they see NEC as a center for academic study across disciplines, a forum for dialogue and action on concerns important to Ohio Native people, a way to improve K-12 teaching about Ohio’s Native peoples, and a means toward improving undergraduate education relating to American Indian studies on campus. These goals are not only appropriate, but
important given what we understand to be the broad purposes of American Indian studies programs today. On many campuses, AIS programs are vibrant centers for academic inquiry, where scholars not only explore intellectual questions but seek to link their work with practical questions. What’s more, AIS has an interest in linking past with present, and in this fashion, the NEC would be uniquely positioned to assume a leading role. This will happen in September, 2005, when Ohio State, Newark, hosts the Annual Research Conference hosted by the CIC American Indian Studies Consortium. Ohio State University is a partner in this innovative effort to revolutionize teaching and learning in American Indian Studies, and associating with meeting with the Newark Earthworks is a wonderful opportunity to link our program with a particularly dynamic campus-based effort. Speaking as Director of the CIC AIS, I am proud of the leadership demonstrated by Lucy Murphy, Richard Shields, Marti Chaatsmith, and all of OSU’s AIS committee members. I look forward to next fall’s meeting, and expect that their leadership will produce any number of similarly innovative projects.

Finally, and again speaking as Director of the CIC AIS, I want to commend the NEC group for seeing in their midst a unique opportunity to construct a groundbreaking AIS program. Since the inception of this program it has been our hope that constituent universities would use the available resources to bolster campus-based AIS efforts—but not, I should emphasize, to create identical programs, campus to campus. With the NEC, Ohio State will have moved ahead of the pack, establishing for itself a program unlike any other across the CIC or (to my mind) the nation.

So again, it is my pleasure to offer my very strongest endorsement for the NEC proposal.

Sincerely,

Brian Hosmer, Director
CIC American Indian Studies Consortium

Associate Professor of History
University of Illinois at Chicago
Dear Lucy:

I read your proposal for the Newark Earthworks Center with great interest. The existence of the earthworks gives the Newark Campus the opportunity to create a unique academic program encompassing teaching, research, and outreach to Indian communities. When I visited the site, I was impressed that, even with the overlay of a golf course, there was such a strong sense of the significance that the site must have had to its builders and their descendents. Although much of the site has been destroyed, the archaeological and historical reconstruction of its extent further enhances our understanding of its significance. It certainly represents in physical form an intellectual achievement of planning and organization that can certainly stand beside similar achievements by other cultures in other parts of the world.

The fact that you have already gained significant support from the Newark campus administration and faculty is an important aspect of the proposal. It is gratifying to see that you are not working in isolation but have a strong faculty base to support various aspects of your proposed research agenda. The fact that you have already enlisted specialists in education, psychology, folklore, history, and various sciences indicates that you will be able to carry out the objective of contributing to the development of curriculum for public schools in the field of science education.

I will look forward to the future development of the Center and also to participating in the conference of the Big Ten Committee on Institutional Cooperation's American Indian Studies Consortium next year. This conference will be an excellent forum in which to spread word of the Center's plans and enlist the support of faculty at other Big Ten institutions who share your research interests.

I am fully in support of your efforts to establish the Newark Earthworks Center and wish you success in your fund raising efforts.

Sincerely yours,

Clara Sue Kidwell
Director
Dr. Lucy Murphy, Co-Director
Newark Earthworks Center Initiative
1179 University Drive
Newark, Ohio 44055

Dear Dr. Murphy:

I have read your proposal to establish the Newark Earthworks Center, and am delighted to endorse it.

Widespread attention to the Newark Earthworks is long overdue. The proximity of the Newark Earthworks to OSU's Newark campus not only provides unique research opportunities for students and faculty, but also offers new and important ways for the university to serve the people of Ohio, especially K-12 students in and near Newark. At a time the world is increasingly linked together and homogenization threatens local cultures, the Newark Earthworks Center points to the singular importance of place, both today and in the past. And at a time when every university seeks to diversify its campus, the NEC will make OSU Newark uniquely attractive.

By combining student and faculty research, outreach to K-12 teachers and scholars, service to Ohio schools and American Indian communities, the NEC will draw together singular human, institutional, and cultural resources to enhance understanding of Native American history and culture in this region among students, scholars, and the public. Thus the NEC will advance the goals outlined in the 2001 report by the Central Region Humanities Center to the National Endowment for the Humanities.

I recall with pleasure the work of you and your colleagues on both the NEH report and the 2002 Native Studies initiative in conjunction with the Great Lakes American Studies Association meeting at Ohio University. Your proposal describes exactly the kind of intellectually grounded and imaginative program that your previous accomplishments have led me to expect. I am confident that the NEC will fulfill its mission with great distinction.

Sincerely yours,

Judith Yaross Lee
Co-Director
January 19, 2005

Dr. Richard Shiels, Co-Director
Newark Earthworks Center Initiative
1179 University Drive
Newark, OH 43055-1797

Dear Dr. Shiels:

Re: A Proposal to Establish the Newark Earthworks Center for American Indian Studies

Thank you for inviting the Ohio Archaeological Council (OAC) to participate in the process of establishing a Newark Earthworks Center for American Indian Studies (NEC) at The Ohio State University-Newark by requesting our review and endorsement of A Proposal to Establish the Newark Earthworks Center, December 2004, prepared by the Newark Earthworks Initiative (NEI). The participation of the OAC in this matter is congruent with the OAC’s mission as stated in our Articles of Incorporation, one purpose of which is “to provide consultation, aid and advice to any and all citizens and state and federal agencies.”

The OAC’s Board of Directors, consisting of its President, President-Elect, Secretary, Treasurer, and six Trustees, has reviewed the proposal. We endorse the establishment of the NEC, but in doing so we wish to express a few concerns and make a few recommendations, particularly encouraging continuing consultation with the OAC about these matters before and after the NEC is established.

The goal of establishing a NEC at OSU-Newark with the mission of becoming “an intellectual and communications center for research activities relating to the histories and cultures of American Indians from ancient times to the present through programming that promotes multidisciplinary research, enriched undergraduate education, teacher training and support, and outreach to a variety of communities” is laudable, but in our opinion the proposal does not adequately address the role that the science of archaeology will play in the NEC’s mission, particularly the nature of the archaeological research to be supported by the NEC, how such research will be sustained, and how the NEC will work with members of the archaeological community who have an interest in its activities.

The proposal would benefit from discussions with archaeologists and the organizations and institutions they represent with an interest in the NEC’s mission, particularly at the Ohio Historical Society (OHS, the owner of the Newark Earthworks State Memorial), the National Park Service’s (NPS) Hopewell Culture National Historical Park in Chillicothe, Ohio and the NPS Midwest Archeological Center in Lincoln Nebraska, archaeology faculty in The OSU-Columbus Department of Anthropology, the Ohio Archaeological Council, and other archaeologists at universities, museums, and in private sector cultural resource management firms with an ongoing research interest in American Indian archaeology in central Ohio.
In particular, the proposal does not adequately address issues related to the Newark Earthworks State Memorial that need to be addressed with the OHS if the potential of archaeology in the NEC's mission is to be realized. From an archaeological perspective, the relative lack of modern scientific archaeological research at the Newark Earthworks leaves a huge gap in our knowledge about the site and its makers. This, however, presents an opportunity that the NEC could use to its advantage, assuming it can reach an agreement with the OHS in obtaining access to the sites comprising the Newark Earthworks State Memorial for archaeological research. We strongly encourage the NEI and the NEC to pursue these matters with the OHS.

Excellence in archaeological research comes from scholarship enabled by sustainable research opportunities. Such opportunities are realized through adequate funding, facilities (such as an archaeological laboratory and curation facility), staffing, etc. The potential of the NEC will go unrealized if the archaeologist to be hired in the fall by the university is not afforded the opportunity to conduct scholarly archaeological research due to the demands of teaching and community service. Community outreach and service should include opportunities for non-OSU-Newark students and adults to directly participate in archaeological research supported and sponsored by the NEC. There is tremendous potential for community archaeological projects in Newark, Licking County, and environs. Support from the NEC in the form of funds, facilities, and staff will be critical to sustaining the archaeologist on the faculty and the archaeological programs supported by the NEC. The proposal does not adequately address how a program of archaeological research would be sustained, or what multidisciplinary research involving archaeology would look like.

Finally, potential external reviewers and evaluators of the program should include at least one and preferably two archaeologists with research interests in American Indian archaeology in Ohio, a commitment to undergraduate teaching, community service, etc. There are members of the OAC who meet these criteria.

Please contact me if you have any questions or you would like further assistance from the OAC.

Sincerely,

Robert V. Riordan
President

Professor of Anthropology
Chair, Department of Sociology and Anthropology
Wright State University
Dayton, OH 45435
(937) 775-2667
robert.riordan@wright.edu
November 23, 2004

Dr. Richard Shiels
Associate Professor of History
Ohio State University at Newark
1179 University Drive
Newark, Ohio 43055

RE: “Newark Earthworks Center”

Dear Dr. Shiels,

As a museum of history and industry, I applaud your commitment to the development of a center to study the extensive earthworks located in Licking County. Your initiative would finally bring a comprehensive understanding to our local community and our visitors. Our community must understand the significance of these historic mounds and protect them for future generations.

As our institution is geared to education, this would also be an invaluable tool to exposing a greater number of students to an understanding of the preservation of this important prehistoric mound and how the community is linked to the great civilizations that inhabited the Ohio Valley. As a supporting organization of the Newark Campus, this would give us the opportunity to academically link our museum in yet another way to The Ohio State University through programming and research. The Newark Earthworks Center will be of great benefit to our educational community.

I look forward to our association and hope that you receive the funding necessary to move this project forward.

Sincerely,

Marcia W. Downes
Managing Director
December 13, 2004

Lucy Eldersveld Murphy  
Associate Professor of History  
The Ohio State University Newark  
1179 University Drive  
Newark, Ohio 43055

Dear Dr. Murphy:

Please accept this letter of support on behalf of the Ohio Historical Society for your proposal to establish a center for American Indian studies at OSU Newark. We support fully your goals to invigorate multidisciplinary research, enrich undergraduate education, and support university outreach to the Native community. The role of Ohio’s indigenous people in both history and contemporary society is an underrepresented area of study and your work can create a platform for greater discussion and awareness by public audiences in Ohio.

We look forward to developing opportunities for collaborative work in these areas and involving the center in the Society’s programs at the Newark Earthworks in a more formal manner.

Sincerely,

Rachel Tooker  
Deputy Executive Director/Chief Operating Officer &  
State Historic Preservation Officer

cc:  Bill Laidlaw  
Jim Strider  
Glenn Peters
October 18, 2004

Greetings,

I am write to you with the high hopes of persuading you to make the proposed Newark Earthwork Center (NEC) a reality.

As I was growing up, both my Grandfather Hall (Mohawk) and my Grandfather Primeaux (Dakota), instilled in me the importance and the sacredness of the Octagon Mound, Great Circle Mound, Flint Ridge, and Blackhand Gorge. The lack of respect and awe, the lack of education, the lack of coherent research of these areas is appalling. Even the lack of using these sites as a drawing card for tourists is baffling to this writer.

I have been the program coordinator for the Native American Indian Center of Central Ohio (NAICCO) for the past fourteen years. The previous fifteen years, I traveled a lot in this area with my Grandfather Primeaux, a spiritual leader for the Yankton Dakota Nation and eighty-six other nations. This gave me a lot of opportunity to visit and share with the area schools from the elementary level to the college level. With my own children being students at these schools I gained another insight to the schools. Quite frankly, the understanding and teachings of the mound and the understanding of Native Americans as a people, their cultures, their histories, and the impact of the Native Americans on the modern society both past and present is very lacking in our educational system.
The Ohio State University has the opportunity again to move to the forefront in education and research. The NEC could be the catalyst for research, course creation, and curriculum. It is an opportunity to draw, use, and unite the interest of Native Americans, Archéologist, Anthropologist, historians, ethnologists, scholars, scientists, and the general community. The NEC could be the catalyst that could lend museums, and draw the interest of scholars and tourists that could boost the sagging economy of the area.

I am on the verge here of becoming long winded. As you can see the NEC is very important to me. I hope that you will take this into consideration and make the NEC a reality.

Mitakuye Oyasin,
(All of my Relations)

Mark A. Welsh
Newark, Ohio, October 6, 2004.

Dr. Lucy Murphy, Co-Director
Newark Earthworks Initiative
Ohio State University at Newark
1179 University Drive
Newark, Ohio 43055

Dear Dr. Murphy,

I would like to express my gratitude and excitement for the invitation to become a member of the charter faculty of the Newark Earthworks Initiative. The NEI is a key undertaking for The Ohio State University as a whole and the Newark campus in particular to open its doors to the Ohio communities and the world. I also see this as a valuable opportunity to enhance my research and teaching in the Newark campus in a number of ways.

As a historian of Latin America, the possibility of interdisciplinary research that the NEI has set out to support is of significant value in my research development. I am well aware that the study of the Newark Earthworks is a crucial effort towards a broader understanding of the common cultural bonds that may have connected different ancient civilizations of the Americas in the remote past. Like the Hopewell people in ancient Ohio, other civilizations in South America such as the Otavalo, Cañari, Huari, Tiahuanaco, Chavin, and several other Andean civilizations in ancient times stood out for their mound building tradition. A number of pyramids, burial mounds, and indigenous cemeteries are still standing today in Andean soil lending themselves as key evidence for comparative research. Serious investigation on those groups’ spiritual beliefs and rituals, their scientific practices to understand and benefit from the cosmos surrounding them, and the cultural values and practices attached to them, could provide important clues to comprehend the history of the Newark Earthworks by comparison and contrast.

My own current research in native forms of knowledge in the Andes would greatly benefit from studies that include the ethnohistorical perspective, which constitutes the backbone of the NEI. There is still a wealth of knowledge to discover from the new methods of ethnohistory used to interpret the ancient past of Amerindian civilizations when little or no alphabetically written records are available, as it is the case of the Newark earthworks and many items of material culture left by Ancient Andeans in South America. Reading the natural and intervened landscapes by using an Amerindian understanding of the cosmos; considering that Amerindians perceived themselves as
inhabiting a sacred geography that was incorporated into their everyday life and survival
strategies; interpreting the marks entire civilizations imprinted in the very face of the
earth, which outlived their very creators and reached our societies already in the third
millennium; and always wondering what are those apparently inanimate, long lasting
structures trying to tell us in the present are but some of the interesting approaches and
questions to try in the understanding of the ancient Hopewell religious and scientific
traditions that are feasible with the establishment of the NEI. Only a center heavily
invested in transdisciplinary and transcultural quests for knowledge like the NEI is in the
more suitable position to undertake such an intellectual enterprise and thereby locate
itself and OSUN in the cutting edge of Amerindian studies.

I can only imagine how a better understanding of the remote past would change the way
the Ohio communities perceive themselves and how this new knowledge would help to
create a stronger sense of community, empowering youths and elders alike to create a
better future for the generations to come. The NEI will not only provide knowledge about
the history and significance of the Newark earthworks but as it will develop didactic tools
for teaching undergraduate and school communities in the region, it will provide a perfect
means for Ohio State to fulfill its outreach mission. It will make OSU a visible social and
intellectual force in the local communities of the state and an interesting party within the
academic community of researchers inside and outside the United States to work with.

For the above reasons, I strongly recommend all the necessary institutional support to
make the Newark Earthworks Initiative a successful reality.

Cordially,

[Signature]

Alcira Duñas
Faculty
OSUN-Department of History
October 25, 2004

To The Earthworks Center,

Having been invited to participate as a charter faculty member of the Earthworks Center at OSU Newark, I send this letter to accept that honor. I have been involved in many of the Center’s discussion since the beginning, and expect to be able to contribute to the initiatives in many ways in the future.

First, I support the goals and mission of the Center, and am an advocate for the initiatives. Being in education, I see opportunities for the future in terms of curriculum development, research, grant writing, and more. In particular, I see my connection with the Center projects focused on two areas:

1. I would hope to be able to work with mathematics education students to explore the mathematics of the Earthworks, and was for those students to teach their students about that mathematics, and the integration of the content with other curricular areas, such as the social studies, literacy and science.
2. I expect to continue to advocate for the Center within my department, supporting and encouraging more education faculty to become involved.

I look forward to the opportunities to pursue funding, collaborate on interdisciplinary research projects, participate in symposia, and work with our teacher education students on Earthworks initiatives. I find the Center an exciting project whose visibility can only enhance our relationships in the Licking County community and with scholars in the academic community beyond Licking County as well.

Sincerely,

Dr. Diana B Erchick
To: Dr. Richard Shiels

Date: 10/10/04

Subject: Letter of support, Newark Earthworks Center

From: Paul E. Panek, Professor of Psychology and Newark Campus Psychology Program Coordinator.

As a Charter Faculty member I write in support of the establishment on the Newark Earthworks Center at The Ohio State University at Newark. I am of the professional opinion that the Center would make a substantial contribution to the campus, the community, and The Ohio State University on a number of levels.

On the academic level, the establishment of the Center will stimulate teaching and scholarship in a variety of disciplines such as history, English, anthropology, and education, focusing on native peoples. This may involve the development of new courses as well as the integration of new information into existing courses. Further, the establishment of a Center will provide our students with the opportunity to acquire "hands on" experience on information and activities pertaining to native peoples in ancient America.

On another level, the establishment of a Center will develop educational links to regional educational elementary and secondary schools. Developing educational and information programs can accomplish this for elementary and secondary students and teachers. For example, field trips for students and in service programs for teachers. Also, the Center will be able to establish educational links to other colleges and universities in Ohio, the Midwest, and the United States.

The establishment of a Center will also allow the campus to develop and enhance links to regional native peoples organizations and groups. Thus, at this level the Center becomes a central meeting place and information center for members of the Native American community.

At another level the Center will stimulate links to members of the local community. This can be accomplished via field trips and community lecturers. Additionally, at this level the Center can serve as a repository for artifacts from the mounds.

In conclusion, I am pleased to serve on the Charter Faculty of the Newark Earthworks Center and to write in support of the Center being established on the Newark campus of The Ohio State University. I believe that this Center will be a substantial asset and benefit to the campus, the community, and the University.
Dr. Lucy Murphy  
Co-Director  
Newark Earthworks Initiative  
Ohio State University Newark  
1179 University Dr.  
Newark, OH 43055  

October 27, 2004  

Dear Dr. Murphy:  

I would like to express my wholehearted support for the proposed Newark Earthworks Center for American Indian Studies. This is an immensely exciting project that will provide benefits to the State of Ohio, the City of Newark, the Ohio State University, its Newark regional campus, and, certainly, to my own work as a historical rhetorician on the campus. The inclusion of historical and Native American perspectives into coursework and research at the university will not only serve to redress current gaps in our work as a land-grant institution responsive to the peoples of this state, but will also provide OSU-Newark with a unique raison d'etre: we are here in Newark as a continuation of the interdisciplinary coming together of learning, debate, and practical life that began thousands of years ago in this very location.

The State of Ohio and City of Newark will reap the educational, economic, and community-building benefits of an enhanced understanding of their central role in American pre-history. The Ohio State University and OSU-Newark will benefit from the Earthworks’s contribution to defining the special nature of OSU-N beyond simply a regional campus to a campus at a key historical juncture, continuing a long-standing tradition of intellectual interchange.

Further, I will personally benefit in a variety a ways from the Newark Earthworks Center. In my research, I focus on the cultural conversations that lead to development of new theories, new ideas—ideas that then, themselves, become a part of the conversation leading to the next round of theories. I examine the ways that context interacts with text to produce ideas that may find large audiences at particular junctures or be utterly rejected at others. Thus, one area I am very interested in is the notion of rhetorical communities—that communities invent themselves through the stories they choose to tell, the manner in which they present their own image. The City of Newark’s 150-year love-hate, promotion-rejection relationship with the Earthworks is a fascinating microcosm of the American experience of European-Native interaction, and one I would like to explore more both as a teacher and a scholar. The conferences and symposia planned by the Earthworks Center will greatly facilitate the interdisciplinary discussions
necessary to this work. Further, while the theoretical constructs I use to analyze rhetorical creations of identity are often complex to undergraduate students, and the archival research can seem daunting, the idea of investigating one’s own community, of examining how people in earlier times thought of the place one thinks of as home, is not. With most of the students at OSU-N coming from the surrounding region, a rhetorical community project incorporating the Earthworks Center and its connections to the local citizens who are involved in Newark’s history becomes a particularly appealing approach to undergraduate research.

Perhaps even more exciting to me is the possibility for epigraphic and archeological analyses to gain some insight into the rhetorical stance of the ancient peoples of the Ohio Valley. Comparative rhetoric—in essence, the examination of the rhetoric of non-Greek cultures—and the use of archeological fieldwork techniques to build a rhetorical record of non-textually oriented peoples are both cutting edge approaches in the field of rhetoric. Even the potential of being able to combine the approaches in a study of a people who lived right here is both intimidating and thrilling to contemplate. Such a project, which would contribute both to an understanding of early native peoples and to the possibilities available to the field of rhetoric, would only be possible with the extensive support of the Earthworks Center and its circle of experts from a variety of disciplines.

It is my great hope that the proposed Newark Earthworks Center receive the funding it needs to support my work, the work of so many other dedicated scholars and teachers, and the goals and dreams of both OSU and the Newark/Ohio citizenry. I know that I stand ready to assist the Center in its efforts in the coming years.

Sincerely,

Elizabeth Weiser
Assistant Professor, Rhetoric and Composition
Department of English
Appendix A:

Oral Histories Project
Discovering the Stories of Native Ohio: An Oral History Project
Progress Report to
The Office of Outreach and Engagement
July 2005

The 2004-2005 Oral History Project (OHP) team consists of Katey Borland, Marti Chaatsmith, Lucy Murphy, Richard Shiels, Cris Warner, Binaya Subedi, and Rachel Wonnacutt. Tricia M. Bradley provided support especially with budget tracking and equipment wrangling.

The Oral History Project is the initial research project of the Newark Earthworks Initiative. This year, the project has supported the hiring of a staff member - our graduate administrative assistant, provided faculty release time, established NEI's initial database of American Indian individuals and organizations with Ohio connections, and provided the impetus to create the oral history archives. During this year, we have sought to create a model of indigenous participation, in which Native people participate in the Oral History Project.

The Oral History Project has made excellent progress toward its goals:

➢ The project has improved awareness and constructive communication between members of university and indigenous communities and among individuals within these groups.
➢ The project has created a consultable database of histories that will improve our understanding of Native American experiences in Ohio.
➢ The project has contributed to the intellectual development and professional training of Newark campus students.

The oral histories already collected have resulted in personal stories that inspire and enlighten the understanding of contemporary lives of American Indian people in Ohio. We are making plans to continue the collection of oral histories, and are certain that further research will result from them. Two related projects have begun in response to the Oral History Project: the Indigenous Garden Project and the Library/Archives Committee. Both are funded independently, but are charged with supporting the Oral History Project's aims.

Once aware of the project, individuals and organizations invited the OHP team to set up the information table at community events. In addition, people contacted us to be interviewed and include their stories in our archives. To publicize our events, we have used the contact database created through our research of the American Indian community. This list includes both Indian and non-Indian organizations (see Appendix I) and individuals throughout the Midwest. Where we have encountered suggestions and criticism, we have made every effort to respond in a productive manner, and to meet with individuals who have concerns. We are pleased to report that response to the project has been very positive overall.
Originally, we planned that informational meetings would occur at OSU in Newark or Columbus. However, we learned very quickly that the meetings needed to occur at community sites, for example, at Indian centers or during public gatherings. The people we contacted wanted to meet us at their centers and at their events. Once community members were contacted, they often followed up by visiting the NEI offices, attending Oral History Project events, visiting the information table at powwows and other community events where NEI/OHP attended. This change in plans required that we travel around the state. In addition, there were unexpected mailing and copy costs, as materials were sent to interested people. These expenses were not in the original budget.

During the first year of the grant, the Oral History Project accomplished the following:

Summer 2004:

Candidates for the OHP GAA position were considered. In July, Rachel Wonnacott (Cherokee/Mohawk), an MA student in the College of Education, was hired. She began working in September.

Autumn 2004 Planning Quarter:

The Oral History Project started off with a planning quarter during Autumn 2004. During this time, the staff identified, located, and began contacting Native individuals and organizations that would likely be involved in the Oral History Project. Planning for the spring quarter classes began. Research into the development of archives and equipment took place.

Equipment:
Professor Katherine Borland researched the audio equipment that had been used with previous success, including digital recorders and accessories. Professor Lucy Murphy researched the proper video equipment. Once the equipment arrived, the staff tagged the equipment and created procedures to allow students and staff to maintain and check out the equipment.

Human Subjects Compliance:
- Identified the human subjects application process.
- OHP team completed the CITI certification during fall and winter quarters.
- The GAA compiled information and completed the IRB forms
- The team identified individuals who would be completing interviews
- Professor Katey Borland submitted the IRB forms for review
- When the team received a letter requiring modifications, modifications for resubmission were made and accepted.
**Winter 2005:**

Course:

During winter quarter, Professor Lucy Murphy taught History 368, *Introduction to Native American History*. The idea was that this would give interested participants a basic background in Native American history.

Dr. Murphy wrote the proposal for a new course, History 594, Native American History of the Midwest

Community Contacts:

We contacted Native American organizations around the state, and put the word out that we were looking for people who would be interested in participating in our oral history project. By the April of 2005, we had a list of possible interviewees.

**Spring 2005:**

Courses:

During spring quarter of 2005, Prof. Murphy taught a new course specially designed to be part of the Oral History Project. It is History 594 *Native American History of the Midwest*. At the same time, Prof. Katherine Borland taught a special section of Comparative Studies 470 *Folklore of the Americas: Oral History Methodology*.

Guest speakers for Comparative Studies 470 included Marti Chaatsmith, Patrick Mullen, Professor of English/Folklore OSU-Columbus, Lucy Murphy, Dolores Tapia Santha as part of her visit with us, and Rena Dennison, who was invited by student. All of these speakers declined to be paid to appear as guests in Professor Borland’s class.

Guest speakers for History 594 included Mark Welsh of the Native American Indian Center of Central Ohio, Marti Chaatsmith, Dr. Judy Wu (History, OSU Columbus) and three of her students who had worked on an Asian oral history project, Dr. Patricia Stuhr (Art Education OSU-Columbus), and Florence Minnis. Students were requested to attend the OHP public lectures by Dolores Tapia Santha and Jennifer Pederson as well as the lectures by Drs. Hively and Horn, who research the Newark Earthworks.

Three students were enrolled in both classes. A total of eleven students were enrolled in *Native American History of the Midwest*, while eleven students took the Oral History Methodology class.

Both classes required that students do a final project based on an interview with a Native American person with ties to Ohio. A few students already knew someone they wanted to interview, but most were put in touch with people we had identified during the planning phase. We trained students in history, methodology, and the use of equipment. Students worked in pairs
to interview people. Dr. Borland's class conducted audio interviews, while Dr. Murphy's students videotaped their interviews.

All of the students were expected to attend a powwôw. Students in History 594 were asked to attend the powwow hosted by the Native American Indian Center of Central Ohio (NAICCO), held at the Franklin County Fairgrounds over Memorial Day weekend. Students in Comparative Studies 470 attended either the NAICCO powwow, or powwows held elsewhere in Ohio, in Winterset or Bellefontaine. A powwow is an event where American Indians of all nations come together to celebrate their culture through the medium of music and dance.

At the invitation of the Native American Indian Center of Central Ohio, ten students who were particularly enthusiastic about the project opted to conduct interviews at the powwow. One student arranged to borrow a large bus, and a studio was set up in the back. OSU Newark faculty and staff also set up an information table at the powwow, where we talked about the project and collected the names of potential interviewees. Over the course of three days, a core group of four students, with occasional help from others, interviewed twenty-one people.

All told, the students in the two classes have conducted 37 interviews. The core group of students intends to continue their involvement by conducting interviews at future events, including the Labor Day weekend powwow, again to be hosted by NAICCO.

Because these classes were developed during the spring for the OHP, as a first offering the courses were flexible. There are plans to offer the class again. It may be offered at graduate/undergraduate level, because this type of class work does require substantial student initiative. This material could be team-taught with two components: Native American History of the Midwest and oral history methodology.

Community Contacts:

The OHP team attended five powwows: the Ann Arbor Powwow in Michigan (April 3), the Kentucky State University Powwow in Kentucky (April 23), the Native American Indian Center of Central Ohio (NAICCO) Powwow (May 28-30), and the Father's Day Powwow in Cleveland (June 19). At each powwow, the team set up information tables and recruited future interviewees. This effort has made a very positive impact on our community relations by generating interest and good will.

Speakers:

The Oral History Project hosted two speakers during spring quarter. Dr. Jennifer Pederson, is a Native archaeologist at the Hopewell Culture National Park in Chillicothe, Ohio. She spoke about the ancient mound builders. Dolores Tapia Santha (Seneca/Comanche) is a storyteller and elder. She spoke about the contemporary status of Native people today, in the context of her life story. Attendance at both events was very good, and the response was positive. The flyers for both events are found in Appendix II.
Related Projects: Indigenous Garden and Archives/OSUN Library Collaboration Indigenous Garden:

Related projects include the Indigenous Garden project, supervised by Prof. Katey Borland and Prof. Jose Cabral. It provides a means for members of the Ohio Native Community to participate in projects at the Newark Earthworks Initiative after they have been contacted for the Oral History Project. The groundbreaking for the garden occurred in the spring, with attendance by a Native Elder who gave a blessing. Pre-school children from the OSU Newark day care center attended the event, and helped plant the first seeds.

Professor Jose Cabral chairs a Library Planning Committee that includes community members as well as interested faculty. The committee is charged with the development of a special collection for the OSU-Newark library, to contain copies of the recorded interviews in addition to other materials related to American Indian studies. This archive promises to provide unique, rare, and outstanding materials for students, faculty, community members, teachers, and other researchers. Both projects are funded independently.

Budget:

The original budget has been revised to reflect the actual spending this year, and the plans for 2005-2006. None of the goals have changed for 2005-2006. The revised budget is attached in an Excel file.

Plans for 2005-2006:

During the second year of the Oral History Project, the goals are:

- To continue to record oral histories of Ohio's American Indians.
- To facilitate future research by collecting and archiving primary materials.
- To serve the public by collecting and presenting Ohio's Native American heritage in schools, libraries, and museums.
- To continue to develop partnerships between OSU and Ohio's Native American organizations; historical societies; and teachers and schools.
- Students enrolled in Professor Christine D. Warner's education courses focusing on the development of curriculum materials will use these oral histories and consultations with Native leaders to develop films, web sites, and other teaching materials for Ohio classrooms that will focus on Ohio's Native American peoples. This focal point will fulfill the State of Ohio Social Studies education standards and benchmarks for grades 1-12 and will prepare students for the state mandated proficiency tests in Ohio.
- Students under the direction of Professor Richard Shiels will work with historical societies and museums to help develop exhibits and installations to present the oral histories of Native Ohioans to the public.
1970s: New Leaders for Indian Country

Mon. Mar. 7: Contemporary Issues  INDIAN COUNTRY JOURNALS AND PAPERS DUE
Wed. Mar. 9: Contemporary Issues
Road Atlas, pp. 224-241
Fri. Mar. 11. Contemporary Issues, Course Wrap-Up and Review  QUIZ 2

"Final Exam" Wed. Mar. 16: Term Projects Due by 10 a.m.
This course is designed to give students an opportunity to examine the experiences of Native Americans in the Midwest (defined loosely as the Great Lakes and Ohio Valley regions) from ancient times to the present. The course is presented as part of the OSU Newark Oral History Project, “Discovering the Stories of Native Ohio,” which has been funded by a grant from the OSU Office of Outreach and Engagement. Students will have the opportunity to interview Ohio Native Americans about their histories.

Objectives: Students will

- acquire an appreciation of Native American histories and cultures throughout the Midwest.
- gain an understanding of major trends in American Indian history in the Midwest.
- familiarize themselves with a variety of Native voices and viewpoints by reading and discussing primary sources produced by Indian people from several eras.
- examine major influences on Native American economies, religions, and politics.
- gain an understanding of the ways U.S. government policy affected Indians in the Midwest, and vice versa.
- study issues of concern to Indian people today, and the history behind those issues.

Special activities:
- Students will be encouraged to attend the Native American Indian Center of Central Ohio’s Memorial Day Pow wow, to be held in Columbus
- Guest speakers

Books:
• Students will also be expected to read *News from Indian Country*, a national newspaper published in Hayward, Wisconsin, on a regular basis. Copies will be available on reserve in the library.

Grades will be based on:
• participation, 10%
• a quiz, 10%
• two papers, 20% each
• a presentation based on an interview, and a paper or field notes, 40%.

Here are the grade breakdowns from the History Department:
A: 92.6 and above; A-: 89.6-92.5; B+: 87.6-89.5; B: 82.6-87.5; B-: 79.6-82.5; C+: 77.6-79.5; C: 72.6-77.5; C-: 69.6-72.5; D+: 67.6-69.5; D: 62-67.5; E: below 62

**The History Department’s statement on plagiarism:**
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://studentaffairs.osu.edu/info_for_students/cse.asp).

Here is a direct link for discussion of plagiarism:
http://cstw.osu.edu/writing_center/handouts/research_plagiarism.htm

**Disability Services**
Students with disabilities will be appropriately accommodated, and should inform the instructor as soon as possible of their needs

**Course Outline**

The course outline is subject to change.

**Mon. Mar. 28: Introduction**

**Wed., Mar. 30: Current generations: Native America in the late 20th and early 21st centuries**

**Mon. Apr. 4: Ancient Midwest: Tour the Newark Earthworks.** Meet at the Octagon at 5:30. (In case of rain, we will have our regular class. If in doubt, check Dr. Murphy’s voice mail for a message. 740 364-9592)
Wed. Apr. 6: Traditional Lifeways  
Read: Atlas to p. 47; Charles A. Eastman, Indian Boyhood  
Also April 6, 7:00 pm: special public lecture on Hopewell Era cultures, Jennifer Pederson.

Mon. Apr. 11: Colonial Era, oral history planning  
Read: Atlas to p. 121

Wed. Apr. 13: The Colonial and Early National Eras QUIZ  

Mon., Apr. 18: The Early National Era  

Wed., Apr. 20: Oral history advice from special guests Prof. Judy Wu and students who participated in the “Faces of the Past, Voices of the Present,” project.

Mon. Apr. 25: Removal and Refugees; guest speaker (tentative)  
Read: Atlas to p. 182; Steve Warren, “The Ohio Shawnees Struggle Against Removal: 1814-1830;”

Wed. Apr. 27: Reservations, Resistance, and Identity Begin interviews this week or next.  
Film: “The Dakota Revolt’  

Mon. May 2: Losing Ground: 1880s – 1930s  
Film: “Medicine Fiddle”  
Read: Ignatia Broker, Night Flying Woman

Wed. May 4: Special public lecture, Ray Hively and Robert Horn, 7:00 pm. Paper #1 due

Mon. May 9: The Depression Era; Termination, Relocation  
Read: Bill Dunlop and Marcia Fountain-Blacklidge, The Indians of Hungry Hollow
Wed. May 11: Film editing. Please attend the public lecture on Thursday, May 12 by Dolores Santha (tentative)

Mon. May 16: Activism, Fishing Rights
Read: Larry Nesper, *The Walleye War*

Wed. May 18: Economic Development and Art, Guest speaker (tentative)


Wed. May 25: Urban Indian Centers and Cultural Resurgence; guest speaker from the Native American Indian Center of Central Ohio (tentative) Paper #2 due

Mon. May 30: NO CLASS, Memorial day. Attend the Pow wow

Wed. June 1: Contemporary Issues: Native American Graves Protection and Repatriation Act; Stereotypes and Mascots; Preservation

Final exam date Mon., June 6: Student presentations and papers due
This course is a hands-on experiential education opportunity for students interested in learning the techniques of oral history interviewing. We will read and discuss the theory, methods and ethics of oral history in the first half of the quarter. We will also examine two exemplary oral histories, one focused on contemporary woodlands Indians and one focused on Hispanic immigrants to rural Delaware. During the second half of the course, students will work in teams to record the life stories of Native Americans living in Ohio. This work represents the pilot project for OSU-Newark’s ongoing American Indian Oral History Project. Through the course, students will not only learn how to conduct oral histories, they will also learn about contemporary Native American culture in Ohio directly from American Indian residents of the state.

Course Goals:

- Learn how to collect and evaluate oral sources for historical and cultural research
- Develop practical research skills
- Conduct ethical research
- Learn about local Native Americans and their culture
- Develop teamwork
- Contribute to the OSU-Newark oral history archive
- Keep a field journal documenting your experiences and thoughts
- Get out of the classroom and into the world

Required Texts:

Perks and Thomson  *The Oral History Reader* (Routledge, ISBN 0415133521)
Ives, Edward D.  *The Tape-Recorded Interview*, Univ. of Tennessee Pr. ISBN 0870498789
Kohn and Montell  *Always a People: Oral Histories of Contemporary Woodland Indians* (Indiana Univ. Pr. ISBN 0253332982)
Borland, Katherine  *Creating Community: Hispanic Migration to Rural Delaware* (Delaware Heritage Pr. ISBN 0924117192)

Recommended Text:

Helen Hornbeck Tanner, ed.  *Atlas of Great Lakes Indian History* (Univ. of Oklahoma Pr. ISBN 0806120568)
Course Requirements:
Reading assignments must be completed before the class day listed in the syllabus for our first discussion. Students should take notes on readings and come to class prepared to discuss what you have read.

Class Notebook 100 points [includes in-class and special event writing]
Mid-term Exam 200 points [on oral history theory and method]
Powwow observation paper 200 points [required visit to at least one Powwow]
Final Project 500 points
  Field Journal
  Tape recorded life story of an Ohio Native American
  Permissions/release forms
  Finding Guide

I will make every effort to accommodate special needs, as long as these needs are clearly communicated to me at the beginning of the quarter.

Plagiarism, or using the ideas or words of others without appropriate citation, is an academic crime. Cases of suspected plagiarism will be taken to the Committee on Academic Misconduct, who will decide on the penalty, which may range from failure of the course to suspension from the University.

Course Schedule
[subject to revision]

Week One: Establishing Ourselves as Oral Historians

March 28: Introduction to the Course
  Assignment: Perks and Thomson, Chapters 1 and 2

March 30 What is Oral History?
  Assignment: Perks and Thomson, Chapters 3 and 6

April 1 Special Problems in Oral History
  Assignment: Perks and Thomson, Chapters 10, 14, 15

Week Two: Learning to Listen

April 4 Interview Dynamics
  Assignment: Perks and Thomson, Chapters 16, 17, 19

April 6 Special Guest: Marti Chaatsmith: Powwows
  Powwow assignment distributed

  Special Evening Lecture:
  Jennifer Pederson Native American Archeology 7pm
April 8   Advocacy and Empowerment
   Read: *The Tape Recorded Interview*, Chapter 1

**Week Three: Techniques and Technologies**

April 11   Methods in Oral History
   Read: *The Tape Recorded Interview*, Chapter 2
   Field journals collected

April 13   Research Ethics
   Read: *The Tape Recorded Interview*, Chapter 3

April 15   **Video: Sandy Ives on Oral History Collecting**
   Read: Perks and Thomson, Chapters 24, 28, 29

**Week Four: Interpretation**

April 18   **Special Guest: Pat Mullen: Memories of a Fieldworker**

April 20   Issues of Interpretation
   Read: Perks and Thomson, Chapters 34 and 37

April 22   Special Projects in Oral History
   **Video: Abenaki of Vermont**
   Assignment: Study for Midterm

**Week Five: The Contemporary Midwest Native American**

April 25   **Midterm**
   Field journals collected
   Assignment: Start reading *Always a People*

April 27   Contemporary Woodlands Indians
   Assignment: *Always a people*

April 29   Practical Workshop—Equipment
   Assignment: *Always a people*

**Week Six: The Contemporary Scene**

May 2     Contemporary Woodlands Indians
   Assignment: *Always a people*

May 4     Contemporary Woodlands Indians
   Assignment: *Always a people*
   **Special Evening Lecture:**
Hively and Horn: Astronomical Alignments at the Newark Earthworks

May 6  Fieldwork Day—no class

Week Seven: Storytelling

May 9  In-Class Workshop
       Student Updates
       Field Journals collected

May 11  Special Guest: Dolores Santha, storyteller

May 13  Fieldwork Day—no class
       Read Creating Community vii-78

Week Eight: Recognizing Diversity

May 16  Creating Community: Accessible/Inaccessible residents
       Read Creating Community 79-186

May 18  Workers vs. Organizers and the Politics of Community Studies
       Read Creating Community 187-248.

May 20  Fieldwork Day—No class

Week Nine: Avoiding Romanticization

May 23  Businessmen and women
       Field journals collected
       Read Creating Community 249-386

May 25  Immigrant vs. Refugee
       Final Discussion, Creating Community

May 27  Fieldwork Day—No class

Week Ten: Wrapping up our Project

May 30  Memorial Day/No Class

June 1  Student Reports/Working class session

June 3  Student Field Reports/Working class session

Week Eleven
Final Projects, Field Journals and other work due Wednesday June 8th, 12 noon