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Welcome to the Global History Lab!

About the Global History Lab

Princeton's Global History Lab (GHL) educates students about the history of globalization and prepares them to become knowledge producers for a wider world. Proceeding from the idea that meaningful, engaged citizenship requires us to inquire: to ask questions of the world around us and to pursue answers to those questions. The program enlists universities and NGOs to engage in a new model of global education through peer-to-peer exchanges. It pushes the study and application of history into new humanitarian frontiers by welcoming a range of voices to broaden and diversify both the subjects of historical inquiry and the authors of history. It promotes human capabilities of understanding by developing narrative voices and listening skills between strangers. The GHL is committed to the pursuit of the production of knowledge about the global past globally — in a way that is innovative, economical and reaches across the world’s fractures.

In the summer of 2020, the GHL received a multi-year grant from the Open Society University Network (OSUN). With this expansion came a move from Princeton's Department of History, where the GHL was founded in 2012, to its current home at the Princeton Institute for International and Regional Studies (PIIRS). With its new OSUN partners, the Central European University (CEU) and Bard College, the GHL has expanded its global reach to international students at over twenty five institutions and NGOs across twenty two countries.

About This Guide

This Faculty Partner manual provides an overview of the GHL for members of partner institutions. It draws on experiences and insights from a decade's experience and innovation. The course has been taught in a global network that includes a variety of institutions, from traditional universities, both public and private; NGOs providing educational opportunities to refugees in Africa and the MENA region; and other educational foundations and nonprofits. Learners and staff were based across Africa, Asia, Europe, Latin America, and North America and classes have been taught both in person and online. Yet, this manual remains only a guide. The wide variety of institutions and learners who take part in the GHL means that adaptation is the rule rather than the exception. We encourage faculty partners to use this manual as a guide to help them best adapt the course for the needs of their students.
Course Overview & Structure

Overview of a Year in the Global History Lab (GHL)

History of the World since 1300 (HOW) is designed as a 12-week course to be offered in the fall semester (~September-December) providing “A History of the World” 1300-2000. It provides students with a heavy grounding in historical fact and a range of analytical tools to parse the past. It introduces students to primary sources and encourages them to contextualize and interpret them within a rigorous academic frame.

HOW is then followed by the Global History Dialogues Project (GHDP), an Oral History methods course which culminates in a final independent research project permitting students to “produce history” of their own. GHDP is a modular program consisting of two basic building blocks: Oral History & Research Methods - an intensive introduction to historical analysis, oral history research methods, and project design offered Winter/Spring Term (Jan.-May) and an Independent Research Seminar - a period of structured independent research and writing aimed at completing a research project that will be put up on the history dialogues website offered in the Summer (June-July). The two courses can be taken independently upon the Director’s approval, but are designed as a pair. It should be clarified with Prof. Adelman before starting GHL if the institution plans to offer both HOW and GHDP or only one half of the program.

<table>
<thead>
<tr>
<th>Fall Term (Sept.-Dec.)</th>
<th>Winter/Spring Term (Jan.-May)</th>
<th>Summer (June-July)</th>
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<tbody>
<tr>
<td>- Introduction to global history, 1300-present</td>
<td>- Introduction to oral history, project design, and historical research</td>
<td>- Structured time and space for learners to undertake original historical research projects</td>
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<tr>
<td>- Learning based on weekly case studies where learners analyze primary sources to answer a key question; answers are shared to a class gallery where learners from all partner institutions can learn from and interact with each other</td>
<td>- Learning based on weekly response papers and discussion sections where learners draw on lectures and readings to answer guiding questions in conversation with each other</td>
<td>- Learning based on weekly writing workshops and team meetings reflecting on the research process in conversation with learners working on similar research themes; drafting and revising final projects</td>
</tr>
<tr>
<td>- Key skills include ‘narrative mapping’</td>
<td>- Key skills include synthesizing multiple</td>
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History of the World: Class Structure

This course is hybrid. All of the learning materials are available online on the Princeton University Learning Management System, Canvas.

- **Lectures**: Two weekly lectures (~100 min.) given by Prof. Jeremy Adelman are posted to Canvas once per week. The lectures are broken into short 10-20 min. sections for easy access and should be viewed before class meetings.

- **Readings**: A weekly chapter from the course textbook (*Worlds Together, Worlds Apart*, 6th concise edition, volume 2). The function of the text is to elaborate on detail and concepts raised in lectures. This book was written specifically for this course by a team of largely Princeton-based authors who have taught this course.

- **Town Hall Meetings**: TH meetings occur once per week and involve the entire class (online or in-person). Here, students discuss the readings and the lectures and practice “Narrative Mapping” exercises. Narrative Mapping involves making arguments about the past – being able to identify key features, to contextualize them, and to explain their significance. This method will then be applied to the mid-term and final exams.

- **Case Study Team Meetings**: CS meetings occur once per week and usually involve a smaller group of ~7 students (online or in-person). Teams have nine Cases to complete in twelve weeks. During the meeting, students tackle a Case Study based on primary historical documents posted on Canvas. The Cases are organized into five Tracks: (A) the history of statelessness and refugees, (B) global science and medicine, (C) war and peace, (D) trade and integration, and we will add a fifth track this fall, E) social change/social movements. More details on the tracks can be found below. Students are presented with documents for their track’s weekly case study and a Challenge Question. Working together under the guidance of the TF, they analyze the documents and together write a ~750 word essay answering the Challenge Question. To help organize the working process,
students will be divided by the TF into 4 rotating team positions: Scribe, Contributor, Editor and Rapporteur (more on these roles will be explained below). Upon completion, students post their essay to the Canvas Gallery. Every week, the Gallery showcases the work from all the teams and all of the four tracks from around the world and students are required to read and post comments about other groups' work. The Gallery is the centerpiece of the course and the space in which learners not only get to exhibit what they have learned, but to exchange ideas with each other.

**Town Halls and Narrative Mapping:**

Town Halls are held once per week and are where all students meet together to discuss with the TF the themes and events covered in the lectures and the textbook using Narrative Mapping.

The goal of Narrative Mapping is to give students basic keys to global storytelling – what it means to contextualize and signify events, figures, institutions and innovations.

Narrative Mapping involves three steps.

I. Students identify the initial global context surrounding the term. Tip: make sure students make an observation about the world beyond the person/event in another region.

II. Students describe the event or figure with Big “W” questions: Who, What, Why, When, and Where.

III. Students explain the significance of their W's by explaining how the event or person changed (or did not change) the global context.

For Example: The Treaty of Versailles 1. initial global context = The devastation of World War I that saw industrial carnage onto the battlefield for the first time. The destruction of the Austrian and German Empires, the triumph of the Allied powers and the rise of the US, all in the midst of a global flu pandemic in the US and elsewhere. 2. Big W Q's = the peace treaty that ended WWI, signed by all belligerents, signed June 28th 1919, in the Hall of Mirrors at the Palace of Versailles. 3. It changed the global context by = reshaping the world political map, requiring massive indemnities and punitive measures that helped spark WWII, enshrined many of Woodrow Wilson's “14 points...” like self-determination.
Students will be expected to follow this formula to write short answers during their midterm and final exams, choosing a set number of Narrative Mapping terms from a longer list.

**Case Study Team Positions or Roles:**

Case Study meetings are held once per week. For these, the class is split into smaller teams - usually 2. Teams have nine Cases to complete in twelve weeks. During case study meetings, students tackle a Case Study based on primary historical documents posted on Canvas. Students are to have viewed the primary documents ahead of time in order to be prepared for class. During team meetings, under the guidance of the TF, students discuss the primary sources and together form an outline for a ~750 word paper answering the Challenge Question. For classes run online the outline is usually written on a shared Google Doc. For classes run in person, the outline can be made on a shared Google Doc. on a white board, or on paper. To help organize the working process, students will be divided by the TF into 4 rotating team positions: Scribe, Contributor, Editor, and Rapporteur.

**Scribe:** Compiles notes during the team meeting as the group discusses the sources and forms the outline for the paper that answers the challenge question.

**Contributor:** Participate as active members during class discussions.

**Editor:** Writes the final ~750 word essay answering the weekly challenge question using the notes and outline compiled by the scribe, and posts it to the Gallery by the set due date. Working on a shared document, other members of the team are encouraged to assist with this process and view and approve the final document before it is posted.

**Rapporteur:** In addition to contributing to the weekly case study class discussions, rapporteurs must choose three essays from the Gallery, read them, post a comment, and fill out a short report critiquing them following a set template. They are encouraged to read essays from other Tracks. Their reports can then be used by them, and other students, as helpful study guides for exams.

**Case Study Tracks**

Case Studies are broken into 4 separately themed tracks: (A) the history of statelessness and refugees, (B) global science and medicine, (C) war and peace, and (D) trade and integration. Each track contains 9 Case Studies. Students studying different tracks are encouraged to read the Case Studies presented by other groups in the Gallery in order
to expand their global understanding. Tracks will be assigned by Prof. Adelman before the first week of classes.

**Track A: Statelessness**
What has caused humans to live as stateless people? What does it mean to have no rights or protections? What changed and what has remained continuous about living without or with few rights? This series of case studies will ask you to think about the religious, economic, ideological, and legal aspects of the line that separates inclusion from exclusion, security from insecurity. These case studies start with a consideration of the arguments for the rights of native peoples in the Americas in the sixteenth century; they end with questions about the religious persecution in Myanmar in the present.

**Track B: Science, Medicine, and Global Health**
How has disease shaped the course of human history? Invisible germs and viruses have had a profound effect on the relationships between and within the world's societies. At the same time, our understanding of what causes sickness and how to respond to epidemics and pandemics has changed dramatically. This track looks at how people thought about health at different times. How did we move from private to public solutions and policies? What role did empire and international agencies play in circulating disease and medical knowledge? The case studies begin with the arrival of eruptive fevers in the New World in the wake of 1492, and end with consideration of some challenges of recent times.

**Track C: War**
A major theme of this course is how war and peace integrated and divided the world; how conflict created new kinds of political power and dismantled old ones. One cannot think of global integration and disintegration without grappling with warfare. We begin this series of case studies with the 'conquest' of Mexico and move through time to look at World War Two in East Asia and the Vietnam War. How has war affected political balances of power? How does war affect how people view their leaders and create efforts to put an end to war in the name of a higher vision for humanity? How did the spread of total war also spread humanitarianism?

**Track D: Trade and Integration**
Globalization is often synonymous with economic integration. Is it a new phenomenon? Can we think of earlier stages or types of global economic integration? Is our system of commercial interdependence so different from earlier eras? This track explores early visions of China as the center of the world economy, the rise of European economies, the effect of the simultaneous arrival of the modern news industry and the steam revolution, and more. We end with some recent debates about globalization.
Track E: Social Change/Social Movements
A major theme in this course is how global processes—such as trade, warfare, and technological changes—interconnected the world. In doing so, they also created hierarchies and new divisions. In what ways did historical actors and communities experience and understand these new realities? And, what ideas, institutions and practices did these communities create to overturn stratification and inequality? In this track we will study the multiple ways in which social movements across the world grappled with the challenges posed by global integration. Case studies tackle the ways in which feminist, anti-colonial, anti-slavery, and labor struggles forged new solidarities across local, national, and global contexts. Using a range of textual and visual sources, the case studies in this track analyze how movements for social change have produced new social identities and practices. This track offers a historical lens to study the connections between the knowledge production and practices of social change and is especially suited to anyone who wants to explore contemporary modes of community engagement in their local context from a global historical perspective.

Syllabus: History of the World

<table>
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<tr>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Introduction/Orientation:</td>
<td>● This week is dedicated to enrollment</td>
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<td></td>
<td>● Trouble-shooting Canvas access</td>
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<td>● The “Bellini Assignment”</td>
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<td>Week 1</td>
<td>● <strong>Watch</strong>: Lecture 1 Peoples and Plunderers and Lecture 2 Warfare and Motion</td>
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<td></td>
<td>● <strong>Read</strong>: Worlds Together, Worlds Apart, chap. 11</td>
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<td></td>
<td>● <strong>Attend</strong>: Town Hall</td>
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<tr>
<td>Week 2</td>
<td>● <strong>Watch</strong>: Lecture 3: Clashing Worlds and Lecture 4: Atlantic Worlds</td>
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<td></td>
<td>● <strong>Read</strong>: Worlds Together, Worlds Apart, chap. 12</td>
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<td></td>
<td>● <strong>Attend</strong>: Town Hall and Team Meeting</td>
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<td></td>
<td>● <strong>Complete</strong>: Case Study 1</td>
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<tr>
<td>Week 5</td>
<td>Watch: Lecture 9: The World in Revolution and Lecture 10: States and Nations</td>
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<td>Week 7</td>
<td>Watch: Lecture 13: Worlds in Motion and Lecture 14: Empire Redux</td>
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<td></td>
<td>Complete: Case Study 8</td>
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| Week 11 | **Watch:** Lecture 21: Recoveries and Lecture 22: Inventing the Third World  
              **Read:** Worlds Together, Worlds Apart, chap. 20  
              **Attend:** Town Hall and (No Team Meeting/Case Study) |
| Week 12 | **Watch:** Lecture 23: Crisis and Globalization and Lecture 24: The Cunning of History  
              **Read:** Worlds Together, Worlds Apart, chap. 21  
              **Attend:** Town Hall and Team Meeting  
              **Complete:** Case Study 9 |
| Week 13 | **In Class Final Exam** |

**Learning Objectives**

In History of the World, learners focus not just by reading and watching lectures, but also by analyzing historical documents and applying their knowledge. The course provides a basic account of political and economic history starting from 1300 AD to the year 2000. From the height of the Silk Road, through the emergence of an international system of competitive empires and its effect on trade and exchange. It covers the Age of Revolution, and discusses industrialization during the 1800s. The course concludes with a close look at the 20th century and current-day globalization. Students work in teams to use historical knowledge from the course to solve problems and develop new connections and interpretations of primary historical materials. In their Town Hall meeting and Case Studies students develop analytical and reasoning skills by adapting the information received in the course to cohesive arguments around themes including migration and statelessness, economic integration, warfare and conflict, the transformation of the ecological balance, and cultural responses and innovations.

Objectives: By the end of this course, learners will be able to:

- Possess a basic understanding of historical events between 1300 AD and 2000 AD.
- Identify and analyze primary and secondary sources
- Identify some of the challenges and opportunities of different historical sources,
- Concisely explain in both written and oral formats the significance an connections between different themes in global history
- Draft, Write, Edit, and Review a ~750 word argumentative essay

Learning supports: Learners build their knowledge and capacity through:

- Weekly lecture videos (introduction of concepts, contextualization of ideas from readings)
Weekly readings (introduction of concepts, secondary source analysis)

Case Studies (writing skills, critical thinking, synthesis of multiple sources of information)

Discussion groups (critical thinking, synthesis, collaboration, co-creation of learning space)

**Grading Policy:** There is no set grading policy for the course, as institutions have different systems for assessing learners’ work and assigning grades. Some institutions offer the course for credit while others do not. If credit is to be offered, faculty partners are expected to liaise with teaching fellows and adapt an appropriate grading strategy and to report grades according to the institution’s academic calendar.

We do have suggested percentages to determine the composition of a learner’s final grade in the course, and these are:

**Midterm Exam Format (15%)**

The exam contains 2 equally weighted sections

1) Define 3 Narrative Mapping terms chosen out of 8-10 possible listed

2) Write 1 Short Answer Essay max 750 words chosen from 3 possible,

**Final Exam Format (35%)**

The exam is split into 3 equally weighted sections.

1) Define 6 Narrative Mapping terms chosen out of 12 possible listed (post midterm)

2) Write 1 Short Answer Essay max 750 words chosen from 3 possible, related to material from the second half of the term (post midterm)

Write 1 Short Answer Essay max 750 words chosen from 3 possible, considering the span of world history from 1300 to the present

**Town Hall/Case Study team participation (50%)**

**Global History Dialogues Project: Class Structure**

**Oral History & Research Methods: Winter/Spring Term**

- **Lectures:** Offered by Prof. Marcia Schenck are posted to Canvas once per week (20-25 min.) and should be viewed before the Discussion Group meets.
• **History Dialogues with Professors Schenck and Adelman**: Brief (10-15 minute) conversations between Professors Adelman and Schenck are also posted to Canvas and offer additional reflections and perspectives on the work of historians and should also be viewed before Discussion Groups meet.

• **Guest Lectures**: Some weeks, rather than watching a lecture by Prof. Marcia Schenck and attending the Discussion Group, students will be invited to a guest lecture from an expert in a related field via Zoom. The session will also be recorded and made available on Canvas for those who can not attend live. However, the goal should be live attendance to participate in the Q&A and experience the international setting live.


• **Supplementary Readings**: In addition to the weekly mandatory reading, supplementary readings are provided which can be selected by Teaching Fellows to raise the level of difficulty to match student needs. All should be completed before Discussion Groups meet.

• **Assignments**: All assignments are to be completed after that week's Discussion Group and are due by the next week's class or sooner at the discretion of the TF. Most weeks, learners will complete a short response paper as their weekly assignment (200-250 words) that they submit for feedback from the Teaching Fellow. Learners should include three inputs in each response: the assigned readings, the weekly lecture, and the weekly History Dialogue videos. These responses are a chance to develop good historical writing practices such as integrating quotes and citing sources. For students who are interested in doing so, they can complete a response paper based on one (or more) of the supplemental readings for any given week. See the Teaching Tips section for a breakdown of possible supplemental readings by week. Other assignments practice oral history methods such as archiving, interview taking, and transcribing.

• **Discussion Group**: Discussion Groups meet (online or in-person) once per week to address some of the big questions posed by the course. These groups may meet via Zoom.

• **Final Prospectus**: Throughout the course, students will learn simultaneously oral history theory and practical methods. They will choose a research theme, perform oral interviews, and design a project prospectus that will be assessed as their final, and stand as the basis for their work in the second block of the course - the Independent Research Seminar. The prospectus should be a 5-10 page description of the final project. It should outline the expected outcome, the question(s) the learner will address in the project; and a tentative thesis
statement. The prospectus should integrate concrete pieces of evidence from interviews, other primary sources (if applicable), and secondary sources.

Independent Research Seminar: Summer/Long vacation

- **Discussion Group Fieldwork Progress Reports**: The Independent Research Seminar is the culmination of the first block of the course as students put what they have learned into practice in order to produce a final ~ 2,500 word essay or other project type, that will be posted to the History Dialogues website. Students engage in fieldwork - conducting interviews and writing progress reports which are talked through weekly with classmates and the TF during their ongoing Discussion Groups.
- Learners continually provide an update on their research progress. This helps keep them on track, builds connection with the course, and allows them to receive extensive feedback on their project as it unfolds. Students can choose whether they prefer to write up their progress reports (some find this is a helpful part of their own research and reflection) or in their meetings with the Teaching Fellow to verbally discuss their work. To facilitate this process, the resources below will be helpful.
- **Writing Workshops**: To help keep on track and ensure learners receive ample feedback from their Teaching Fellows, towards the end of the research period, the weekly Discussion Groups take on the form of a writing workshop. Here, students submit drafts and sections of their project and receive feedback from their classmates and the Teaching Fellow.
- **Draft of final project**: Learners will submit multiple drafts of their final project ahead of the final deadline.
- **Final Projects**: Learners produce 2 final outcomes for the course.
  - **Final Project for GHDP Website**: Students are to produce a ~ 2,500 word essay project at the end of the Independent Research period. There is also the option for students to submit a short video, a podcast, policy paper, or other format rather than a more traditional academic paper. All students should expect to publish their work on the HD website unless their research is too sensitive for this to be safe, or the student does not wish to publish their work. In those cases, the learner can submit their project to the course staff only. As part of the project, students should conduct at least 5 oral interviews (unless there is some compelling reason this is impossible), transcribing fully at least one of the interviews and the rest in summary form - all in their original language.
  - **Final Conference Presentation**: Learners will give a 10-minute oral presentation of their work to an audience of peers and others at a conference at the end of the course, with learners from all of the partner institutions presenting together. Powerpoint presentations are not required, but are recommended.
Publication Opportunity: For students who wish to expand their research beyond the ~ 2,500 word limit project on the HD website, there is the possibility to publish a longer article with the University of Potsdam. Students interested, would present their final prospectus at the time of its completion, together with an abstract for consideration. An editorial board, made up of TF's, will evaluate and choose ~ 15 projects to accept for inclusion in a GHDP journal issue. This opportunity will allow students to expand their academic portfolio and introduce their unique historical work to a wider audience. Other than essays, papers for publication will need to meet the following requirements:

- ~6,000 words
- Engagement with an academic debate
- Clearly formulated argument that speaks to an academic audience
- Coherent citations

*More information on this opportunity will be forthcoming*

Syllabus: Global History Dialogues Project

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<thead>
<tr>
<th>Week of Jan 24</th>
<th>Topic</th>
<th>Assignments</th>
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| Introducti... | Watch: “Introduction to History Dialogues“ | ● Watch: “Introduction to History Dialogues“  
● Share: 100-150 word post in the discussion forum; 50-100 word response to at least 1 other post  
● Submit: Consent and release forms  
● Attend class discussion (introduction to Canvas, syllabus, goals=conference + research outputs) |
| Week of Jan 31 | What is history? | ● Watch: “What is History?” and “History Dialogue with Prof. Adelman: Session 1.“  
● Write: Reading response  
● Attend class discussion (readings and key questions)  
● Supplementary Readings |
| Week of Feb. 7 | Global History & Social History | ● Watch: “Global History and Social History” and “History Dialogue with Prof. Adelman: Session 2.“  
● Write: Reading response  
● Attend class discussion (readings and key questions)  
● Supplementary Readings |
| Week of Feb 14 | Workshop I: Choosing a Research Theme | - Read: Research a research theme that interests you using books, Wikipedia, exhibitions, movies, stories in your community or whatever you have at hand  
- Write: A 1-page introduction about your research theme, including references  
- Attend the class discussion/workshop |
|----------------|-----------------------------------|--------------------------------------------------|
- Write: Reading response  
- Attend class discussion/workshop: what oral sources would be available/interesting to your research? What challenges would oral sources raise for your research? + Exkurs ethics  
- Supplementary Readings |
| Week of Feb 28 | What is an archive? What is “archival thinking,”? | - Watch: “Archival History” and “History Dialogue with Prof. Adelman: Session 4.”  
- Read: “Using Archives: A Guide to Effective Research” and “Q&A with Kirsten Weld”  
- Assignment: Explore the HD Coronavirus Archive. Select 4 categories, and upload a source to each one. Label and annotate your uploads following the Archive Guide. – in class?  
- Attend class discussion/workshop: what archival sources would be available/interesting to your research? What challenges would archival sources raise for your research?  
- Supplementary Readings |
|                  | WEEK OF MARCH 7 – BREAK                  |                                                                 |
| Week of Mar. 14 | Guest lecture (archivist) | - Prepare: Before the guest lecture, do the readings the guest lecturer will send out before. Brainstorm at least 3 questions or ideas you’d like to discuss with the lecturer.  
Attend discussion session on Zoom |
| Week of Mar. 21 | Primary and Secondary Sources | - Watch: “Getting Started: Where and How to Look for Sources” and “History Dialogue with Prof. Adelman: Session 8”  
- Read: “Primary Sources” and “Secondary Sources”  
- Write: Students should write a short annotated bibliography including 5-15 secondary references and why they chose these.  
- Attend class discussion/workshop: Draw up a list of secondary sources  
- Supplementary Readings |
<table>
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<tr>
<th>Week of Mar 28</th>
<th>Workshop II: Developing a Research Question</th>
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<tbody>
<tr>
<td>● Read: 2-5 secondary sources on your research topic posing the question: what have other researchers written about your topic so far? NB: For students without access to library resources, they can either use open-source materials found through Google Scholar or similar; or TFs can circulate a their selection of articles; please do not circulate outside of the GHD.</td>
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<tr>
<td>● Write: A 1-page literature review that synthesises the secondary sources you read, and argues for why your chosen research question is relevant</td>
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<tr>
<td>● Attend class discussion/workshop: how to develop a research question?</td>
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<tr>
<th>Week of Apr 4</th>
<th>Planning:</th>
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<tr>
<td>● Watch: “How to Structure the Research Process” and “History Dialogue with Prof. Adelman: Session 5.”</td>
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<tr>
<td>● Write: Reading response</td>
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<tr>
<td>● Attend class discussion/ Workshop: Draw up a research plan for your project, (who will you interview, when and how? Contact them!! Have a preliminary conversation)</td>
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<tr>
<td>● Supplementary Readings</td>
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<tr>
<th>Week of April 11/</th>
<th>Keeping Organized:</th>
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<tbody>
<tr>
<td>● Watch: “Keeping Organized”</td>
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<tr>
<td>● Write: Reading response</td>
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<td>● Attend class discussion</td>
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<tr>
<th>Week of April 18</th>
<th>Ethics/Transcribing:</th>
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<tbody>
<tr>
<td>● Watch: “Oral History, Research Consent, Do No Harm, Plagiarism, and Copyright” and “History Dialogue with Prof. Adelman: Session 6”</td>
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<tr>
<td>● Assignment: Conduct a short (10-15 minute) oral history interview about the pandemic with someone in your community. This could be a family member, friend, colleague, or stranger. You can find some sample questions here. Record the interview, transcribe it, and archive it in the HD Coronavirus Archive, following the Archive Guide.</td>
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<tr>
<td>● Write: Information sheets and consent sheets for your interviewee</td>
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- Attend class discussion/workshop: ethics in your regional context + mock interview in class
- Supplementary Readings

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<tr>
<th>Week of April 28</th>
<th>Prospectus Week</th>
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<td>Write: 5-10 page long prospectus including a) your research theme, b) a literature review, c) your research question, d) your methodology (detailed methods + why are your chosen methods to answer your research question), e) your research plan, f) your information and consent sheets, g) your interview questions</td>
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<td>Attend class discussion/workshop: present your prospectus in 10-15 minutes</td>
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**GHDP Independent Research Seminar**

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<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
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<tr>
<td>Week of May 2</td>
<td>Interviews</td>
<td>• Assignment: conduct interviews&lt;br&gt;• Attend class discussion/workshop: how did it go?</td>
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<tr>
<td>Week of May 9</td>
<td>Fieldwork I</td>
<td>• Attend class discussion/workshop: writing a progress report + check-in</td>
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<tr>
<td>Week of May 16</td>
<td>Fieldwork II</td>
<td>• Attend class discussion/workshop: writing a progress report + check-in</td>
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<tr>
<td>Week of May 23</td>
<td>Guest lecture (photography)</td>
<td>• Prepare: Before the guest lecture, do the readings the guest lecturer will send out before. Brainstorm at least 3 questions or ideas you’d like to discuss with the lecturer.&lt;br&gt;• Attend guest lecture on Zoom at 9.00am EST</td>
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<tr>
<td>Week of May 30</td>
<td>Guest lecture (film)</td>
<td>• Prepare: Before the guest lecture, do the readings the guest lecturer will send out before. Brainstorm at least 3 questions or ideas you’d like to discuss with the lecturer.&lt;br&gt;• Attend guest lecture on Zoom at 9.00am EST</td>
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Learning Objectives

Throughout the GHDP, learners will develop several sets of skills that are applicable not only to historical research, but to many other areas of their academic and professional lives. The fundamental objective of the GHDP is to support learners as they become *researchers*—that is, as they move from being mostly consumers of knowledge to producers of new knowledge. The GHDP borrows Arjun Appadurai’s conception of research as the capacity “to make disciplined inquiries into those things we need to know, but do not know yet.”¹ The following sections break the overarching objective of learning to do research into its constituent parts so that Teaching Fellows can better understand and support students through the different phases of the GHDP.

**Oral History & Research Methods**

Objectives: By the end of this course, learners will be able to:

- Explain different fields of historical study, such as global and social history
- Identify and analyze primary and secondary sources
- Identify some of the challenges and opportunities of different historical sources, principally archival sources and oral histories
- Explain and adhere to oral history research ethics
- Understand the concepts of consent, copyright, and plagiarism as they apply to historical research projects
- Craft a compelling research question and identify resources to answer it
- Create a feasible research plan
- Concisely explain in both written and oral formats the research question, its significance, its connection to themes in global history, and how the learner plans to answer it

Learning supports: Learners build their knowledge and capacity through:

- Weekly lecture videos (introduction of concepts, contextualization of ideas from readings)
- Weekly readings (introduction of concepts, secondary source analysis)
- Response papers (writing skills, critical thinking, synthesis of multiple sources of information)
- Discussion groups (critical thinking, synthesis, collaboration, co-creation of learning space)

Independent Research Seminar

Objectives: By the end of the seminar, learners will be able to:

- Execute their research plan and reflect on their progress throughout the process
- Articulate how their projects changed and developed over the course of the research process
- Explain how their positionality/identities informed the research process and outcomes
- Synthesize their research (primary and secondary sources) to create an answer to their research question formulated as a strong thesis statement
- Communicate their research findings in different formats (written, visual, and oral) to different audiences (classmates, general public, an audience of their choosing)
- Explain the relationship between their research methods and their research question and outcomes

Learning supports: Learners build their knowledge and capacity through:

- Discussion groups (collaboration, feedback, presentation skills)
- Independent work (planning, project design)
- Progress reports (reflection on research process, preliminary source analysis, collaboration)
- Office hours (reflection on research process, communication)
- Prospectus (planning, communicating intended outcomes and audiences)
- Drafts of research outcomes (writing skills, critical thinking, source analysis, synthesis, argumentation, communication, revision)
- Research outcomes (oral and written presentation/communication skills)

**Grading Policy:** There is no set grading policy for the course, as institutions have different systems for assessing learners’ work and assigning grades. If credit is to be offered faculty partners are expected to liaise with the teaching fellow and adapt an appropriate grading strategy and to report grades according to the institution’s academic calendar.

We do have suggested percentages to determine the composition of a learner’s final grade in the course, and these are:

- Weekly Assignments: 10% of final grade. Lowest 2 scores dropped.
- Class Participation: 15% of final grade. Students can miss 2 classes without penalty.
- Progress Reports: 20% of final grade.
- Prospectus: 20% of final grade.
- Final Project on Website: 25% of final grade.
- Final Oral Presentation: 10% of final grade.

Some institutional partners will require students to have both a midterm and final assessment during the Oral History & Research Methods block of the course. A draft of the research prospectus or extended progress report can be substituted for a midterm exam and the culminating project prospectus for the final.

**GHL Institutional Requirements**

**Academic Calendars:** As the first half of a two-part program, HOW is designed to be offered in the fall term but the precise start date is adaptable to different academic calendars used by partner institutions. GHDP is then offered starting in the winter term (Jan/Feb).

**Format:** The course can be either completely online or, preferably, a blended online/in-person format.

**Technology and Space Requirements:** Requirements vary depending on whether the course is online-only or blended.
Online-only course: Learners will need reliable access to a computer with internet access, a webcam, and speakers/headphones, at a minimum.

Blended course: Learners will need all of the above, as well as a space where they can meet for in-person discussions. This space would ideally have electricity, internet access, and whiteboards or chalkboards.

Class Size: We have found that HOW works best when all learners gather together for the Town Hall meetings (10-25 students), and then split into smaller groups for the Case Studies of (7-10 students). GHDP works best when learners can be in groups of 7-10, though we have worked with groups of as few as 3 and as large as 25. If only a few students at an institution are interested or able to participate, Teaching Fellows may form a joint Discussion Group with students from two or more institutions.

Class Days and Hours: The days and meeting times for classes are set according to the schedule of the partner institution, and the availability of teaching fellows and students. Times and dates for classes should be arranged with the TF in advance. In some cases, class times will be determined by an institution’s registrar, in others they may be negotiated directly between the TF and students in the lead up to/during the first week of classes. In all cases it is important for faculty partners to consult with their TF well in advance to determine how class times will be set. For HOW It is also best if possible, to have the Case Study Meetings no later than Wednesday to allow students a few days to work on their Case Studies which should be uploaded to the Gallery by Friday evening.

Credit v Certificate: GHL can be offered by partner institutions for credit or students can receive a certificate from Princeton. Details should be discussed with Jeremy Adelman. For those institutions which offer credit, grades are administered according to the requirements of the partner institutions. Faculty Partners should get in touch with their TF ahead of the start of the course to inform them about all grading procedures and deadlines. Some partners use a letter grade system and others numeric, it is best to speak with your TF early, to ensure they understand the requirements. For institutions who do not offer the course for credit, students will be presented with a Certificate of Completion issued by Princeton University. All questions related to certificates should be directed to Fiona Romaine (fromaine@princeton.edu).

HOW: For students taking HOW for credit, a midterm and final exam are required to pass. For those institutions not offering credit, students are not required to take the midterm or final exam.

GHDP: can be offered as an intensive one-semester course or a two-semester course (6 ECTS credits). For those institutions who chose to only offer Oral History & Research Methods, without the Independent Research Seminar, students are evaluated on a final prospectus for a theoretical Oral History Project. Otherwise, students are evaluated on
their final project and participation in the student conference. For all assignments, there is a strict no-plagiarism policy.

**Platforms:** All learning materials for the course are made available online via the Princeton University Learning Management System, Canvas. Learners will have special accounts created for them and will be able to access all of the features of the Canvas site, including library resources held on reserve. For institutions working with students who have restricted bandwidth, most materials can instead be made available via other resources, such as edX Edge or PDF. Online classes are conducted using Zoom.

**Zoom-Pro Account:** Online GHL classes are taught via Zoom. Zoom-pro accounts will be arranged for CEU TFs by Gabi Gobl (GoblG@ceu.edu) and Princeton TFs by Fiona Romaine (fromaine@princeton.edu).

### Frequently Asked Questions (FAQ)

**Teaching Fellows:** Teaching fellows are doctoral students and graduates of Princeton University of the Central European University. Faculty members of a partner institution are not expected to teach the course but can if they desire to do so. Interested parties should contact Prof. Adelman to discuss details. Otherwise, teaching fellows will be assigned and introduced to a partner institution by Prof. Adelman before the start of the course.

**Connectivity Support:**
For partners operating in areas where students have limited internet access, there is the possibility of connectivity support offered by Princeton University. Those interested in this option should contact the course coordinator Nicole Bergam.

**Multilingual Groups:** GHL is taught primarily in English, but can be learned in other languages. Prof. Adelman’s lectures include subtitles in English and full transcripts are available in English, French and Arabic. With the agreement of a teaching fellow, Discussion Groups can also be conducted in a language other than English.

**Physical Copies of the Textbook:** Students have access to the *Worlds Together Worlds Apart* textbook online via the Canvas platform. However, some students, particularly those with limited internet access, can be provided with physical copies of the textbook.

**Student Work Load:**
Student work hours per week (HOW):

- 2 hours lecture attendance per week for 12 weeks
- 4 - 5 hours reading and course preparation per week for 12 weeks
- 3 hours online class time per week for 12 weeks - this presumes one town hall/week (1.5 hours) & one team meetings/week

9-10 hours total hours per week

Student work hours per week (GHDP):

**Oral History & Research Methods**, the first GHDP module, has the workload of a typical undergraduate lecture course; supplemental readings and assignments can be added to increase the workload or theoretical sophistication of the course for more advanced students.

- 1-2 hrs. In class
- 1 hr lectures
- 4-5 hrs. Reading
- 4-5 hrs. Assignments

10-12 hours total per week

**Independent Research Seminar**, the second GHDP module, is more flexible, and can be taught over the summer either as a credit-bearing course or an internship/practicum, depending on learners’ degree/program requirements and institutional policies.

- 1-2 hrs. In class
- 1-2 hrs. Reading
- 4-6 hrs. Assignments

6-8 hours total per week

Next Steps to Join GHL

Institutions interested in offering GHL should contact Prof. Jeremy Adelman

Enrolling Students in GHL

To enrol students in the course, faculty partners should fill out the Student Enrollment Form located on the [https://ghl.princeton.edu/](https://ghl.princeton.edu/) website (“Our Global Community”)
section -> “International Faculty Partners”). On this form, partners will have to answer a few questions and upload their enrollment spreadsheet within the form – spreadsheets are preferred but we can also accept other types of documents.

**Sample course catalogue entry HOW:**

The following text is for faculty partners wishing to advertise the course in your university's course catalogue:

A History of the World, or “HOW,” is an introduction to the history of the modern world, which begins in 1300 through present day. Students at our 27 partner institutions work in teams, solving common historical problems and posting their work in a shared gallery space, where fellow GHL students across the globe comment and collaborate. HOW's goal is to teach global history globally. It encourages students to engage with each other to debate the dynamics of integration and disintegration across borders. It also bridges the divide between refugees and non-refugees, stateless strangers and host country students as it is the world's first course to merge refugees and non-refugees into a single, collaborative, learning ecosystem. The major themes of study include the environmental impact of human development, the role of wars and empires in shaping world power, the way in which social movements across the world grappled with the challenges posed by global integration, and the transformations of global trade, finance, and migration.

**Sample course catalogue entry GHDP:**

The following text is for faculty partners wishing to advertise the course in your university's course catalogue:

The Global History Dialogues Project is an applied history course that employs online and offline teaching and learning environments to bring together learners on different campuses around the world, through the Princeton University Global History Lab. The project currently includes learners from more than twenty-five organizations around the world. Students are trained in oral historical methods and walk through the stages to conduct their own history research project. The final results of these projects are posted to the History Dialogues website and presented during an international digital student conference. The topics that students choose to research are taken from their own surroundings, employing their local expertise in finding oral history interview partners to tell a global story. The course is designed to introduce students from a variety of backgrounds and disciplines to a toolbox of approaches to research, writing, and presenting that allows students to frame, conduct, and present their own oral history research projects under the guidance of the teaching staff. The online classroom brings together teams of refugee learners in camps and urban settings and
host country students at several sites across four continents. The transnational, digital setup helps students not only access the class discussions and see topics from the perspectives of their diverse classmates, but also to problem solve together and gain confidence and facility interacting in a digital and international environment.

Students will gain:

• The opportunity to conduct their own research project from research idea to presentation
• Experience in project design and implementation
• Understanding of and skills in oral history research methods and research ethics
• Intercultural exchange of ideas and reflection about global history narratives

For more information, please watch the short explainer video

Contact

Professor Jeremy Adelman - GHL Course Professor: for questions regarding course credits, enrollment, course requirements (adelman@princeton.edu)
Nicole Bergman - Course Manager: for questions regarding enrollment, connectivity assistance, textbooks, hiring teaching fellows (nbergman@princeton.edu)
Prof. Dr. Maria Schenck - GHDP Course Professor: for questions regarding the syllabus/ course content (marcia.schenck@uni-potsdam.de)
Fiona Romaine - Course Coordinator: for technical issues, onboarding students to Canvas, Log-in access, conference tech problems, tech issues uploading projects to the HD website, final Certificates (fromaine@princeton.edu)
TF Coordinator for teaching issues, questions regarding the final Conference, uploading projects to the HD website please contact Dr. Leslie Carr-Riegel (Carr-Riegel_Leslie@phd.ceu.edu) through August 31, 2022; after that please contact Niharika Yadav niharika@princeton.edu).