

M e m o r a n d u m

To: University Senate

From: Brian L. Winer, Chair
Council on Academic Affairs

Date: November 2, 2006

A PROPOSAL FROM THE COUNCIL ON ACADEMIC AFFAIRS TO ESTABLISH
THE NEWARK EARTHWORKS CENTER

- WHEREAS the Center will be the first at the University to focus on Native American histories from ancient to contemporary times; and
- WHEREAS it will provide educators at all levels with needed resources and pedagogies, and will be involved in coordinating and publicizing research opportunities, activities and events relating to American Indian study; and
- WHEREAS it is the first interdisciplinary Center to be based at a regional campus; will establish a unique identity for the OSU-Newark campus; will invigorate research, teaching, and service activities in this field of study at other regional campuses and the Columbus campus; and will link to other established interdisciplinary centers; and
- WHEREAS the proposal adheres to the Guidelines for the Establishment and Review of Academic Centers and was reviewed by the University Research Committee, and the Council on Research and Graduate Studies, and was then approved by the full Council on Academic Affairs on July 6, 2006.

NOW THEREFORE BE IT RESOLVED that the University Senate approve the proposal to establish the Newark Earthworks Center, and respectfully request concurrence from the Board of Trustees.



Newark Campus

1179 University Drive
Newark, OH 43055-1797
Phone 740-366-3321

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,

A handwritten signature in cursive script that reads "Martha L. Chaatsmith".

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

cc: Bill MacDonald
Lucy Murphy
Richard Shiels
Katherine Borland

Dutta, Lakshmi

From: Smith, Randy
Sent: Thursday, July 06, 2006 4:45 PM
To: 'Shiels, Richard'; 'murphy.500@osu.edu'
Cc: Macdonald, William; 'Noe, Raymond'; Dutta, Lakshmi; Smith, Randy; Zacher, Chris; 'conlisk.1@osu.edu'; McGrath, Bob; Snyder, Barbara; Holbrook, Karen; Sharkey, Maureen
Subject: Newark Earthworks Center

Dick and Lucy:

I am very pleased to inform you that the proposal to establish the **Newark Earthworks Center** was approved unanimously by the Council on Academic Affairs at its meeting on July 6, 2006. Thank you for attending the meeting and responding so effectively to questions/comments.

This proposal will now be sent to the University Senate for action at an Autumn Quarter 2006 meeting. I will contact you when I know the details. Following Senate action, the proposal will be sent to the Board of Trustees for final approval. All of these steps should be complete by the end of Autumn Quarter 2006.

In the interim, given the length of time involved, the Council believes that you should be able now to "use" the term Center as long as you indicate that it is pending final action by the Board. For clarification on this issue, please call me.

Congratulations on the successful completion of this important stage in the review/approval process! This is an exciting initiative.

Randy

W. Randy Smith
Vice Provost



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

Subject: Response to the University Research Committee's
Review of the Proposal to Establish the Newark Earthworks Center.

From: Richard Shiels
Interim Director, Newark Earthworks Initiative and
Associate Professor of History, OSU Newark

To: Randy Smith, Vice Provost

Date: June 12, 2006

The Executive Committee of the Newark Earthworks Initiative is very pleased that the University Research Committee found so many good reasons to support our proposal to become the Newark Earthworks Center. The Research Committee expressed unqualified support for the NEC as a program with important benefits to the university in the areas of Outreach and Teaching. These are especially important missions of a regional campus. Further, we note that some centers on the Columbus campus focus exclusively on teaching or on teaching and outreach.

I write to respond to the "concerns about the research aspect of the proposal" that were included in the Research Committee's report.

The NEC will foster funded research. However, let me clarify three points:

1. The NEC will be an interdisciplinary center. Although archaeology will be one of the central disciplines, it will not be a center devoted specifically to archaeological research.
2. The NEC will work closely with partners outside academia, including organizations such as the Ohio Historical Society and a network of Native American Indian centers and groups.
3. The focus of the NEC will be broader than the Newark Earthworks. I often refer to our center as "the Newark Earthworks Center for the study of Native American life from ancient times to the present."

One objective is to provide a forum for consideration of different ways of knowing the world and different approaches to studying it. Rob Cook, the sole archaeologist on the Newark faculty and one of the archaeologists already involved in NEI, notes that "our goal from an archaeological perspective is to find common inter-disciplinary ground in addressing important research questions." His research focuses upon material data while those in the humanities rely upon texts. Marti Chaatsmith, our program coordinator whose training is in sociology, writes that Native people present yet another perspective. If there is a gap in the approach to research in different disciplines, Marti also notes a "gap about what should be studied and how things should be studied" among those who pursue American Indian Studies.

To date, our team of faculty in anthropology, art education, chemistry, comparative studies, English and history with partners in American Indian Studies program in Columbus as well in the community has proceeded by:

1. Pursuing an oral history research project, funded by a grant from the Office of Outreach and Engagement. Over two years we have collected oral history interviews from about 70 Native people in Ohio or with Ohio roots. A GAA on loan from the Folklore Center for 10 hours per week will continue collecting oral histories next year. We are mapping Ohio's Native Americans, identifying their concerns and collecting their stories about the earthworks and other things.
2. Creating an archive and website, funded by an Innovation Grant from the College of Arts and Sciences. The archive will be located in a new library currently under construction on the Newark Campus. In addition to housing oral history interviews in the archive, the objective is to provide materials to support research on the Newark Earthworks, Native American sacred sites and Native life, especially in Ohio. Further, the archive and website will include curricular materials for use in K-12 and undergraduate education.
3. Hosting the CIC American Indian Studies Consortium conference in September, 2005; a public symposium entitled "Newark Earthworks Day" in October (with presentations by archaeologists, humanities and arts faculty and Native people); and co-hosting with the Ohio Archaeological Council a "Public Symposium on Ohio's Ancient Earthworks" in November.
4. Partnering with the American Indian Studies Program on the Columbus campus to co-host visits by four prominent guest speakers including two who study earthworks. Each speaker addressed a group of faculty and students and community people over lunch at Baker House (the home of the Newark Earthworks Initiative across the street from the OSU Newark Campus.)

In the next few months the NEI leadership will submit applications for funding to the National Endowment for the Humanities and other agencies. The NEC we propose will be a center fostering research as well as teaching and reaching out to the community.

Let me conclude by quoting the letter from Clark Spencer Larsen, Distinguished Professor and Chair of the Department of Anthropology:

"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. We in the Department of Anthropology will want to participate in activities that the center and its participants will generate over the coming years."

Subject: University Research Committee Review of Proposal to Establish the Newark Earthworks Center (NEC)
From: Richard Torrance, A. T. Conlisk, Chair
To: Randy Smith, Vice-Provost
Date: May 30, 2006

Judging from the letters of review and the well-constructed proposal, the establishment of a center for the study of and dissemination of knowledge concerning ancient Native American culture in Ohio and the Great Lakes region would be a valuable asset to the educational mission of The Ohio University and to the broader community.

The proposal's plan to establish communication with and a forum for Native Americans with connections to Ohio was enthusiastically supported by such Native American groups as the Native American Indian Center of Central Ohio, and its potential for enhancing regional diversity was stressed by Judith Yaross Lee, Co-Director of Ohio University's Central Region Humanities and Executive Dean of ASC at OSU, who notes the extent to which the center would compliment OSU's Ethnic Studies Program. Professor John Powell, Executive Director of the Kirwin Institute for the Study of Race and Ethnicity, supports the creation of the center with the observation that it will help to establish OSU as a leader in the interdisciplinary focus on Native American studies.

Another major theme of the proposal and the reviewers who recommended it is the benefit the Center would provide K-12 and postsecondary education in the state of Ohio. Amy Shuman, Director, Center for Folklore Studies, David Staley, Director, The Harvey Goldberg Program for Excellence in Teaching, David Horn, Chair, Comparative Studies, and Christine Morris, Director, Multicultural Center, are among the OSU faculty who strongly support the establishment of the Center as a valuable tool for teaching mathematics, folklore, American history, rhetoric and composition, and ethnic and Native American studies. Faculty at Newark are already teaching several courses concerning American Indian history, and well designed syllabi are included in the proposal. In addition, the proposal and all the recommenders point out the degree to which the center would enhance OSU's outreach activities among Native Americans, the community at large, and K-12 students.

An argument repeatedly forwarded in support of the proposal is the fact that "the Newark Earthworks Center will be the first Center at Ohio State to focus on Native American histories from ancient time to contemporary times" and that "this is the first time Ohio State Office of Academic Affairs has considered any proposal to establish an interdisciplinary center on an OSU regional campus."

OSU and OSU-Newark have already made a substantial investment of approximately \$100,000 to establish the Newark Earthworks Initiative, and OSU-Newark faculty and staff have worked hard to sponsor a variety of successful academic and outreach activities, including the annual meeting of the American Indian Consortium, the Ohio Archaeological Council symposium, and Newark Earthworks Day, open to the general public.

However, there were also concerns expressed about the research aspects of the proposal.

Robert Riordan, Professor of Anthropology, Wright State University, notes that "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 and interest in its activities." Clara Kidwell, Director of Native American Studies, The University of Oklahoma, while enthusiastically supporting the proposal, also writes, "Although much of the site has been destroyed, the archaeological and historical reconstruction of its extent further enhances our understanding of its significance." For such a reconstruction to take place, however, as Riordan further observes, the NEC would have to reach agreement with the Ohio Historical Society to obtain access to the Newark Earthworks State Memorial for archaeological research.

In addition, there is little in the proposal on funding mechanisms and nothing on sustainability. While external sources of funding are identified, it appears as if no proposals have been written. The URC recommends that funding the center with external funds be an essential tool in the light of the comments of Professor Riordan above.

In conclusion, the Newark Earthworks Initiative Committee should be commended for creating an excellent proposal. As Brian Hosmer, Director, CIC American Indian Studies Consortium, observes, "I want to commend the NEC group for seeing in their midst a unique opportunity to construct a groundbreaking American Indian Studies program . . . 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." The educational and outreach components of the proposal are excellent and display considerable initiative in garnering strong support from the public, Native American groups, and educational circles. The research component, however, seems weaker and might benefit from a more concrete explication of research objectives, consultation with the parties Professor Riordan mentions, including the Ohio Archaeological Council, and more explicit plans for enhancing library and other research resources. Attracting external funding and sustainability must be an essential part of the Center's vision if it is to be successful.

A Proposal to Establish
The Newark Earthworks Center
[NEC]

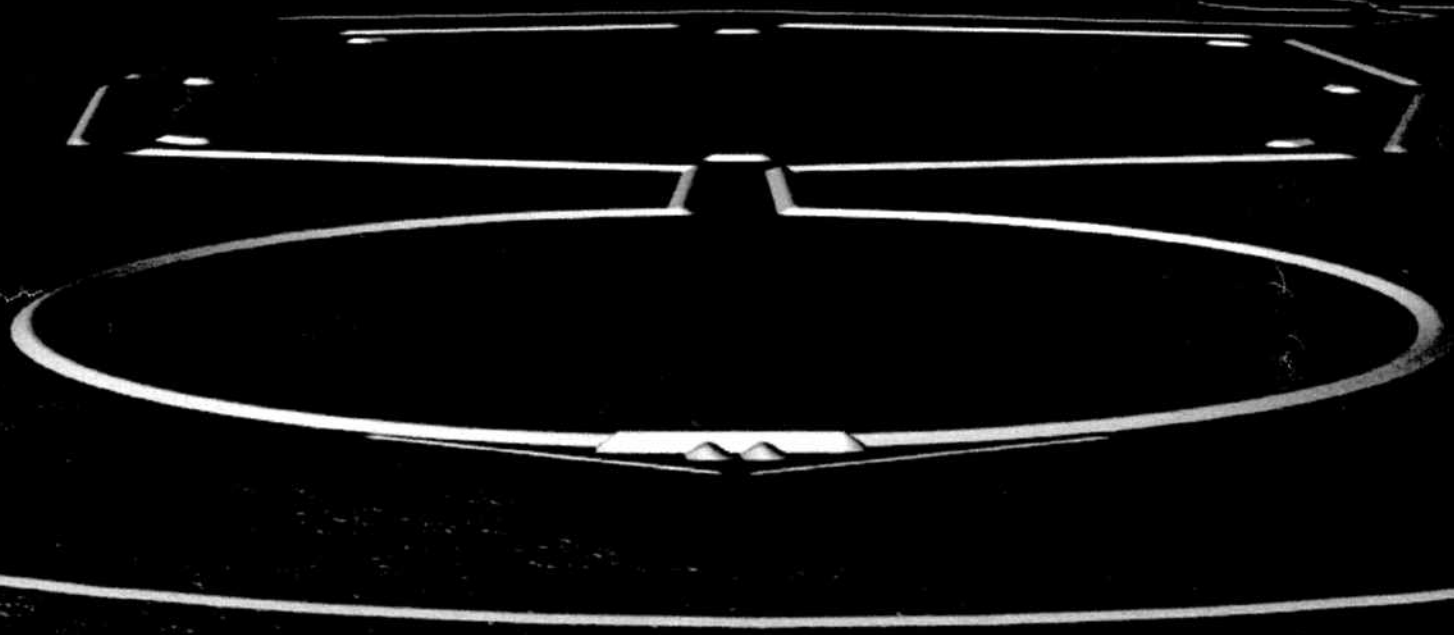
Submitted for Approval to
The Council on Academic Affairs
and
The Research and Graduate Council

Proposed by the Newark Earthworks Initiative

August 15, 2005

www.octagonmoonrise.org

BE THERE.



ONCE IN A GENERATION

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



For detailed information about the daytime programs and the evening viewing visit
www.OctagonMoonrise.org



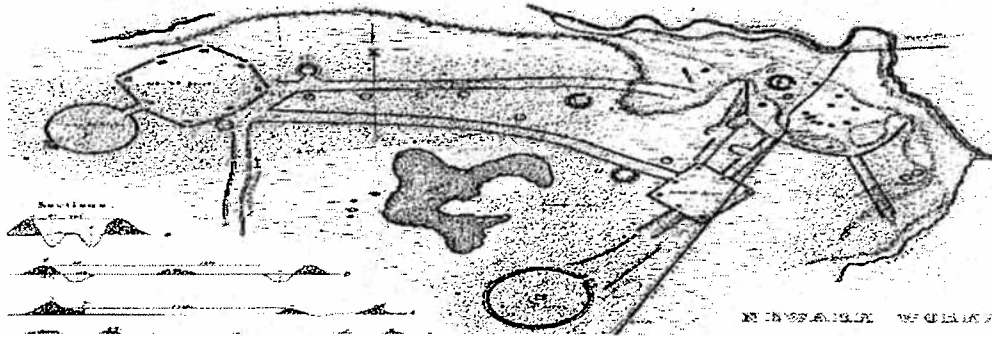
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Newark Earthworks Initiative Executive Summary



"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 NEI'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 (Athabaskan)**, 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-Morris, 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 NEI'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	<u>15,000</u>
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.

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 powwōw. 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

Read: 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.

Ohio State University
Prof. Lucy E. Murphy
Spring 2005
www.newark.osu.edu/lmurphy/

Office: Adena 145
(740) 364-9592
murphy.500@osu.edu
Office hours: Mon. 4:00 – 5:00

Group Studies 594, Native American History in the Midwest

OSU Newark campus

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:

- Helen Hornbeck Tanner, ed., Atlas of Great Lakes Indian History (Norman: University of Oklahoma Press, 1987) ISBN: 0-8061-2056-8
- Charles A. Eastman, Indian Boyhood (New York: Dover Publications, [1902] 1971) ISBN 0-486-22037-0
- Ignatia Broker, Night Flying Woman: An Ojibway Narrative (St. Paul: Minnesota Historical Society Press, 1983) ISBN 0-87351-167-0
- Bill Dunlop and Marcia Fountain-Blackledge, The Indians of Hungry Hollow (Ann Arbor: The University of Michigan Press) ISBN 0-472-08653-7
- Larry Nesper, The Walleye War: The Struggle for Ojibwe Spearfishing and Treaty Rights (Lincoln: University of Nebraska Press, 2002) ISBN 0-8032-8380-6
- Course pack: R. David Edmunds, ed., People of Persistence (Urbana: University of Illinois Press, forthcoming)

- 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/csc.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

Read: James Lagrand, "Indian Work and Indian Neighborhoods: Adjusting to Life in a Midwestern Metropolis during the 1950s," and selected chapters from Rita Kohn and W. Lynwood Montell, Always a People: Oral Histories of Contemporary Woodland Indians (Bloomington: Indiana University Press, 1997) ISBN 0-253-33298-2

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

Read: Helen Hornbeck Tanner, "The Glaze in 1792: A Composite Indian Community," *Ethnohistory* 25/1 (Winter 1978) pp. 15-39; Optional: R. David Edmunds, "A German Chocolate Cake, with White Coconut Icing: Ohio and the Native American World," from Geoffrey Parker, Richard Sisson, and William Russell Coil, eds., *Ohio and the World, 1753-2053* (2004, OSU Press)

Mon., Apr. 18: The Early National Era

Read: *Atlas* to p. 161; Lucy Murphy, "'Their Women Quite Industrious Miners: ' Native American Lead Mining in the Upper Mississippi Valley, 1788-1832," from *People of Persistence*; excerpt from Donald Jackson, ed., *Black Hawk, An Autobiography [1833]* (Urbana and Chicago: University of Illinois Press, 1990) ISBN 0-252-72325-2

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"

Rebecca Kugel, "Re-Working Ethnicity: Gender, Work Roles, and Contending Re-Definitions of the Great Lakes Métis, 1820-1842," and Susan Sleeper-Smith, "Resistance to Removal: The 'White Indian,' Frances Slocum," in *People of Persistence*

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-Blackledge, *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)

Mon. May 23: Economic Development *Read: Brian Hosmer, "Blackjack and Lumberjack: Economic Development and Cultural Identity in Menominee Culture" in People of Persistence*

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

CS 470 Folklore of the Americas:
Oral History Methodologies

Katherine Borland
Adena 151
740-366-9268
Office Hours: MW 2:30-3:30

MWF 1-2:20

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**
Fieldjournals 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

Appendix III

Flyers Relating to the Oral History Project

ORAL HISTORY PROJECT/NEWARK EARTHWORKS INITIATIVE

Please contact me: I am interested in participating by giving an oral history interview

=====
Name:

Address:

Phone:

e-mail/website:
=====

Name:

Address:

Phone:

e-mail/website:
=====

Name:

Address:

Phone:

e-mail/website:
=====

Name:

Address:

Phone:

e-mail/website:
=====

The Oral Histories Project of the Newark Earthworks Initiative

Presents

Dolores Tapia Santha

"Today's Indian"

Dolores Tapia Santha, Seneca/Comanche, a nationally known storyteller, is invited to participate in powwows and gatherings around the country. While in Ohio, she was a police officer, Indian Center director, and an AARP liaison. A tireless advocate for prisoner rights, this year she was nominated by Missouri's governor to be a liaison with Native prisoners.

Thursday, May 12, 2005

7:00pm

Founder's Auditorium, OSU-Newark

Reception immediately following

***** All are welcome to attend this free lecture *****

For more information, please contact Marti Chaatsmith or Tricia Bradley at
740-364-9574

This Oral Histories Project speaker is made possible through a grant from the Office of Outreach and Engagement OSU-Columbus, the Newark Earthworks Initiative, and Ohio State University at Newark.

The Oral Histories Project of the Newark Earthworks Initiative
Presents

Jennifer Pederson, Archaeologist
Hopewell Culture National Historic Park
Chillicothe, Ohio

"Understanding Ohio's Hopewell Earthworks"

"The details of the everyday lives of the people who built the mounds can be found in the archaeological record. But the reasons why the mounds, earthworks, and other sites were built are still not known today."

Wednesday, April 6, 2005

7:00pm

Founder's Auditorium, OSU-Newark
Reception immediately following

***** All are welcome to attend this free lecture *****

For more information,

please contact Marti Chaatsmith or Tricia Bradley at 740-364-9574

This Oral Histories Project speaker is made possible through a grant from the Office of Outreach and Engagement OSU-Columbus, the Newark Earthworks Initiative, and Ohio State University at Newark

We invite all our friends to join us in a first planting of the Indigenous Garden
at the Newark Earthworks Initiative.

Thursday, May 12th

2:30-3:30

at the Baker House, 950 Sharon Valley Road, Newark OH.



Feel free to bring an offering or a prayer for this community gathering. All
indigenous gardening traditions are welcome. Please come and share.

The Newark Earthworks Initiative * 740.364.9574

Discovering the Stories of Native Ohio
An Oral History Project

The first project of the Newark Earthworks Center!

An Outreach: Project Overview

The Ohio State University Newark faculty in Comparative Studies, History, and Education propose to collect, record and map the stories of Native American experiences in Ohio, from the age of the Mound builders two thousand years ago to the present, and to make them available to teachers, students, researchers and other community members.

Native American organizations and individuals, historical societies and librarians, school teachers and their students in grades K-12 (and above), as well as other community organizations are committed to this project.

The proposed project will be the inaugural venture of the Newark Earthworks Center of American Indian Studies that is currently being developed at The Ohio State University Newark campus. The proposed project will coincide with an academic conference and public events focusing upon the Newark Earthworks.

This project will contribute to the foundation of the center in many ways.

- It will open dialogue and build relationships with Native American individuals and organizations.
- By raising public awareness of the Native Americans of Ohio we can create more diversity of thought.
- To identify and respond to the needs of Native Americans in recording and collecting information relevant to them.
- Allows for the generation of ideas for more projects and research for the Newark Earthworks Center.
- It will allow researchers to compile data about the Native Americans who existed in Ohio and continue to reside here.
- A compilation of educational materials will be created for teachers to more accurately present Native Americans in the classroom.
- A series of planning meetings will be held with Native American community groups, scholars and interested individuals to develop a common agenda and protocols for collaboration on an oral history collecting project.

The Newark Earthworks Center is located at:
950 Sharon Valley Drive
Newark, OH 43055
(704) 364-9574
(614) 292-4092 ext. 574 (Columbus)

“Discovering the Stories of Native Ohio”

An Oral History Project for OSU Newark Students and Faculty

During the academic year 2004-05 and 2005-06, students will have the opportunity to participate in an exciting new project that will collect and preserve the life histories of Native Americans in Ohio. Students will have the opportunity to learn American history, oral history methodology, and educational materials development by participating in courses and other activities.

The project will address the following goals:

- To locate and identify Native people in Ohio and Native people with Ohio roots.
- To discover and record the histories, traditions, and cultures of Ohio's American Indians.
- To facilitate future research by collecting and archiving primary materials.
- To serve Ohio's Native American peoples by collecting and preserving their stories.
- To serve the public by collecting and presenting Ohio's Native American heritage in schools, libraries, and museums.
- To develop partnerships between OSU and Ohio's Native American organizations; historical societies; and teachers and schools;
- To enhance the educational experience of OSU undergraduates in the areas of Native American history and folklore, research methods, archival work in the digital age; curriculum development, the creation of educational materials, and exhibit planning.
- To create educational resources that reflect the histories and experiences of Native Americans in Ohio. The resources will be utilized in K-12 level; currently, both historical and contemporary issues related to Native people are either omitted or superficially included in educational curricula. Since teachers and students in schools have limited resources in relation to Native perspectives on history, culture and society, the resources will also outline how Native issues and experiences ought to be taught in classrooms.
- The project will highlight the perspectives of Native people on diversity issues, which are often absent in discussions of multiculturalism in Ohio schools and communities.

Courses:

- It is strongly advised that students have some background in Native American history. If you have not taken a Native American history course before, you should sign up for **History 368: Native American History: A Survey** during Winter quarter, 2005. Dr. Lucy Murphy
- During Spring Quarter 2005, two courses will be offered as part of the project:
 - **Comparative Studies 470: Oral History Methods** Dr. Katherine Borland
 - **History 594: Native Americans in the Midwest** Dr. Lucy Murphy
- During Summer Quarter, 2005, **Education 777** will utilize the oral history materials collected, to develop curriculum and educational materials for grades K-12. Dr. Christine Warner, Dr. Richard Shiels
- Spring of 2006: **Native American Children's Literature**, Dr. Christine D. Warner



History 368: Topics in Native American History: A Survey

MWF 9:30 – 10:50 Prof. Lucy Murphy

This is a survey of American Indian history from the pre-colonial period to the present. We will examine Native American cultures, economies, relations with non-Indians, and experiences with federal policies. In addition, we will look at movements for change, and contemporary issues. Activities will include lectures, discussions, films, a tour of the ancient Newark earthworks, a pow wow, and guest speakers. Students will have the opportunity to participate in interviewing American Indians living in Ohio as part of the OSU Newark Earthworks Initiative.

Course objectives: Students will

- acquire an appreciation of the diversity of Native American cultures throughout the centuries.
- gain an understanding of major trends in American Indian history.
- familiarize themselves with a variety of Native voices and viewpoints by reading and discussing memoirs and newspapers produced by Indian people from several eras.
- examine major influences on Native American economies, religions, and politics.
- gain an understanding of major phases of U.S. government policy affecting Indians.
- study issues of concern to Indian people today, and the history behind those issues.
- enhance their reading, analytical, and writing skills.

Readings: (tentative)

- Frederick Hoxie and Peter Iverson, *Indians in American History*, Second
- Carl Waldman, *Atlas of the North American Indian*, Revised Edition
- Nancy Lurie, ed, *Mountain Wolf Woman, Sister of Crashing Thunder*
- Francis LaFlesche, *The Middle Five; Indian Schoolboys of the Omaha Tribe*
- The newspapers Indian Country Today and News from Indian Country will be put on reserve in the library, for weekly reading. Students are expected to spend at least 1/2 hour each week reading current issues.

Course evaluation will be based on participation, one quiz, two exams, a paper, and a presentation.

GOOD MORNING!

Welcome to Newark Campus eNews: Week of May 10th

OSUNEWARK FACULTY RECEIVE ENGAGEMENT GRANT

Congratulations to Lucy Murphy, Richard Shiels, Katherine Borland, Christine Warner and Martha Chaatsmith, recently awarded a \$65,000 Engagement Grant from The Ohio State University Office of Outreach and Engagement. The awards were recently announced at the Outreach and Engagement Conference held on the OSU Columbus campus.

The five faculty members collaborated on the project, **Discovering the Stories of Native Ohio: An Oral History Project**, which proposes to collect, record and map the stories of Native American experiences in Ohio, and to make them available to teachers, students, researchers and other community members. The new Center for the Study of Native American Earthworks, History, and Culture will be the first interdisciplinary center to be created on any OSU regional campus, and will coincide with an academic conference and public events focusing upon the Newark Earthworks.

The Advocate

OF CENTRAL OHIO

Home News Entertainment Communities Classifieds Shopping Homes Cars

Wednesday, May 26, 2004

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SUBSCRIBE TO THE ADVOCATE

Proposing change

By **CAREY CHECCA**

Advocate Reporter

NEWARK – Ohio is just plain average, and average is not competitive, The Ohio State University President Karen Holbrook told the Newark Rotary Club on Tuesday.

Only 21 percent of Ohioans have college degrees. That drops to 18 percent in Licking County. The state also has insufficient jobs for adults who have earned advanced degrees.

The state ranks 36th in the number of people between 18 and 24 years old enrolled in higher education, Holbrook said.

And, she said the state is not a leader in business development or the commercialization of research.

Holbrook proposed enrolling more students in higher education and strengthening the research base of the university – including conducting more research at the Ohio State University Newark campus. She also cheered the proposed development of an OSU-N Center for the Study of Native American Earthworks, History and Culture. If approved by the OSU Board of Trustees, it will be the first interdisciplinary center to be established on a regional campus.

OSU-N serves as a model for campuses reaching out to diverse populations. Everyone from high school students to traditional college students to working and older adults take classes at OSU-N, which has an open admissions policy,



Sheila Krishnan

Karen Holbrook, president of The Ohio State University, addresses the Rotary Club of Newark Tuesday at the Place Off the Square.

OSU-N may focus on Earthworks

Faculty members on the Newark campus of Ohio State University have proposed creating an interdisciplinary Center for the Study of Native American Earthworks, History and Culture.

If the center is approved by

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Holbrook said.

Junior Blake Zitko said OSU-N often feels more like a community college than a traditional college campus. Zitko, the former student representative on the OSU-N Board of Trustees, called for a culture change, which would include more activities and community service opportunities for the influx of traditional students on the campus.

At Rotary, Holbrook said the OSU board is considering adding more degree programs on the OSU-N campus, including the state's first four-year program in diagnostic sonography to complement Central Ohio Technical College's two-year program.

OSU-N psychology professor and faculty council president Sara Staats said early Tuesday that students are pushing for a graduate program in applied psychology as well as more faculty and higher level classes.

Some students are location-bound, but want to earn graduate degrees, Staats said. A graduate psychology program which focuses on developing surveys, questionnaires and other human resources applications would mesh well with the community's needs, she said.

However, the university moves slowly to approve any new program.

Holbrook said she also wants regional campuses to make research a priority, including hiring research assistants and students.

While all professors must do research, OSU-N just hired J. Andrew Roberts, its first scientist who will need research space. He will conduct experiments with spiders. Roberts brings with him grant money from the National Science Foundation, OSU-N Academic Dean Bill MacDonald said.

The board is considering developing freshman seminars, in which students could work conversationally with faculty, Holbrook said.

Reporter Carey Checca can be reached at 328-8548 or cchecca@nncogannett.com

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Originally published Wednesday, May 26, 2004

the OSU Board of Trustees, it will become the first interdisciplinary center to be created on any OSU regional campus and will coincide with an academic conference and public events focusing upon the Newark Earthworks in fall 2005.

The center will create new courses and organize lectures, projects and conferences on the campus, collaborate on research and create a curriculum for primary and secondary grades.

Faculty members Lucy Murphy, Richard Shiels, Katherine Borland, Christine Warner and Martha Chaatsmith recently received \$65,000, their first grant for work associated with the center. The group will collect, record and map the stories of Native-American experiences in Ohio and make them available to teachers, students, researchers and other community members.

Appendix B:

2005 Events Planned for Moonrise

Appendix B: Events Planned for 2005 Moonrise

An ambitious series of academic conferences and public programs are planned for autumn, 2005. Assuming that this proposal is approved in the spring or summer of 2005, these events will be well timed to inaugurate the Newark Earthworks Center at the beginning of the new academic year. These events will also coincide with a lunar alignment event, which occurs only rarely – every 18.6 years.

Conferences

CIC American Indian Studies Consortium Fall Meeting is planned on the OSU Newark Campus for September 23-24, 2005. Approximately 150 faculty and graduate students, who study Native American history and culture at the Big Ten universities and the University of Chicago are expected to attend. All sessions will be open to the public.

United States Society for Teaching Through Art Research Symposium is planned for October 22-23. Approximately 100 art educators from across the country will focus on the question “Who Owns Culture?” for one day at the Ohio Historical Society in Columbus and one day on the Newark Campus. Panels, exhibits and performances will be open to the public.

The Ohio Archaeological Council Fall Meeting is planned for November 19 on the Newark Campus. Approximately 250 archaeologists will attend. Speakers and panels will be open to the public.

These dates have been chosen to coincide with the northernmost rising of the moon over the Newark Octagon and all three groups will go to the earthworks to observe these events.

Classes

Humanities 294, a one-time one credit hour special topics course will be offered spring quarter on the lunar alignment phenomena. Three public lectures will be offered in conjunction with this course, including a lecture by the two scholars who discovered the alignment at the Newark Earthworks.

Education 727.28 “How to Teach About the Earthworks” will be offered to teachers in K-12 on a flexible schedule. The teachers will attend classes everyday for one week in August and will then attend all three conferences in the fall. Each teacher will write lesson plans and devise strategies for teaching about the earthworks in their classes.

2005 Summer Institute on Earthworks for High School Honor Students

Two one-week Art Camps using the Newark Earthworks as their theme will be offered at The Works, a local museum, in July. These camps will target junior high students. Their projects will go on display at The Works in September.

Three one-week Summer Institutes for high school honors students will be offered on the OSU-Newark Campus in July and August. All three draw upon the earthworks but each focuses on a different era: Week One focuses upon the creation of earthworks in the pre-contact period; Week Two focuses upon the interaction of Natives and Whites since contact; Week Three focuses upon

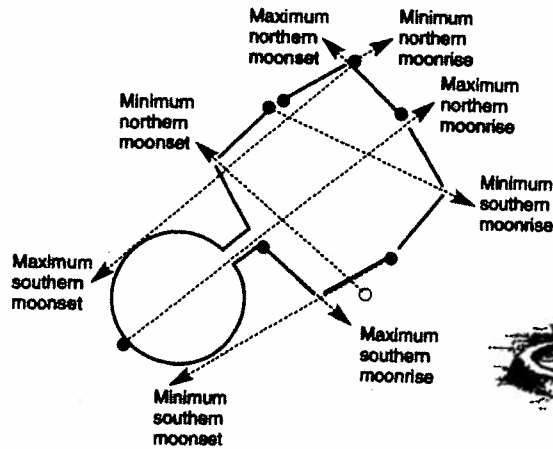
contemporary Native issues. Student projects, including websites and videos, will go on display at The Works in September.

Public Education

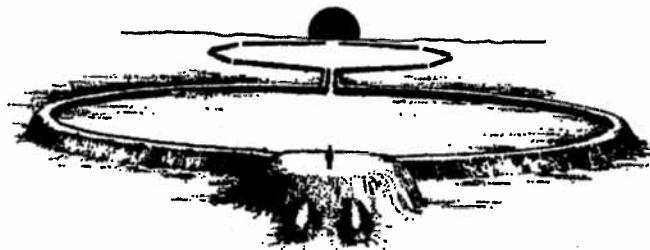
Exhibits of Native art both on campus and at The Works, performances of Native Dance and modern dance, an open photography contest focusing upon the earthworks and public tours of the earthworks are among the other programs and activities which are currently in the planning stages.

The Moon

The moon rises and sets at different points every night according to an 18.6-year cycle. The moonrise moves back and forth in an arc in any given month. For 9.3 years that arc grows wider and then for the next 9.3 years it restricts again. Hence, in one month every 18.6 years the moon rises at its northernmost point and, two weeks later, at its southernmost point. Both of these – and six other “standstill points” in the cycle – are encoded in the Newark Octagon.



The Octagon Earthworks may have been a lunar observatory. The walls and gateways are aligned with the cyclical rising and setting of the moon.



Lepper, Bradley T. *The Newark Earthworks: A Wonder of the Ancient World*. Columbus: Ohio Historical Society, 2002.

The central axis of the Octagon is aligned to the northernmost rising point. This axis is the line from Observatory Mound (the area at the foot of the circle, where the mound is higher than anywhere else) through the two parallel walls and through the farthest point of the Octagon. The next time the moon will rise at the end of this line will be autumn, 2005. Because the movement of the moon is so gradual, it will appear to be at the end of this line on at least three evenings: September 24, October 22, and November 18.

We believe this is a phenomenon, which can catch the attention of the public and enable us to do widespread public education about our site.

May 1, 2005

Contact:

Dr. Richard Shiels, Ph.D.
Ohio State Newark
740-366-9249; shiels.1@osu.edu
www.octagonmoonrise.org.

News Information

Nearly 2,000 years ago Native Americans constructed the largest complex of geometric earthworks—embankments of earth arranged in massive and perfect geometric patterns—ever built. The Octagon Earthworks located in Newark, Ohio, consist of a 50-acre octagon connected by two parallel walls to a 20-acre circle. A loaf-shaped Observatory Mound stands along the outer rim of the circle at a point opposite to the Octagonal enclosure. The earthworks stand as a testament to the architectural and engineering genius of the Native American culture of its time.

An astronomer and philosopher from Earlham College in Richmond, Ind., professor Ray Hively, and emeritus professor Robert Horn, conducted extensive research at the Newark site and determined that the earthworks were built as a lunar observatory, one similar in sophistication to Stonehenge.

A person standing on the Observatory Mound, looking across the circle and through the walls into the Octagon Mound, will see the moon rise at its northernmost point on the eastern horizon. This occurs every 18.6 years and will occur in Fall 2005, with best viewing on Oct. 22, 2005.

Bradley T. Lepper, curator of archaeology for the Ohio Historical Society in Columbus, Ohio, has studied the earthworks for decades. “The Newark Earthworks encode a remarkably sophisticated knowledge of astronomy and geometry in their alignments,” says Lepper. “The 18.6-year-long lunar cycle is a subtle rhythm that might have taken a century or more for observations to unravel. The builders of these earthworks captured that rhythm and brought its magic down to earth in the form of monumental geometric architecture.”

—more—

In 1999, the Newark Earthworks were chosen as one of the “70 Wonders of the Ancient World” by a team of archeologists from across Europe and North America. This is one of only three sites in the United States to make the list.

“I believe the Moonrise will catch the attention of the public and provide a unique opportunity to educate the public about this place which archaeologists have called a wonder and many Native people hold sacred,” says Richard Shiels, history professor at The Ohio State University, Newark. “We all need to learn much more about Ancient America. We need to appreciate the rich heritage of Native Americans in our midst.”

Faculty members at The Ohio State University’s Newark campus have proposed an academic center that will support research, teaching and outreach focusing upon Native American life from ancient times to the present.

The best opportunity for the public to view the Moonrise over the Newark Octagon will on Saturday, Oct. 22, 2005.

For more information visit www.octagonmoonrise.org.

###

May 1, 2005

Contact: Dr. Richard Shiels, PhD
Ohio State University, Newark
740-366-9249; shiels.1@osu.edu

News Information

Agreement reached on *Newark Earthworks Day*

A coalition of educational institutions has agreed to provide funding and programming for *Newark Earthworks Day*, Oct. 22, 2005. Denison University in Granville, The Ohio State University, Newark campus, the Multicultural Center of the Ohio State University in Columbus, and the Ohio Historical Society have agreed to pay for and host a series of events throughout the day in celebration of a once-in-a-generation lunar event recorded by Native Americans nearly 2,000 years ago.

Activities will be scheduled throughout the day in various locations including Denison, the Great Circle, the Ohio State University, Newark campus and the Newark Earthworks. The public will be invited to park on the OSU Newark campus on the evening of October 22 and ride shuttle buses to the Newark Octagon for viewing the moonrise.

“We’re pleased that everyone recognizes the historical significance of what we have right here in our own backyard,” says Bill MacDonald, OSU Newark Dean and Director. “The educational and scientific value of the Newark Earthworks is well documented in national and international publications and this fall’s lunar occurrence presents the opportunity to celebrate at a very rare and unique site.”

Astronomers have long known that the moon moves across the sky according to an 18.6 year cycle. Native Americans who built the Octagon must have known that as well. Earlham College professors Ray Hively and Robert Horn have demonstrated that the walls of the Octagon serve as markers for sighting all eight “stand still points” in the lunar cycle. Indeed, the entire Octagon and Circle appear to have been built to align with the rising of the moon at the northern end of its cycle.

The best opportunity for the public to observe this phenomenon will be on the evening of Oct. 22, 2005.

Newark Earthworks Day will focus on the moonrise and much more. It will be a day for learning about the massive complex of geometric earthworks which remain in central Licking County and about the people who built and used them before Euro-Americans arrived. Speakers and presenters will include Native Americans, archaeologists, artists, historians, folklorists, interpretive dancers, students and the public.

The Newark Earthworks are widely cherished and appreciated. Many Native Americans

consider them sacred. Archaeologist Bradley Lepper of the Ohio Historical Society contends that a "Great Hopewell Road" connected the Newark Octagon to Highbanks Earthworks, near Chillicothe, the only other octagon connected to a circle ever built anywhere. A team of archaeologists from across Europe included the Newark Earthworks in a book entitled *The Seventy Wonders of the Ancient World* published in London in 1999. Art historians featured the Newark Earthworks recently in an exhibit at the Chicago Art Institute which has now moved on to the Art Museum in St. Louis.

Supplementary programs related to "Newark Earthworks Day" include summer institutes for high school students, graduate courses for teachers, and much more. The public is welcome to attend a conference of American Indian Studies faculty from the Big Ten Universities on September 24 and a symposium sponsored by the Ohio Archaeological Council on November 19. For more information visit www.OctagonMoonrise.org.

###

May 1, 2005

Contact:

Dr. Richard Shiels, Ph.D.
Ohio State Newark
740-366-9249; shiels.1@osu.edu
www.octagonmoonrise.org

Questions and Answers Newark Earthworks and Moonrise

Q. What are the Newark Earthworks?

A. The Newark Earthworks are the largest complex of geometric earthworks ever built. They were built nearly 2,000 ago by a group of indigenous peoples living in what archaeologists now call the Hopewell culture. The Earthworks are considered one of the "seventy wonders of the ancient world." (Chris Scarre, *Seventy Wonders of the Ancient World*, London: press, 1999).

Q. Why are they important and to whom are they important?

A. The Earthworks were an important social gathering place for ancient Americans. The Earthworks also served as a religious shrine, pilgrimage destination and an astronomical observatory. The Earthworks were an essential part of the Hopewell culture. As a result, many Native American people in the Newark area and beyond still consider the Earthworks a sacred site today. Archaeologists and historians view the earthworks as priceless cultural resources. They have been designated as a national historic landmark – the highest recognition that can be given to an archaeological or historic site in the United States.

Q. What is the Newark Octagon?

A. The Newark Octagon is one of two huge remaining features of the Newark Earthworks. The Octagon encompasses 50 acres and is connected by two parallel walls to a circle 20 acres in diameter.

Q. What is a Moonrise/ "Lunar Alignment" and when does it happen?

A. In each month, the point on the horizon where the moon appears to rise cycles between a northernmost point and a southernmost point. For 9.3 years the distance between the monthly northernmost rising and the southernmost rising of the moon increases until it reaches a maximum. During the course of the next 9.3 years the distance between these points diminishes until it returns to a minimum. This is the 18.6 year lunar cycle.

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Q and A Newark Earthworks and Moonrise
Page 2

The northernmost rising of the moon occurs every 18.6 years – and in that same month the southernmost rising also occurs. Both of these events will occur in September, 2006, but to the naked eye, the moon will appear to rise at its northern and southern-most points on a few days in September, October and November of 2005 as well.

The main axis of the Newark Octagon, a line drawn from the Observatory Mound through the parallel walls and the farthest point of the Octagon, points to the northernmost rising of the moon in its 18.6 year cycle.

Q. Why do some people consider the Newark Earthworks to be controversial?

A. The site is owned by the Ohio Historical Society and leased to a private country club, the Moundbuilders' Country Club.

Q. Are the Earthworks open to the public everyday?

A. Yes, a small portion is open every day, including an observation platform located at the parallel walls connecting the circle with the octagon is open to the public during daylight hours. Four parking places are allotted to the public. Full access to the entire site, however, is available only on four designated days each year.

Q. What is the Newark Earthworks Initiative?

A. Faculty members at The Ohio State University, Newark campus, have proposed an academic center which will focus upon Native American life from ancient times to the present. Although the group has already won five grants, the proposal process takes time. In interim, this project is called an "initiative." It aspires to become an intellectual and communications center for research, teaching and outreach.

###

May 1, 2005

Contact:

Dr. Richard Shiels, Ph.D.
Ohio State Newark
740-366-9249; Shiels.1@osu.edu

Fact Sheet

Newark Earthworks and Moonrise

The Newark Earthworks

- The largest complex of geometric earthworks ever built.
- Nearly two thousand years old.

The Newark Octagon

- Encompasses 50 acres; connected by two parallel walls to a circle encompassing another 20 acres.

The Lunar Alignment, Fall 2005

- The northern and southern-most risings of the moon occur every 18.6 years. The northernmost rising of the moon aligns with the main axis of the Octagon, a line drawn from the Observatory Mound at the base of the Circle, through the two parallel walls and out the farthest corner of the Octagon.

In our generation, the best opportunity for the public to witness this phenomenon will be on Saturday, Oct. 22, 2005

Astronomical Significance

- While solar alignments are common in ancient sites, lunar alignments are very rare.
- Astronomers identify a total of eight rise and set points that define the lunar cycle. All eight are built into the walls of the Newark Octagon.

Educational Significance

- Every child in Licking County and children from throughout Ohio should have the opportunity to experience the Moonrise in Fall 2005. A need exists for the development of new materials for teaching about Native American earthworks, history and culture in grades K-12. This is central to the mission of the Newark Earthworks Center.
- University faculty that focus upon Native American Studies are coming from around the country, as are professional archaeologists.

--more--

Fact Sheet Newark Earthworks

Page 2

Spiritual Significance

- The Newark Earthworks were almost certainly an ancient point of pilgrimage.
- Nearly two thousand years ago Native people undoubtedly performed ceremonies here, and the enclosures served as social gathering places, religious shrines, pilgrimage destinations, and even astronomical observatories.
- Many contemporary Native Americans consider this a sacred site.

###

The Oral Histories Project of the Newark Earthworks Initiative
Presents

Jennifer Pederson, Archaeologist
Hopewell Culture National Historic Park Chillicothe, Ohio

"Understanding Ohio's Hopewell Earthworks"

"The details of the everyday lives of the people who built the mounds can be found in the archaeological record. But the reasons why the mounds, earthworks, and other sites were built are still not known today."

Wednesday, April 6, 2005
7:00pm

Founder's Auditorium, OSU-Newark
Reception immediately following

***** All are welcome to attend this free lecture *****

For more information

please contact Marti Chaatsmith or Tricia Bradley at 740-364-9574

This Oral Histories Project speaker is made possible through a grant from the Office of Outreach and Engagement OSU-Columbus, the Newark Earthworks Initiative, and Ohio State University at Newark.

Earlham College Professors, Ray Hively and
Robert Horn will discuss their work on

“Lunar Observation and Hopewell Architecture at Newark”

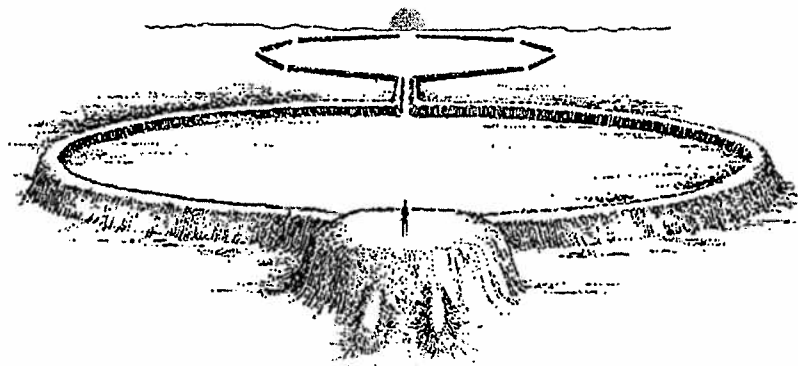
WEDNESDAY, MAY 4, 2005

7:00PM

**FOUNDER’S HALL AUDITORIUM
OHIO STATE UNIVERSITY AT NEWARK**

**Plans for “Newark Earthworks Day” in October, 2005 will be
discussed following the lecture**

Reception immediately following



*****All are welcome to attend this free event*****

For more information,

Please contact the Newark Earthworks Initiative at 740-364-9574

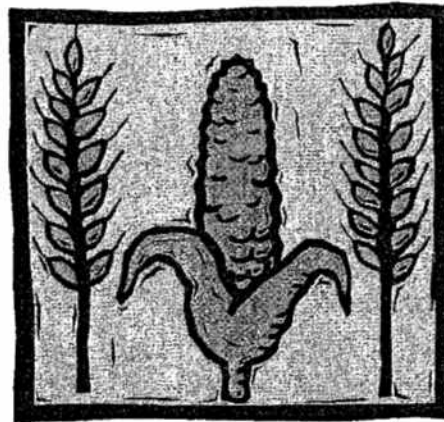
This lecture is made possible through a grant from President Holbrook’s office for regional campuses, The Newark Earthworks Initiative and The Ohio State University at Newark

We invite all our friends to join us in a first planting of the Indigenous Garden
at the Newark Earthworks Initiative.

Thursday, May 12th

2:30-3:30

at the Baker House, 950 Sharon Valley Road, Newark OH.



Feel free to bring an offering or a prayer for this community gathering. All indigenous gardening traditions are welcome. Please come and share.

Newark Earthworks Initiative Committees 2004-2005

NEI Executive Committee:

Katey Borland, Comparative Studies OSUN
Marti Chaatsmith (Comanche), Program Coordinator OSUN
Lucy Murphy, History OSUN
Dick Shiels, History OSUN

NEI Staff:

Tricia Bradley, Assistant Program Coordinator OSUN
Cary Eclebery, History OSUN, Student Assistant
Sande Garner, Comparative Studies Graduate Student, OSU-Columbus, Consultant
Bradley Lepper, OHS Consultant
Peter Watson, Pre-Law OSUN, Student Assistant

Charter Faculty involved with NEI Projects:

Jose Cabral, Chemistry OSUN , Indigenous Garden, Library Committee
John Crissinger, Librarian OSUN , Oral History Project Archives, Library Committee
Binaya Subedi, Education OSUN, Oral History Project
Christine Warner, Education OSUN, Oral History Project
Elizabeth Weiser, English OSUN, Library Committee

Affiliated Faculty:

Christopher Andersen, Education OSUN
Sunny Caldwell, English OSUN
Alcira Duenas, History OSUN
Diana Erchick, Education OSUN
Ron Emoff, Ethnomusicology OSUN
Julius Greenstein, Chemistry OSUN
Dan Leavell, Geology OSUN
Alan Loper, Mathematics OSUN
Paul Panek, Psychology OSUN

Oral History Project:

Lucy Murphy, History OSUN, Principal Investigator
Katey Borland, Comparative Studies OSUN
Marti Chaatsmith, Program Coordinator OSUN
Dick Shiels, History OSUN
Binaya Subedi, Education OSUN
Christine Warner, Education OSUN
Rachel Wonnacott, Education OSU-Columbus, GAA

2005 Moonrise Committee:

Richard Shiels, History OSUN, Chair
Christine Ballengee-Morris (Cherokee), Multicultural Center OSU-Columbus
Marcia Downes, The Works
Larry Fletcher, Licking County Convention and Visitors' Bureau
Stephen Fowler, The City of Newark
Jeff Gill, Community Member, Newark, Ohio
Connie Hawk, Midland Theater
John Jackson, Denison University and Friends of the Mounds
Brad Lepper, Ohio Historical Society
Mike Mickelson, Denison University
Thomas Nelson, Web Page Designer, Freelance Artist
Al Tonetti, Ohio Archaeological Council
Gail Zion, Friends of the Mounds

Indigenous Garden Committee:

Katey Borland, Comparative Studies OSUN , Co-Chair
Jose Cabral, Chemistry OSUN , Co-Chair
Hapi Cummings (Cherokee), Newark community member
Lucy Murphy, History OSUN

Library Committee:

Jose Cabral, Chemistry OSUN, Chair
Marti Chaatsmith, Program Coordinator OSUN
John Crissinger, Librarian OSUN
Lucy Murphy, History OSUN
Elizabeth Weiser, English OSUN

Docent Training Committee:

Barbara Crandell (Cherokee), Newark Community
Brad Lepper, Ohio Historical Society
Pat Mason, Newark Community Member
Mike Mickelson, Denison University

October 22, 2005 Newark Earthworks Day Committee:

Richard Shiels, Chair
Christine Ballengee-Morris, Director, Multicultural Center OSU-Columbus
Barbara Crandell, (Cherokee), Newark Community
Sande Garner, NEI Consultant OSU-Columbus
Susan Richardson, Denison University

Public Relations Committee:

Dan Steinberg, Communications OSU-Columbus
Jessica Lima, Student OSU-Columbus
Nicole Mazur, Student OSU-Columbus
Richard Shiels, History OSUN

Andrea Slesinski, Student OSU-Columbus

NEI Contact Information:

NEI Mailing Address:

Ohio State University-Newark
1179 University Drive
Newark, Ohio 43055-1797

NEI Office Address:

118 Baker House
Ohio State University at Newark
950 Shannon Valley Rd
Newark, Ohio 43055-1797

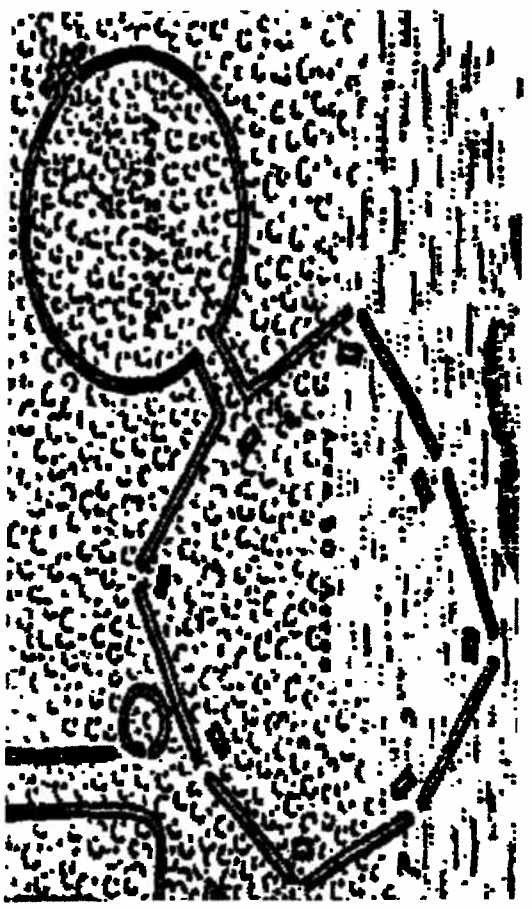
NEI Phone Numbers:

Katey Borland	740-366-9268
Tricia Bradley	740-364-9574
Marti Chaatsmith	740-364-9574
Brad Lepper	740-364-9584
Sande Garaner	740-364-9584
Lucy Murphy	740-364-9592
Dick Shiels	740-366-9249

From Columbus:

292-4094, dial the last three numbers at prompt

Plan Now to Attend the Autumn 2005 CIC-AIS Conference at Ohio State University, Newark (...and, if you like, help us plan it)



Nearly two thousand years ago, Native Americans built a center near what is today Newark, Ohio.

The area was not densely populated at the time. Rather, this was a center that drew people, perhaps on pilgrimage, from hundreds of miles away. The complex they constructed included huge geometric figures of earthen walls six feet tall: a square, an ellipse, a great circle, and a circle attached by two parallel walls to a huge octagon. Roadways with walls on either side connected these figures and led people into the area from rivers and creeks on three sides. The entire complex once covered four square miles. One road is thought to have connected the area to a second complex, which also included circles and an octagon, sixty miles away.

Newark's Octagon, which alone encloses nearly fifty acres, was an especially important place. People gathered here in part because of its relationship to movements of the moon. Careful observers of the heavens, these people understood the complex lunar cycle. All eight transitional points in the cycle are easily sighted from the Octagon's walls. The central axis of the Octagon-circle points to the northernmost rising of the moon – the culmination of the cycle, an event that happens every 18.6 years. ***That will happen next on September 24, 2005.***

Today, faculty at the Newark Campus of The Ohio State University are creating a center for American Indian studies. They envision a thoroughly interdisciplinary center that takes its inspiration from the earthworks and focuses upon Native histories and cultures beginning with the pre-contact period.

The CIC American Indian Studies consortium will hold its autumn conference on the Newark Campus (about thirty miles east of Columbus) September 24-25, 2005. Saturday's sessions will occur in the new conference center on campus; Saturday evening we will go the Octagon to be there for the moonrise.

To date, the theme of the conference and membership on the planning committee remain open. Those who wish to offer ideas or help are encouraged to contact Lucy Murphy (Murphy.500@osu.edu) or Richard Shields (Shields.1@osu.edu).

Late Summer and Fall 2005



image credit ; Steven Patricia,
courtesy of the Art Institute of Chicago

Education T&L 727.28: “Teaching About the Newark Earthworks”

Dr. Richard Shiels (History)
with the assistance of **Dr.
Bradley Lepper**
(Archaeology) and **Dr.
Christine D. Warner**
(Education)

3 credit hours

This class will meet first for five days in one week in August. Students will then attend academic conferences on the OSUN campus on three separate Saturdays: September 24, October 22, and November 19. These conferences will feature scholars of Archaeologists, Art Educators, and American Indian Studies. Students will develop lesson plans and teaching strategies and will have opportunities to involve their own students.



Image credit CERHAS

1 credit hour
Repeatable up to 15 credit hours

This course is graded S/U, and the requirements are to attend all of the sessions, read a book, and write a four-page paper.

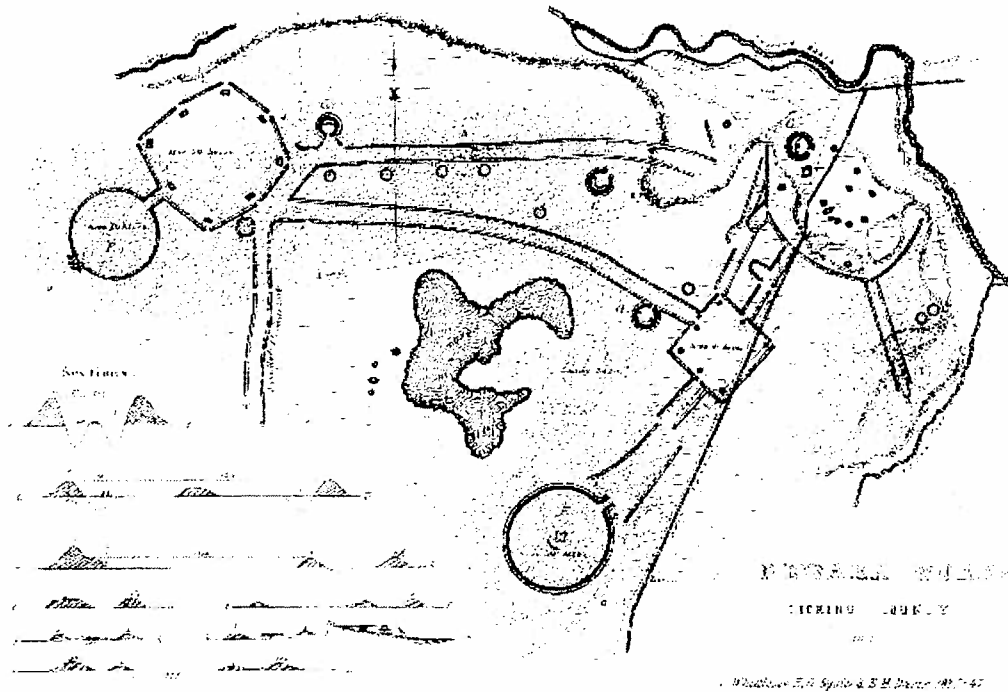
There will be three sections of Humanities 294 this fall, and students may choose to take one, two, or all three of them. Each section will include one orientation session the first week of classes and attendance at one of the following all-day Saturday symposia:

September 24 - "Native Knowledge Written on the Land," with speakers from the American Indian Studies Consortium

October 22 - "Newark Earthworks Day," with speakers and presenters from throughout the university

November 19 - "Ohio's Ancient Earthworks," with speakers from the Ohio Archaeological Council

Volunteers Needed



Volunteers are needed on the weekends of September 24 and November 19 to assist with Saturday programs focusing on the Newark Earthworks.

These volunteers will help with programs, nametags, publicity, errands, etc.

Volunteers are needed on the weekend of October 22 to assist with busloads of people who will be riding from OSUN to the Octagon Earthworks.

These volunteers will help lead lines of people onto the site, etc.

Volunteers are also needed to give tours of the earthworks. These volunteers will be given training.

**You are invited to share your thoughts
about the Newark Earthworks
or other Native American earthworks.**

In pre-contact America, Ohio was a crossroads for American Indian people and cultures. Nearly two thousand years ago, the Newark Earthworks were built to be a place where people gathered from great distances. 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.

Send us a written statement, drawings, and/or photo images and we will post them on the 2005 moonrise website ~ www.octagonmoonrise.org ~ beginning in mid-April. We encourage you to include a photo of yourself. Because of space considerations, we ask that statements be 500 words or less. Everyone is welcome to participate. We invite and welcome Native American Indian perspectives about the Newark Earthworks or other earthworks.

Please include your name, Native Nation affiliation (if applicable), address, email, and/or phone number with your materials. We will contact you to verify your permission prior to posting your materials on the website. As is customary with most website and listserv postings, materials will be reviewed for offensive or inappropriate language. If you send us a self-addressed and stamped envelope, we will return your materials to you.

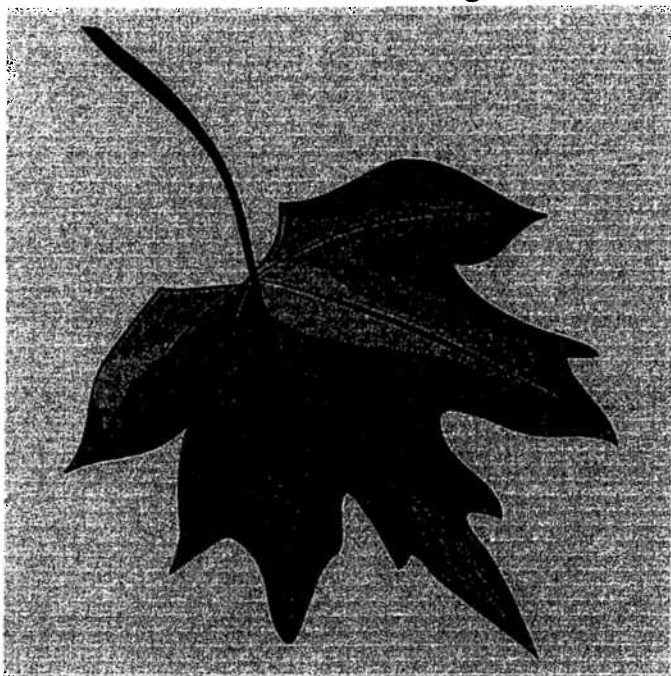
Please email your statements and images to:
earthworks@osu.edu

Or you can mail your statement and images to:
The 2005 Moonrise Committee
C/o OSU Newark Earthworks Initiative
Ohio State University
1179 University Drive
Newark, Ohio 43055

For more information, please contact
Marti Chaatsmith or Tricia Bradley at 740-364-9574

This 2005 Moonrise Committee Project is made possible through support from the Ohio State University President Holbrook Funding for Regional Campuses, Denison University, Ohio State University at Newark, and the Newark Earthworks Initiative

“Newark Earthworks Day” will be a full day of programming on the OSUN and Denison campuses and at other venues around Newark culminating in an evening watching the northernmost rising of the moon at the Octagon. Those who wish to see the moonrise will park on the OSUN campus and ride buses to the Octagon.



The Moonrise Committee welcomes both volunteers and financial contributions to cover expenses.

Checks should be made out to The Ohio State University Newark, 1179 University Drive, Newark, Ohio 43055 - please mark “Attention Amy White” on the envelope. Contributions are not tax deductible.



THE OHIO HISTORICAL SOCIETY

Press Releases

[MEMBERSHIP](#)
[PUBLICATIONS](#)
[SUPPORT OHS](#)
[VISIT OHS SITES](#)
[CALENDAR
OF EVENTS](#)
[ARCHIVES/LIBRARY](#)
[ANNUAL REPORT](#)
[OHS TAKING 'RIGHT
APPROACH'](#)

OHS PROVIDES ACCESS FOR 'MOONRISE' EVENT AT OCTAGON EARTHWORKS IN NEWARK

For Immediate Release: May 3, 2005

COLUMBUS, Ohio □ The Ohio Historical Society has received sufficient guarantees of financial support from Ohio State University-Newark to move forward with the production of a larger-scaled □moonrise□ event marking an astronomical alignment of the moon on the evening of Saturday, Oct. 22 at the ancient Octagon Earthworks in Newark.

After months of discussion between the Ohio Historical Society and a local group organizing events commemorating the moonrise phenomenon, the university agreed in late April to guarantee the funds needed to handle a potentially large crowd of observers for the moonrise event. A coalition of educational institutions, including the OSU-Newark campus and its Newark Earthworks Initiative; Denison University in Granville and the Multicultural Center of the Ohio State University in Columbus will support the programmatic efforts surrounding the astronomical phenomenon. Programming will be free and open to the general public.

In 1982, astronomer Ray Hively and philosopher Robert Horn of Earlham College in Indiana determined that the layout of the Octagon is aligned perfectly to the points on the eastern and western horizons defined by an 18.6-year-long lunar cycle. On Oct. 22, the rising full moon will be aligned with the central axis of the Octagon at its northernmost point. The meaning of the alignment and the earthworks themselves remains a subject of academic and cultural discussion.

Built 2,000 years ago, the Octagon is part of the Newark Earthworks, a complex that at one time covered approximately four square miles. Scholars recognize it as the largest geometric earthworks ever created. Although much of it has been destroyed by more than a century of urban development, the most significant parts remaining are the Octagon, Great Circle and Wright earthworks. Together these three earthworks comprise the Newark Earthworks, one of 60 sites administered by the Ohio Historical Society, a nonprofit, state-supported organization.

The university's guarantee of financial support of \$18,600, combined with a commitment early this year from the Ohio Historical Society for a smaller-scaled, single moonrise event, allows OHS to provide expanded services on the evening of Oct. 22 while ensuring the safety and comfort of visitors, security of the site and the availability of transportation, said Glenn Peters, director of museums.

□We thank the Ohio State University-Newark campus and the Newark Earthworks Initiative for securing the funds needed to handle a large crowd that may come to the Octagon to observe the moonrise on Oct. 22,□ Peters said.
□For several months, we were planning to do a smaller-scaled event that would

have included fees for a shuttle and tour of the site on the evening of Oct. 22. Thanks to the support from the university and others, the event will be available to the public at no charge while also accommodating the practical issues that arise with a crowd that could number as many as 1,000 people. □

Peters said requests from the local moonrise group, headed by Richard Shiels, professor of history at OSU-Newark, for additional evening events at the Octagon will be considered if the group obtains underwriting to handle the approximately \$23,000 required to cover costs for each additional night. The local group is planning a number of activities on campus and in the city of Newark to commemorate the moonrise event.

Since 1911, the Octagon has been leased to and maintained by the Moundbuilders Country Club, which has operated a golf course on the site and allowed public access. In 1933, the site was acquired by the Ohio Historical Society, which has renewed the lease to the country club several times, most recently in 1997 for a term ending in 2078.

In July 2001, the Ohio Historical Society and the Moundbuilders Country Club entered into an agreement to increase access to the site. The agreement led to the creation of five designated parking spaces near an observation platform, group visitation guidelines and procedures, an affirmation of partial access to the site year-round during daylight hours and full access on Mondays in the morning during golf season and during daylight hours during the off season, as well as for a limited number of days for open house events scheduled in advance.

For 2005, the Ohio Historical Society has worked with the Club to schedule five open house events at the Octagon, allowing access to the entire site. The dates are April 17 and 18, and Sunday, October 23 and Mondays, June 6 and August 8.

On April 17 and 18, visitors spent the day exploring the Octagon and Great Circle earthworks. Programming included a visit by the Ohio Historical Society's History to Go van and several kinds of hands-on activities. Admission to the grounds on open house days is free.

In addition, the public has complete access to the Octagon at no charge from Nov. 1 to March 31 during daylight hours.

Additional special programming will be scheduled for the remaining open house dates. For more information, please contact the Newark Earthworks site manager at 740.344.1920 or 800.600.7174.

-30-

Timeline: Newark Earthworks

Circa 2,000 years ago: Native American people build Newark Earthworks, covering an area of about four square miles. Nearly 2,000 years later, European-Americans call the culture that built the earthworks the Hopewell culture.

1800: First recorded □discovery□ of Newark Earthworks by pioneers Isaac and Catherine Stadden.

1802: City of Newark founded.

1820: Caleb Atwater, postmaster of Circleville, writes A Description of the

Antiquities Discovered in Ohio and other Western States. This book includes the first published map of the Newark Earthworks and is favorably reviewed by Thomas Jefferson.

1825-32: Construction of the Ohio and Erie Canal destroys parts of the Newark Earthworks.

1852-55: Central Ohio Railroad built through Newark destroys many mounds and earthworks.

1853: Great Circle purchased by the Licking County Agricultural Society.

1854: First county fair held at Great Circle; Ohio State Fair held at Great Circle.

1861-62: Camp John Sherman built at Great Circle for training of 76th Ohio Volunteer Infantry.

1878: Grand reunion of Civil War veteran soldiers and sailors held at Great Circle.

1881: Discovery of Wray figurine, a stone carving depicting a shaman dressed as a bear, at the site of the old Rolling Mill, where the largest of the burial mounds at Newark had been located.

1884: Buffalo Bill's Wild West show comes to Great Circle fair grounds.

1885: The founding of the Ohio State Archaeological and Historical Society, renamed the Ohio Historical Society in the 1950s.

1891: A survey of the Newark Earthworks warned: □ If the present use of the (Great Circle) as a fair ground is not discontinued, a few generations will witness its practical demolition. □

1892: Ohio General Assembly approves the Octagon as camp for the State Militia and the site is transferred to the state and called Camp Buckeye.

1893-96: Octagon restored by State Militia.

1896-1924: James Lingafelter establishes and runs amusements, Idlewilde Park, at Great Circle.

1901: Professor R.O. Austin of Newark High School establishes a nine-hole golf course at the Octagon; play begins Nov. 2, 1901; Encampment grounds are renamed Camp William McKinley in honor of the recently assassinated president.

1908: State Militia abandons Camp McKinley. Octagon deeded to Newark Board of Trade by State of Ohio.

1910: Country Club leases Octagon from the Board of Trade.

1911: Moundbuilders Country Club begins operation on June 15 with 160 members and a nine-hole course designed by Thomas Bendelow.

1918: Common Pleas Court appoints Albert A. Stasel as trustee to hold title to the Octagon. He is later succeeded by Leo T. Davis.

1921: Moundbuilders Association of Licking County organized.

1923: Golf course expanded to 18 holes at Moundbuilders Country Club.

1927: Great Circle deeded to the Board of Commissioners at Licking County by the Licking County Agricultural Society.

1932: Great Circle deeded to the Ohio Historical Society on Dec. 31, but deed is voided due to technicality. In 1933, Octagon deeded to OHS on Jan. 23 and recorded on March 9. Restoration of the earthworks at Great Circle and the Octagon begin under supervision of OHS with help from the Depression-era works programs. Last county fair held at Great Circle, which is re-deeded to OHS following an act of the legislature.

1934: Wright Earthworks deeded to OHS by Frances Rees Wright.

1963: Original clubhouse demolished at Moundbuilders Country Club.

1964: New clubhouse completed and dedicated at Moundbuilders Country Club. Newark Earthworks named National Historic Landmark.

1971: Ohio Indian Art Museum opens at Great Circle on June 20.

1982: Astronomer Ray Hively and philosopher Robert Horn of Earlham College publish a study that determines that the layout of the Octagon is aligned perfectly to the points on the eastern and western horizons defined by an 18.6-year-long lunar cycle.

1997: OHS extends Moundbuilders Country Club lease to 2078.

1999: Moundbuilders Country Club proposes to build a new clubhouse on expanded footprint of existing clubhouse.

2000: MCC withdraws its request to expand the clubhouse and decides to remodel existing building. A local group, Friends of the Mounds, forms to push for greater public access to the Octagon earthworks.

2001: OHS and Moundbuilders Country Club enter into agreement to increase public access to the Octagon. A series of budget cuts begins at OHS, resulting in a reduction of 30 percent of staff throughout the organization by July 2004.

2002: Clubhouse remodeled at Moundbuilders Country Club; OHS begins public meetings on a long-range plan for the Newark Earthworks, establishing an ad-hoc advisory panel of 32 individuals representing the community and other stakeholders. OHS launches periodic open house events.

2003: OHS releases Historic Site Management Plan for the Newark Earthworks and invites written comments. Document posted on OHS Web site at www.ohiohistory.org

2004: Budget cuts result in the elimination of education programs for the Newark Earthworks, closing of the museum at the Great Circle and reduction in hours at Flint Ridge.

2004-2005: OHS managers actively engage in discussion with local group that wants to draw hundreds of people to observe a moonrise alignment at the

Appendix I

American Indian Centers and Organizations Contact List

Oral History Project 2005

American Indian Centers and Organizations
Oral History Project 2005

American Indian Centers

The Cleveland American Indian Center
Bob Roche, Director
5075 E. 86th
Garfield Heights, OH 44125

Land of the Singing Coyote Indian Center
Parnell Iron Necklace, Director
17992 Main Street Rt. 247
Seaman, OH 45679
Phone: 937-386-0222
866-500-1112 (toll free)
Fax: 937-386-1180

The Miami Valley Council for Native Americans
Guy Jones, Director
PO Box 637
Dayton, OH 45401-0637
Phone: 937-275-8599
513-275-8599
513-275-9011
Fax: 937-275-0665
TMVCNA89@aol.com
www.TMVCNA.org

Native American Indian Center of Central Ohio (NAICCO)
Carol Welsh, Director
Mark Welsh, Trustee
PO Box 07705
Columbus, OH 43207
Phone: 614-443-6120
Fax: 614-443-2651
<http://naicco.tripod.com>

NAICCO Location:
67 East Innis Avenue
Columbus, OH 43207

The North American Indian Cultural Center
V. Lanna Samaniego, Executive Director
Akron Office
1062 Triplett Blvd.
Akron, OH 4306
Phone: 330-724-1280
Fax: 330-724-9298
NAICC2@aol.com

North American Indian Cultural Center Celina Office
306 E. Anthony Street
Celina, OH 45822
Phone: 419-586-6567
Fax: 419-586-1570
<http://members.aol.com/NAICC2/NAICC.html>

Political Organizations

American Indian Intertribal Association
Joyce Mahaney, Executive Director
2413 Collinwood Blvd.
Office B 105
Toledo, OH 43620

Friends of the Mounds
Christine, Ballengee-Morris and John Jackson (Co-Presidents)
84 Day Ave.
Newark, OH 43055
Phone: 344-8855
Morris.39@osu.edu

Lake Erie Native American Council
Faye brings them?
PO Box 620054
Cleveland, OH 44102
Phone: 216-634-8408

Native American Alliance of Ohio (NAAO)
Barbara Crandell
6634 Thorn Township Rd.
Thornville, OH
Phone: 246-6863

University Related Groups (Student oriented)

American Indian Student Services
The Multicultural Center
The Ohio State University
4th Floor, Ohio Union
1739 North High Street
Columbus, OH 43210
Phone: 614-292-0524
<http://multiculturalcenter.osu.edu/aiss>

American Indian Council Student Organization
Adam Arnett, President
The Multicultural Center
The Ohio State University
4th Floor, Ohio Union
1739 North High Street
Columbus, OH 43210

Centers of American Indian Studies

The Myaamia Project
Daryl Baldwin, Director
Miami University
105 MacMillan Hall
Oxford, OH 45056
Phone: 513-529-5648
baldwidw@muohio.edu
www.myaamiaproject.org

Museums/Historical Societies

Fort Ancient State Memorial
Jack Blosser, Site Manager
6123 St Rt. 350
Oregonia, OH 45054
Phone: 513-932-4421
1-800-283-8904 (toll free)
www.ohiohistory.org/places/ftancien

Old Northwest Historical Society
Robert Rowan, Executive Director
PO Box 62635
Cincinnati, OH 45262
Phone: 513-530-9543
Fax: 513-530-9546
rrowan@fuse.net
<http://home.fuse.net/rrowan>
Cincinnati Art Museum
953 Eden Park Drive
Cincinnati, OH 45202
Phone: 513-721-ARTS
www.cincinnatiartmuseum.org

Cincinnati Museum of Natural History
1301 Western Ave.
Cincinnati, OH 45203
Phone: 513-287-7000
1-800-733-2077 (toll free)
www.cincymuseum.org

Appendix C:

Five-Year Development Plan for The Newark Earthworks Center

Appendix C:

Five-Year Development Plan for the Newark Earthworks Center for American Indian Studies

First Year - 2004:

- Hire program coordinator
- Hire office support staff
- Establish the Executive Committee
- Move into office space
- Meet with faculty who are interested in being affiliated with the proposed Newark Earthworks Center as Charter Faculty
- Develop plan for creation of Advisory Board and implementation of Oversight Committee
- Begin creation of a long-term strategic plan for Center
- Initiate the Oral History Project
- Participate in the planning for the Autumn 2005 Conference
- Meet with potential partners in Ohio and Midwest region
- Plan development of archives in collaboration with OSU-Newark Libraries
- Participate in searches for tenure-track faculty that can be linked to the Center

Second Year - 2005:

- Appoint Interim Director of the Newark Earthworks Initiative.
- Autumn 2005: Projected date for the approval of the Newark Earthworks Center as an Ohio State University Research Center
- Participate in searches for tenure-track faculty that can be linked to the Center
- Make presentation to Licking County School Superintendents about the proposed Newark Earthworks Center and its projects for 2005-2006
- Continue to meet with potential partners in Ohio and Midwest region
- Continue plans and implementation of archives in collaboration with OSU-Newark Libraries
- Continue to participate in the planning for the Autumn 2005 Conference
- Sponsor speakers and scholars series with partners
- Offer one credit hour courses
- Continue Oral History Project 2nd year
- Prepare for creation of Oversight and Center Advisory Boards
- Host "2005 Conference" Autumn Quarter
- Edit selected papers from the conference and seek a publisher
- Begin process of appointing Oversight Committee membership

Third year - 2006:

- Set up process to consult regularly with Oversight Committee
- Begin the process of appointing members to the proposed Newark Earthworks Center Community Advisory Board

- Sponsor training session for Advisory Board members
- Apply for external grants
- Sponsor speakers and scholars series with partners
- Conduct 3rd Year Evaluation of Center's activities
- Plan for Teachers Resource Center
- Begin communications strategies, such as newsletter and website
- Complete the Oral History Project
- Sponsor meetings and/or procedures with Native communities partners to share the results of the Oral Histories Project
- Publish an anthology of essays based upon papers presented at the "2005 Conference" in Nov. 2005
- Plan and if possible, implement internship program for undergraduates
- Prepare Annual Report for 2005-2006

Fourth Year - 2007:

- Consult regularly with Faculty Oversight Committee and Community Advisory Board
- Initiate programs funded through external funding efforts
- Implement internship programs for undergraduate students
- Sponsor speakers and scholars series with partners
- Submit grant applications to support new research projects and programs
- Maintain web site and newsletter
- Implement Teacher Resource Center and communications about it
- Support the Conference on the *Society of American Indians in 1911* sponsored by the American Indian Studies Program at OSU-Columbus.
- Develop a prospectus for the work completed on the Oral Histories Project, and seek publisher
- Sponsor meetings and/or procedures with Native communities partners to share the results of the Oral Histories Project
- Prepare Annual Report

Fifth Year Fall - 2008:

- Apply for grants
- Sponsor speakers and scholars series with partners
- Complete scholarly study on the Oral Histories Project and submit for publication
- Expand development of Teacher Resource Center
- Submit grant applications to support new research projects and programs
- Maintain newsletter and web site
- Expand Teacher Resource Center
- Continue ongoing programs
- Prepare Annual Report

Appendix D:

Affiliated and Charter Faculty Curriculum Vitae

- Curriculum Vitae are on file in the Office of Academic Affairs -

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

(740) 366-9249
shiels.1@osu.edu

Professional Appointments :

Coordinator of History Program, The Ohio State University-Newark, 1996-
Honors Director, The Ohio State University-Newark, 1991-2002
Associate Professor of History, The Ohio State University-Newark, 1983-
Assistant Professor of History, The Ohio State University-Newark, 1976-82
Assistant Professor of History, Boston University, 1975-76
Lecturer in Religious Studies, Yale University, 1973-75

Education:

Ph.D., Boston University, 1976.
M.A. in Religion, Yale University Divinity School, 1972.
B.A., Hope College, 1968.

Selected Publications:

- "The Methodist Invasion of Congregational New England" in *Methodism and the Shaping of American Culture*, pp. 257-281, edited by Nathan Hatch and John Wigger, (2001) pp. 257-281.
- "The Origins of the Second Great Awakening in New England: Goshen, Connecticut" in *Mid-America, An Historical Review*, v.78 #3 (1996) pp. 279-301.
- "America's Pentecost: The Cane Ridge Camp Meeting" in *Cross Currents. The Journal of the Association for Religion and Intellectual Life*, " v. 42 #1 (1992) pp. 90-100.
- "The Scope of the Second Great Awakening: Andover, Massachusetts as a Case Study" in *Journal of the Early Republic*, v. 5 #2 (1985) pp. 223-246.
- "The Feminization of American Congregationalism, 1730-1835" in *American Quarterly*, v.33 #1 (1981) pp. 46-62.
- "The Second Great Awakening in Connecticut: A Critique of the Traditional Interpretation" in *Church History*, v.49 #4 (1980) pp.401-416.

Other Publications:

"A New England Colony: the First Generation" in *Granville, Ohio: A Study in Continuity and Change*, edited by Anthony Lisska (2004) pp. 35-96.

"Library Materials on the History of Christianity at The Ohio State University: An Update" in *Collection Management*, v. 9 # 1 (1987) pp. 67-79. Co-authored with Martha Alt.

"Library Materials on the History of Christianity at the Ohio State University: An Assessment" in *Collection Management*, v. 7 #2 (1985) pp. 69-81. Co-authored with Martha Alt.

"Response to Martin Marty," *Religion and Intellectual Life*, v. 2 #1 (1984) pp. 22-29.

Recent Professional Presentations

"Tomochichi's Grave," presented to the American Society of Ethnohistory, September, 2004.

"America's God: A Critique of the Book," presented to Society for Historians of the Early Republic, July 2003.

"New Light on Methodism in America," presented to the Westminster Institute at Oxford Brookes University, May 2001.

REVIEWS PUBLISHED IN *American Historical Review*, *Catholic Historical Review*, *H-SHEAR*, *Journal of American History*, *Journal of the Early Republic*, *New England Quarterly*, *Ohio History*, *Religion and Intellectual Life*, *Religious Studies Review* and *William and Mary Quarterly*.

Recent Grants

Note: All of the following grants were written collaboratively with others . All were funded in 2004.

\$60,000 Ohio Department of Education Grant to support Summer Institutes for High School Honors Students focusing on Native American Earthworks, History and Culture.

\$975,000 U.S. Department of Education Grant to support graduate seminars in American history for high school history teachers in the counties served by four OSU regional campuses.

\$62,500 Ohio State University Outreach and Engagement Grant to support collecting oral histories of Native Americans in Ohio and Native Americans with Ohio roots.

\$7,000 Ohio Bicentennial Legacy Grant to create an archive for the Newark Earthworks Center.

Teaching

Recent Courses

American Civilization (History 151, H151; 152, H152)
The Reformation (History 511)
Anglo-America (History 556)
Revolutionary American (History 557.01)
Jeffersonian and Jacksonian American (History 557.02)
American Religious History (History 578)
History Proseminar: "The Trail of Tears" (History 598.02)

Topical Seminars

As Honors Director (1991-92) I taught or facilitated 30 one credit-hour topical seminars (one per quarter for ten years) using the rubric Arts and Sciences H101. Topics ranged from "The War in Bosnia," "Haiti" and "Castro" to "The Scopes Trial," "The Amish," "The Newark Earthworks" and "Ohio Archaeology." Succeeding Honors Directors have continued this course and I will be team-teaching a seminar on "The Shakers" this spring.

As History Coordinator I have begun teaching or facilitating similar one credit-hour topical courses on historical themes using the rubric Humanities 294. Topics to date include "The War in Iraq," "Abolition, Colonization and the Underground Railroad."

Awards

"Thomas J. Evans Teaching Excellence Award," Newark Campus, 1977-8, 1984-5, 1988-9.
"Robert A. Barnes Exemplary Teaching Award," Newark Campus, 1995.
I declined consideration for teaching awards for the past ten years.

Significant Recent Service

As History Coordinator I have chaired Search Committees that hired tenure-track history faculty for the Newark Campus in 1995, 1998, 1999 and 2003. A 2002 search aborted.

In the same capacity I have served as a mentor to four probationary history faculty since 1995. I am also mentor for a probationary faculty member in Geology.

My job has been to build a four year undergraduate program in history. We currently offer thirty upper division undergraduate history courses on a two-year cycle. Average enrollment in these courses is currently 17.

I served on the Department of History Promotion and Tenure Committee, 2001-3.

I served on the Committee to select a History Department Chair in 2001. I am the only member of the department to have served on this committee three times.

I am currently chairing a Search Committee to hire a tenure-track archaeologist for the Newark Campus. Of course I am working closely with the Anthropology Department.

Earthworks Initiatives

In the summer of 2000, when the Moundbuilders' Country Club announced it would tear down the clubhouse that sits next to the Newark Octagon, I convened a group of OSU faculty and concerned citizens that became *The Friends of the Mounds*. Working with the National Trust for Historic Preservation, the National Park Service, the state Historic Preservation Office and the Ohio Historical Society, we protested – and the country club changed its plans.

I subsequently helped secure grants from the National Trust and the National Park Service to fund the writing of a Cultural Resource Management Plan for the Newark Earthworks. I served on the advisory committee that wrote the plan.

In the past three years:

I have spoken to more than twenty local community groups on the subject “Newark Among the Wonders of the Ancient World.”

I have published educational pieces in the Newark and Columbus newspapers.

I have arranged for tours of the Newark Earthworks for nearly every section of History 151 and of selected other courses.

I have offered one credit-hour courses on the earthworks and taken two groups to Cahokia.

In the past two years:

I have chaired a committee of OSU and Denison faculty, OHS staff and community representatives and city employees to plan educational events for the autumn of 2005.

I have served with Lucy Murphy, Marti Chaatsmith and, since spring, Katey Borland to create an academic center for the study of Native American earthworks, history and culture.

**Katherine Borland
259 W. Locust St.
Newark, OH 43055
(740) 345-7730**

EDUCATION

Indiana University

**Doctor of Philosophy: Folklore, 1994.
College of Arts and Sciences Dissertation Year Fellowship, 1990-91.
Richard M. Dorson Dissertation Research Grant, 1990-91.
Best Folklore Paper Prize, 1988.
FLEP Summer Scholarship for the study of Quechua, 1987.
Graduate School Fellowship, 1986-87.**

**Dissertation: Performing Identities: The Politics of Culture in a
Nicaraguan Community.**

Temple University

**Master of Arts: English Literature, 1986
Certificate in the Teaching of Writing, 1986.**

University of Chicago

**Bachelor of Arts: Disciplines of the Humanities, 1980.
Phi Beta Kappa, 1980; Dean's List, 1976 to 1980.
Harris Achievement Prize--academic/extracurricular excellence, 1978.**

TEACHING EXPERIENCE

- 1999-pres Ohio State University, Newark Campus. Assistant Professor,
Comparative Studies in the Humanities. Teach courses in
Humanities, World Literature and Folklore with particular emphasis
on global awareness and cultures of the Americas. Also, designed
the first international service learning/experiential education course,
Development Theory, which allows students to participate in a
grassroots community improvement project in Nicaragua.**
- 1999 University of Delaware. Instructor, Freshman Composition. Taught
introductory writing through an examination of American popular
culture.**

- 1998** University of Delaware. Instructor, Approaches to Literature. Taught an upper level literature course to non-majors that examined texts rhetorically.
- 1998** West Chester University of Pennsylvania. Adjunct professor, Freshman Composition. Taught the first and second level writing sequence using rhetorical modes and writing across the curriculum approaches.
- Sum/96** University of Delaware, School of Education. Instructor, Folklore in Education: A Summer Institute. Taught an introduction to Folklore for teachers. Presented basic concepts of cultural diversity and collaborated with the Delaware folklife program to make teachers aware of local folklife resources for classroom teaching.
- 1992/93** University of Huelva. Assistant Professor, English Language Department. Taught eight sections of first and second year English language classes, emphasizing practical speaking and writing skills as well as Caribbean literature in English.
- Sum/90** Indiana University Continuing Education. Instructor, Folklore 101. Planned and taught introduction to world folklore through ethnography.
- Sum/90** Indiana University Groups Program. English Instructor. Planned and taught two college preparatory reading and writing classes to economically and educationally disadvantaged youth.
- 1989/90** Indiana University. Assistant Instructor, Folklore 220. Planned and taught two discussion sections in the Introduction to American Folklore class under the supervision of Dr. Sandra Dolby-Stahl.
- 1988/89** University of Seville. Assistant Professor. Planned and taught eight sections of conversational English to third year English Language majors. Also developed and taught one experimental course in writing in English.
- Sum/88** Indiana University Groups Program. English Instructor.
- 1987/88** Indiana University. Assistant Instructor, Folklore 101 under the supervision of Drs. Roger Janelli and Hasan El Shamy.

- Sum/86** Temple University Extension Services. Reading and Writing Instructor. Designed and taught two intensive college preparatory classes to employees of the Environmental Protection Agency.
- Sum/86** Temple University Russell Conwell Center. English Instructor. Planned and taught two college preparatory reading and writing classes to economically and educationally disadvantaged youth.
- 1985/86** Temple University. Testing Researcher/Writing Center Tutor. Assisted in developing testing procedures, reading and evaluating college-wide writing examinations; provided individual instruction to college students.
- 1983/85** Temple University. Writing Instructor: Taught two Freshman Composition and four Basic Writing classes using the process model of writing.

PUBLICATIONS

- In Review** The Naked Saint: Unmasking Class, Gender and Sexuality in Nicaraguan Festival at University of Arizona Press.
- In Press** A Response from the Classroom. Discussion of the David Shuldinar Memorial Lecture, "Unsubstantiated Belief: What We Assume as True and How We Use those Assumptions" by Margaret Randall. Journal of American Folklore 117 (465).
- In Press** Folklore. In Encyclopedia of Latina and Latino Popular Culture(s) in the United States. Eds. Alma Alvarez-Smith, Cordelia Candelaria and Peter Garcia. Westport, CT: Greenwood Publishing Group. [2004]
- In Press** Region: Central America. In Encyclopedia of Women's Folklore and Folklife of North America. Ed. Theresa A. Vaughan. ABC-CLIO. [2004]
- 2003** Pilgrimage to Popoyuapa: Catholic Renewal and Ethnic Performance in Neo-Liberal Nicaragua. Journal of American Folklore 116 (462):391-419.
- 2003** Review of Jeffrey L. Gould, To Die in This Way: Nicaraguan Indians and the Myth of Mestizaje 1880-1965 for Journal of American Folklore 116 (459):118-119.
- 2002** Marimba: Dance of the Revolutionaries, Dance of the Folk. Radical History Review 84:77-107.

- 2001 **Creating Community: Hispanic Migration to Rural Delaware.**
Wilmington, DE: Delaware Heritage Commission (393 pp).
- 1995 **The India Bonita of Monimbó: The Politics of Ethnic Identity in the New Nicaragua.** In **Beauty Pageants on the Global Stage.** Eds. Colleen Ballerino Cohen, Beverly Stoeltje and Richard Wilk. NY: Routledge, 75-88.
- 1993 **Folklife of Miami Nicaraguan Communities.** In **Traditional Arts of Nicaraguan Miami.** (In Spanish and English) Miami: Historical Museum of Southern Florida, 13 pp.
- 1992 **The Criteria in Miami: A Nicaraguan Home-based Festival.** **Folklore Forum** 25:19-27
- 1992 **Spoken to Written Language: Thoughts on the Evolution of Consciousness.** In **Constructing Rhetorical Education.** Eds. Marie Secor and Davida Charney. Carbondale, IL: Southern Illinois University Press, 43-62.
- 1991 **'That's Not What I Said': Interpretive Conflict in Oral Narrative Research.** In **Women's Words: The Feminist Practice of Oral History.** Eds. Sherna Gluck and Daphne Patai. New York: Routledge, 63-75. Reprinted 1997 in **The Oral History Reader,** 320-332, eds. Robert Perks and Alistair Thomson. London: Routledge. Reprinted 2003 in **Approaches to Qualitative Research: A Reader on Theory and Practice,** pp. 522-34, eds. Sharlene Hesse-Biber and Patricia Leavy. Oxford University Press.
- 1990 **Documenting the Fieldwork Project.** In **The Emergence of Folklore in Everyday Life.** Ed. George H. Schoemaker. Bloomington, IN: Trickster Press, 185-195.
- 1990 **Folk Speech.** Cowritten with Jennifer Livesay. In **The Emergence of Folklore in Everyday Life.** Ed. George H. Schoemaker. Bloomington, IN: Trickster Press, 37-49.

CONFERENCE PAPERS

- Oct., 2003 **Discussant for Margaret Randall's David Shuldinar Memorial Lecture, "Unsubstantiated Belief": What We Assume as Truth, and How We**

Use those Assumptions. American Folklore Society Annual Meeting. Albuquerque, NM.

- Oct., 2002 Spooks, Nostalgia and Community Enactments in Masaya, Nicaragua. Paper presented at the American Folklore Society Annual Meeting. Rochester, NY.**
- Apr., 2002 The Newness of Festival: Ahuisotes in Masaya, Nicaragua. Paper presented at the Ohio Latinamericanist Conference.**
- June, 2001 New Wine in Old Bottles: Monimbó's Pilgrimage to Popoyuapa, Rivas. Paper presented at the Fifth Annual Conference on Holidays, Ritual, Festival, Celebration, and Public Display. Bowling Green, OH.**
- Oct, 2000 Contested Concepts of Festival Humor: Torovenado Masquerades of Masaya, Nicaragua. Paper presented at the American Folklore Society Annual Meeting. Columbus, OH.**
- Oct, 2000 Mestizaje or Mixed Race Ancestry. With Lucy Murphy, Roundtable Discussion, American Folklore Society Annual Meeting. Columbus, OH.**
- Oct, 1994 When the Center Does not Hold: Political Conflict and Social Fission in a Nicaraguan Folk Religious Enactment. Paper presented at the American Folklore Society Annual Meeting. Milwaukee, WI.**
- May, 1991 Cultura tradicional y educación de adultos: estudio de los recursos comunicativos en transformación en dos comunidades de Masaya. Paper presented at the Primer Congreso Científico Nacional de la UNAN-Managua. Managua, Nicaragua.**
- Apr, 1990 Defining Tradition: The Romería of Niebla. Paper presented to the Folklore Students' Association Colloquia Series, Indiana University.**
- Oct, 1988 The Problem of Locating Meaning in Oral Narrative Performance. Paper presented at the American Folklore Society Conference, Boston.**
- July, 1988 Orality and Literacy: Thoughts on the Evolution of Consciousness. Paper presented at the Penn State Conference on Rhetoric and Composition, State College, PA.**

OTHER PRESENTATIONS

- May 2003** Identity and Sexuality in Nicaraguan Folk Dance. Paper presented at the Qualia Conference of Gay and Lesbian Folklore. Columbus, OH.
- April 2002** Hidden Ethnicities in the Mestizo Nation: Identity and Rights in Nicaragua. Panel Discussion: Latin and Luso America: Multiple Identities, Multiple Issues. In Honor of Hispanic Awareness Month, a double presentation at the Newark Campus and The Multicultural Center on the Columbus Campus.
- Jan, 2002** The Impact of Hispanic Immigration in Delaware. Invited Presentation with Prof. Mark Miller. Cosponsored by the Delaware Heritage Commission and the Institute for Public Administration, University of Delaware. Newark, DE.
- Aug, 2001** Creating Community. Book signing and community lecture at University of Delaware-Georgetown. Georgetown, DE.
- April 2001** Performances of Ethnicity. Invited lecture to students of English 770:02 Ethnographic Field Methods and 792.02 Seminar on Ethnicity, Heritage, and Migration conducted by Prof. Amy Shuman at OSU--Columbus.
- Nov. 2000** Reflexive Ethnography. Invited lecture to Ethnomusicology students of Prof. Linda Williams at Bates College, Lewiston, Maine.
- Mar, 1990** Report on the Nicaraguan Elections: Panel discussion, Latin American and Caribbean Studies Center Dialogos Series, Indiana University.

COMMUNITY RELATIONS/RESEARCH

- 1998-1999** Independent Fieldworker for the Delmarva Folklife Program, a three-year, NEA funded survey of traditional arts and culture on the peninsula. My research focused on the life stories of Hispanic immigrants who work largely in the poultry industry.
- 1994-1998** Delaware Futures. Executive Director. Founding director of an innovative after school and summer enrichment program for low income high school students that is linked to college scholarships. Responsible for outreach to the community, businesses and schools, educational programming, college guidance, fundraising, public relations, board development, staff training.

Fall/91 **Historical Museum of the Historical Association of Southern Florida. Freelance folklife researcher. Documented cultural events and practices within Miami's Nicaraguan community; wrote festival recommendations and an article for popular audiences for NEA funded project.**

Professional Service

2003/04 **Co-chair of the Chicana-Chicano Section of the American Folklore Society.**

2003/04 **Appointed to the Diversity Task Force of the American Folklore Society.**

2003/04 **Newark Campus Dean's Appointment to the Ohio State University Diversity Task Force.**

2003/04 **Member, committee for the development of the Center for the Study of Native American Earthworks and Culture, Ohio State University, Newark Campus.**

2003/04 **Reviewer for the Journal of American Folklore and Qualitative Inquiry.**

Appendix E:

Curriculum Vitae For Interim Director And the Executive Committee

MARTHA L. CHAATSMITH
3793 Greenbridge Loop South
Dublin, Ohio 43016
(614) 761-2196
E-mail: chaatsmith@yahoo.com

PROFESSIONAL EXPERIENCE

Program Coordinator, Planning Committee for the Newark Earthworks Initiative, Ohio State University Newark, September 2003 to present.

Responsible for writing and submitting the proposal for the Newark Center to the Office of Academic Affairs in collaboration with the Newark Center Planning Committee. Work closely with team leaders in meeting with stakeholders, manage budgets, write grant proposals, identify research projects and funding, plan symposia and conferences, develop reports, and other matters relating to the creation of a research center.

Instructor, Department of Art Education, Ohio State University, Autumn Quarter 2003
Course: Art Education 694A, *Powwow 101*. Developed the course at the request of the chair of Art Education and the director of the Multi-Cultural Center.

Program Coordinator, American Indian Student Services – Ethnic Student Services, Division of Student Affairs, Ohio State University, August 1996 to July 2000

Developed, planned, coordinated, publicized, and evaluated the programs and services of the office. Administered \$50,000 budget. Supervised graduate administrative assistants, student employees, and volunteer staff. Provided support services for American Indian students on campus by developing educational and social programs. Researched diversity issues by networking with cultural and ethnic groups. Coordinated 10-15 events per year (10 - 500 attendees). Obtained supplementary funding through grant writing, gifts, and co-sponsorship.

Co-Instructor, Department of Comparative Studies, Ohio State University, Spring Quarter 1996
Course: Comparative Studies 651, *Indians - Real and Imagined*.

Acting Program Coordinator, American Indian Student Services, Office of Student Life, Division of Student Affairs, Ohio State University, March 1996 to August 1996

Set up new office established by federal mandate. Responsibilities included budget management, the establishment and marketing of services, creation of policy guidelines for office. Educated campus community about Native issues through presentations and participation on university committees. Developed a successful plan to procure resource materials (reference, literature, historical, cartographic, audio-visual), created an events and services archives, initiated strategic planning goals, implemented a state-wide communications network of regional American Indian organizations and

individuals that enhanced participation in regional events. Wrote a report of the office's activities included in the University's compliance report to the U. S. Department of Education.

Graduate Administrative Associate, American Indian Initiatives, Office of Minority Affairs – Retention Services, Ohio State University, April 1993 to August 1995

Assisted with the set up of new office under supervision of the Assistant Director. Developed, coordinated, and publicized events, created policy concerning documentation of students' American Indian heritage, assessed students' needs and existing services, and conducted survey of Midwest research universities' support services for American Indian students. Obtained supplemental funding through grants and partnerships.

Graduate Administrative Associate, Graduate School, Ohio State University, September 1990 to June 1992

Assigned to Associate Dean's office. Developed a workshop and facilitator's guide to inform minority college students about the graduate school experience. Presented the workshop at two national conferences representing the Graduate School.

Graduate Teaching Associate, Department of Sociology, Ohio State University, April 1989 to June 1990

Performed all tasks associated with teaching an independent class including lecture preparation, developing exams and assignments, and grading. Courses taught: Research Methods, Sociology of Marriage, and Social Problems.

Graduate Teaching Assistant, Department of Sociology, Ohio State University, April 1988 to June 1989

Teaching assistant for Social Statistics. Led recitation sections, instructed students on using computer, SPSS_x statistical package, and graded exams.

Graduate Research Assistant, Department of Sociology, Ohio State University, June 1986 to June 1987

Project Title: "Housing and Social Service Effects on Independent Living: the Case of Ohio's Metropolitan Elderly". Duties included data management and data analysis.

Student Advisor II, Project Talent Search, TRIO Programs, Cuyahoga Community College, September 1979 to September 1984

Advised students about careers, college and university admissions, and financial aid procedures. Served as Advisor to the Native American Student Council consisting of 200 secondary school students and their parents in the Cleveland Public School District.

Student Research Assistant, Office of Student Affairs Research, University of Oklahoma, September 1978 to August 1979

Assisted the director in developing research instruments, data collection, data analysis, and report writing.

**Intern, University Year for ACTION, University of Oklahoma,
January 1978 to August 1978**

Assigned to Griffin Memorial Psychiatric Hospital. Escorted resident psychiatric patients on hospital grounds and during field trips; assisted the aides in workshops. The experience became the basis of a successful research project for a class in Ethnographic Methods.

Administrative Assistant, Economic Development Office, National Congress of American Indians, Washington, D.C., August 1973 to March 1974

Assisted the Director of Economic Development, coordinated on-site arrangements for national conferences attended by 500 to 1500 participants. Recorded minutes for executive sessions, wrote reports.

EDUCATION

A.B.D., Ohio State University

Candidacy Status attained December 1987; regained August 2000

Dissertation: "*Stratification and Change in Ohio Suburban School Districts*"

Master of Arts, University of Oklahoma

December 1979, Major: Sociology

Thesis: "*Sponsored Mobility as an Explanation for Differential Educational Attainment*"

Bachelor of Arts, University of Oklahoma

June 1977, Major: Sociology

PUBLICATIONS

Chaatsmith, Martha L. Forthcoming. "Ohio Native American Earthworks" in *Retrieving the American Past*. 2004 edition. Boston: Pearson Custom Publishing and Ohio State University.

Chaatsmith, Martha L. 2002. "Indian Child Welfare Act, 1978" in *Dictionary of American History*. Third Edition. New York: Charles Scribner's Sons.

Chaatsmith, Martha L. 1991. "Facilitator's Guide: Looking Beyond the Baccalaureate: Encouraging Minority Students to Pursue Graduate Education". Graduate School Publication. Columbus, Ohio: Ohio State University.

Krivo, Lauren J. and Martha L. Chaatsmith. 1990. "Social Services Impact on Elderly Independent Living." *Social Science Quarterly* 71(3): 474-491.

COMMUNITY AND COMMITTEE PARTICIPATION

Native American Studies Program Curriculum Committee, Federated Colleges of Humanities, Arts, and Social Sciences, Ohio State University, 2003-2004.

Community Advisory Board, American Indian Student Services, Multi-Cultural Center, Ohio State University, 2003-2004.

Team Manager, Destination Imagination 2002-2003, Griffith Thomas Elementary School, Dublin, Ohio, November 2002 through March 2003. Team ranked 6th out of 20 teams in competition held March 2003.

Library Volunteer, Griffith Thomas Elementary School, Dublin, Ohio and the Wellington School, Columbus, Ohio, 1999-2002.

Search Committee, Vice Provost for the Office of Minority Affairs, Provost's Office, Ohio State University, autumn 1998.

Minority Scholarship Program Appeals Committee, Office of Minority Affairs, Ohio State University, spring 1998.

Student Affairs Diversity Council, Division of Student Affairs, Ohio State University, autumn 1998.

Search Committee, Director of Ethnic Student Services, Division of Student Affairs, The Ohio State University, spring 1997.

Student Affairs Leadership Team, Division of Student Affairs, Ohio State University, spring 1997.

University Events and Coordinating Board, Ohio State University, autumn 1996-1998.

Organizational Structure Design Team, Office of Student Life, Ohio State University, autumn 1996.

Collaborative Programs and Services Design Team, Office of Student Life, Ohio State University, summer 1996.

Native American Heritage Month Work Team, Office of Student Life, Ohio State University, summer 1996.

"Through Indian Eyes: Tribal Perspectives" American Indian Awareness Week Planning Committee, Chair, Ohio State University, winter and spring 1996.

American Indian Council, Founding Member, Ohio State University, spring 1989.

PRESENTATIONS

"Native American Studies Panel." Panelist. American Indian Council Student Conference, "Paving the Way for the 7th Generation: Preserving Our Culture in the Face of Colonialism." Ohio State University. Winter 2004.

"Teaching About Native American Powwows." Workshop Presenter. American Indian Council Student Conference, "Paving the Way for the 7th Generation: Preserving Our Culture in the Face of Colonialism." Ohio State University. Winter 2004.

"Critique of *White Man's Indian (PBS)*: Social and Political Aspects of Federal Indian Boarding Schools" Guest Lecturer. Comparative Studies 651, College of Humanities. Ohio State University. Spring 2001.

"Diversity and Contemporary Native American Culture." Keynote Speaker. Defense Supply Center of Columbus, Ohio. November 1999.

"Native American Culture in Historical Context." Guest Lecturer. School of Public Health, Ohio State University. Autumn 1999.

"Diversity and Contemporary Native American Culture." Speaker. Federal Executive Association of Columbus and Central Ohio's 6th Annual Equal Employment Opportunity Conference. Columbus, Ohio. Autumn 1999.

"Native American Health Issues." Guest Lecturer. School of Public Health, Ohio State University. November 1998.

"American Indian Women." Speaker. Women's History Month. LUCENT Technologies, Columbus, Ohio. Spring 1998.

"Indians - Real and Imagined." Guest Lecturer. Comparative Studies 651, College of Humanities. Ohio State University. Spring 1998.

"Cultural Diversity." Bank One Cultural Exchange Day. Panelist. Worthington, Ohio. Spring 1997.

"American Indian Issues." Panelist. American Indian Heritage Month Program. LUCENT Technologies, Columbus, Ohio. Autumn 1997.

"Founders, Warriors, and Implementers: How Native Spirituality Guided Campus Change." Co-Presenter. Multicultural Student Leaders Institute Conference, National Association of Student Personnel Administrators. Autumn 1996. Indianapolis, Indiana.

"Looking Beyond the Baccalaureate: Encouraging Minority Students to Pursue Graduate Education." Workshop Presenter. National Indian Education Association Annual Conference. Omaha, Nebraska. Autumn 1991.

"Looking Beyond the Baccalaureate: Encouraging Minority Students to Pursue Graduate Education." Workshop Presenter. National Association of Educational Opportunity Program Personnel Annual Conference. St. Petersburg, Florida. Autumn 1991.

"The Last 500 Years: A Brief History of the United States from the American Indian Perspective." Speaker. Columbus Public Schools Summer Conference on Diversity. Spring 1991.

"Cultural Diversity in Higher Education." Panelist. Education Policy and Leadership 925G32, Advising Domestic and Foreign Minority Students. The Ohio State University. Spring 1991.

"Housing and Social Service Effects on Living Alone among the Elderly." Co-presenter. American Sociological Association Annual Meeting. Chicago, Illinois. Summer 1987.

"Techniques in the Recruitment and Retention of Hispanic Students." Workshop Presentation. Mid-American Association of Education Opportunity Program Personnel Annual Conference. Fontana, Wisconsin. Autumn 1983.

"Nontraditional Students: Seeking Higher Education with No Degrees of Freedom." Workshop Presenter. Sociologists for Women In Society Annual Meeting. Detroit, Michigan. Summer 1983.

"Forum on Families and Work." Panel Moderator. Conference on Ethnic Women: Then and Now. Cleveland State University. Spring 1983.

"American Indian Education: An Overview of U.S. Federal Policy and Current Financial Aid Procedures." Presenter. Ohio Association of Education Opportunity Program Personnel Annual Meeting. Huron, Ohio. Spring 1983.

"Counseling American Indian Students for College." Workshop Presenter. Ohio Department of Education Indian Education Conference. Columbus, Ohio. Spring 1983.

HONORS

Received a Pendleton blanket in recognition of work on behalf of American Indian students from the American Indian Council, Ohio State University. Winter 2004.

Received a Pendleton blanket in recognition of work on behalf of American Indian community from American Indian Student Services, Ohio State University. Spring 2001.

Office of Minority Affairs, Professional Mentor Award and Outstanding Professional Mentor Award, Ohio State University. Spring 1999.

Student Gender and Sexuality Services, Outstanding Organization Leadership Award, Ohio State University. Spring 1999.

Certificates of Achievement. Office of Minority Affairs - Retention Services, Ohio State University. Spring 1996 and Spring 1995.

Received a silver feather pendant in recognition for work on behalf of American Indian students from the American Indian Council. The Ohio State University. Spring 1995.

Selected for inclusion in Outstanding Young Women of America, 1984.

Received a Pendleton blanket in recognition of work in the American Indian Community from the Cleveland American Indian Center. Cleveland, Ohio. Spring 1984.

Certificates of Appreciation for work with American Indian students in Cleveland Public Schools by the Federal Title 4-A Indian Education Program Parent Committee. Cleveland, Ohio. 1984 and 1983.

FELLOWSHIPS AND SCHOLARSHIPS

Graduate Fellowship, Council for Institutional Cooperation (CIC). Ohio State University, Columbus, Ohio. 1987-1988.

Graduate Fellowship, Council for Institutional Cooperation (CIC). Ohio State University, Columbus, Ohio. 1985-1986.

Graduate Fellowship, Council for Institutional Cooperation (CIC). Ohio State University, Columbus, Ohio. 1984-1985.

Graduate Fellowship. American Indian Scholarships, Inc. University of Oklahoma, Norman, Oklahoma. 1977-1978.

Graduate Fellowship. American Indian Scholarships, Inc. University of Oklahoma, Norman, Oklahoma. 1978-1979.

Undergraduate Education Grant. Bureau of Indian Affairs. University of Oklahoma, Norman, Oklahoma. 1975-1977.

Undergraduate Education Grant. Bureau of Indian Affairs. University of Oklahoma, Norman, Oklahoma. 1971-1973.

Lucy Eldersveld Murphy

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EDUCATION:

Ph.D., History, Northern Illinois University, DeKalb, 1995
M.A., History, Northern Illinois University, DeKalb, 1984
B.A., University of Michigan, Ann Arbor, 1975

PROFESSIONAL EXPERIENCE:

1999 – present History Department, Ohio State University, Newark
Associate Professor, 2003 - present
Assistant Professor, 1999 - 2003

1998 - 1999 Newberry Library, Chicago
National Endowment for the Humanities/Lloyd Lewis Fellow

1995 - 1998 DePaul University, Chicago, History Department
Assistant Professor, Teaching Associate

1993, 1995 Northern Illinois University, DeKalb, Instructor

1984 - 90, 1992 College of DuPage, Glen Ellyn, IL, Instructor

BOOKS:

A Gathering of Rivers: Indians, Métis, and Mining in the Western Great Lakes, 1737-1832, University of Nebraska Press, 2000. Received the Benjamin F. Shambaugh Award, State Historical Society of Iowa.

Lucy Eldersveld Murphy and Wendy Hamand Venet, eds., Midwestern Women: Work, Community, and Leadership at the Crossroads, a volume of essays; Indiana University Press, 1997.

ARTICLES:

“Women in the Upper Mississippi Valley and Northern Louisiana Purchase before 1860,” an historiographical essay, invited by the Louisiana Purchase Bicentennial Conference Committee, the Historic New Orleans Collection, and The Louisiana Historical Association, forthcoming collection of essays.

"Women and Networks in the Upper Mississippi Valley and Northern Louisiana Purchase," Paul Hoffman, editor, *The Louisiana Purchase and its Peoples: Perspectives from the New Orleans Conference*. (Louisiana Historical Association and Center for Louisiana Studies, 2004)

"Public Mothers: Native American and Métis Women as Creole Mediators in the Nineteenth-Century Midwest," Journal of Women's History special issue on "Revising the Experiences of Colonized Women," Vol. 14, no. 4 (winter 2003) pp. 142-166.

"'Their women quite industrious miners': Native Americans, Gender, and Lead Mining in the Upper Mississippi Valley, 1788-1832," in R. David Edmunds, ed., People of Persistence, University of Illinois Press, forthcoming.

"To Live among Us: Accommodation, Gender, and Conflict in the Western Great Lakes Region, 1760-1832," in Fredrika J. Teute and Andrew R. L. Cayton, eds., Contact Points: North American Frontiers, 1750-1830, Institute of Early American History and Culture, University of North Carolina Press, 1998.

"Autonomy and the Economic Roles of Indian Women of the Fox-Wisconsin Region, 1763-1832," in Nancy Shoemaker, ed., Negotiators of Change: Historical Perspectives on Native American Women; Routledge Press, 1994.

"Business Ladies: Midwestern Women and Enterprise, 1850-1880," Journal of Women's History, Spring 1991.

"Her Own Boss: Businesswomen and Separate Spheres in the Midwest, 1850-1880," Illinois Historical Journal, Fall 1987. Received Pratt Award, Illinois State Historical Society, for 1987's best article.

"Businesswomen of the Midwest, 1850-1880" National Women's History Project Newsletter, April 1991.

BOOK REVIEWS:

Review of "Neither White Men Nor Indians:" Affidavits from the Winnebago Mixed-Blood Claim Commissions, Prairie du Chien, Wisconsin, 1838-1839, edited by Linda M. Waggoner. Park Genealogical Books, Roseville, Minnesota, 2002, Annals of Iowa, forthcoming

Eric Hinderaker, Elusive Empires: Constructing Colonialism in the Ohio Valley in The Historian, November 1999.

Jo-Anne Fiske, Susan Sleeper-Smith, and William Wicken, eds., New Faces of the Fur Trade: Selected Papers of the Seventh North American Fur Trade Conference in The Journal of American History, September 1999.

Theda Perdue, Cherokee Women: Gender and Culture Change, 1700-1835 in The Western Historical

Quarterly Summer 1999.

Elizabeth Vibert, Traders' Tales: Narratives of Cultural Encounters in the Columbia Plateau, 1807-1846 in the Journal of American History June 1998

Fane Downs and Nancy Baker Jones, ed., Women and Texas History: Selected Essays in Great Plains Quarterly, Spring 1997.

Encyclopedia entries:

"Métis," Jim Grossman et al, eds., Encyclopedia of Chicago History, Chicago: The Newberry Library, forthcoming.

"Métis," and "Native American rural life," Encyclopedia of the Midwest, The Ohio State University, forthcoming.

CONFERENCES, PAPERS:

Chair for the panel, "Pictographic Representation," Annual Meeting of the American Society for Ethnohistory, Nov. 7, 2003, Riverside, California

"Thrown Among Strangers, Too: Indian and Métis People and the Challenges of Colonization in the Nineteenth-Century Midwest," paper presented for the Organization of American Historians Conference, April 2003, Memphis

"Women and Networks in the Upper Mississippi Valley and Louisiana Purchase," paper presented at the Louisiana Purchase Bicentennial Conference, January 24, 2003, New Orleans.

"'A Mixed Breed' of Prairie du Chien: The Demography of Métissage and Colonization in the Nineteenth-Century Great Lakes," paper presented at the Annual Meeting of the American Society for Ethnohistory, October 18, 2002, Quebec City, Quebec

Organizer and panelist, "Native American Women's History: Research Problems and Issues," roundtable discussion, Berkshire Conference on the History of Women, June 2002, University of Connecticut, Storrs.

Commentator for the panel, "Engendering Métissage in the Mid-Western Borderlands," Annual Meeting of the American Society for Ethnohistory, Tucson, Arizona, October 19, 2001.

"Métis and Creole Identity in a Changing World: Self-Presentation in the Nineteenth-Century Midwest," paper, Western History Association Annual Conference, San Diego, California, October 6, 2001.

"'All Indians called me sister,' Métis and Creole Identity in the Great Lakes Region, 1820 – 1880," paper, Annual Meeting of the American Society for Ethnohistory, London, Ontario, October 21,

2000.

"Pioneers, Métis People, and Public Mothering in the Nineteenth-Century Midwest," paper, Annual Meeting of the American Society for Ethnohistory, Mashantucket, Connecticut, October 23, 1999.

"Native Americans, Gender, and Lead Mining in the Upper Mississippi Valley, 1788-1832," paper, Annual Meeting of the American Society for Ethnohistory, Minneapolis, November 11, 1998.

"Identity, Ideals, and the Roles of Indian and Métis Women in the Creole Midwest, 1780 - 1840," paper, Organization of American Historians Annual Meeting, Indianapolis, April 4, 1998.

"Native American Women: Mining in an Era of Change, 1788-1832," paper presented at the Women of the Midwest: History and Sources Conference, University of Wisconsin, Madison, June 13, 1997.

"'All Indians called me sister': Elizabeth Thérèse Baird and Biracial Identity in Michigan Territory, 1820-1840," paper, Tenth Berkshire Conference on the History of Women, University of North Carolina, June 9, 1996.

"Gender, Culture, and Domestic Economy in Green Bay and Prairie du Chien, 1760-1830," paper, Annual Meeting of the American Society for Ethnohistory, November 4, 1995, Kalamazoo, Michigan.

"Women's Lives" Session Chair, Fifteenth Annual Illinois History Symposium, December 3, 1994, Springfield, Illinois.

"Frontier Production, Cross-Cultural Skill Exchange, and Gender Relations in the Western Great Lakes, 1737-1832," paper, "Crucibles of Cultures: North American Frontiers" Conference, jointly sponsored by the Institute of Early American History and Culture and the D'Arcy McNickle Center of the Newberry Library, November 18, 1994, New Orleans.

"Autonomy and the Economic Roles of Indian Women on the Fox-Wisconsin Riverway, 1740-1832," paper, Ninth Berkshire Conference on the History of Women, June 12, 1993, Vassar College.

"A Milliner's Tale: Emily Austin, Migration, and Women's Work in the Nineteenth-Century Midwest," paper, Organization of American Historians Annual Meeting, April 15, 1993, Anaheim.

"My Accustomed Occupation, The Straw Millinery': Emily Austin's Life as a Nineteenth-Century Artisan," paper, Eleventh Annual Illinois History Symposium, December 1, 1990, Springfield, Illinois.

"Small-Town Businesswomen in the Nineteenth Century: A Comparative Analysis," paper, Thirteenth Annual Meeting of the Social Science History Association, November 6, 1988, Chicago.

"Midwestern Businesswomen, 1850-1880: Illinois as a Case Study," paper, Seventh Berkshire Conference on the History of Women, June 20, 1987, Wellesley College.

"So She Manages: Illinois Businesswomen in the Civil War Era," paper, Fifth Annual Symposium on Illinois History, November 30, 1984, Springfield, Illinois.

"Celebrate Illinois: The Post WWII Years," College of DuPage Humanities Conference, April 12, 1986, Glen Ellyn, Illinois. Facilitator for the panel, "Women: Images of Change."

"Integrating Women's History," a conference at Northern Illinois University, March 28-29, 1985, DeKalb, Illinois. Panelist.

AWARDS:

- Benjamin F. Shambaugh Award, State Historical Society of Iowa, 2002, for A Gathering of Rivers; this award honors "the most important book on Iowa history published during the preceding year."
- Scholarly Achievement Award, Ohio State University Newark Campus 2001
- National Endowment for the Humanities/Lloyd Lewis fellowship 1998-1999
- National Society of Colonial Dames of America, National Regional American History Scholarship, 1994
- Pratt Award, Illinois State Historical Society, honors the best article published in the society's journal, 1988

Referee, *Journal of Women's History, Minnesota History, Annals of Iowa, Ethnohistory, Great Plains Quarterly, Signs: Journal of Women in Culture and Society*, University of Oklahoma Press, University of Nebraska Press, Houghton Mifflin.

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

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

Appendix F:

Organizational Chart

Appendix F: Newark Earthworks Center Organizational Chart

