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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 Teaching Fellow manual provides an overview of the GHL and the History of the World since 1300 (HOW) course for instructional staff. 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. As part of the GHL, Teaching Fellows (TFs) are empowered to make decisions regarding how best to instruct their students. 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 Teaching Fellows and faculty to use this manual as a guide to help them best adapt the course for the needs of their individual students.
Getting Started

Course Overview & Structure

**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. More than that however, it teaches how to think about the past – to consider models and concepts for explaining the cycles of integration and disintegration to the present, like empire and free trade, religious conversion and global governance. The aim of this course is to understand the forces that pull the parts together as well as those that drive them apart.

The course’s driving questions start with what makes our globalization so different from globalizations past? What explains European global expansion in the fifteenth and sixteenth centuries? How do we explain the staggering wealth of China in the centuries up to 1750, as well as China’s recent ascent? What are the significances and legacies of empires in the world? What is the past and future of Islam? How have world wars and revolutions shaped the international system over time? How does integration redefine the relationship between humans and nature over the centuries, especially in the use of resources and the effects on world climate?

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 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. The two courses *can* be taken independently upon the Director’s approval, but are designed as a pair.
Overview of a Year in the Global History Lab

<table>
<thead>
<tr>
<th>Fall Term (Sept.-Dec.)</th>
<th>Winter/Spring Term (Jan.-May)</th>
<th>Summer (June-July)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HOW: History of the World</strong></td>
<td><strong>GHDP: Oral History &amp; Research Methods</strong></td>
<td><strong>GHDP: Independent Research Seminar</strong></td>
</tr>
<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>
</tr>
<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’ (situating an event/person/idea in historical context and explaining its significance); primary source analysis; collaborative critical thinking and writing</td>
<td>• Key skills include synthesizing multiple sources of information; project design; oral history ethics and interviewing; archival research</td>
<td>• Key skills include independent research and writing; project management; source analysis; argumentation; written/oral communication</td>
</tr>
</tbody>
</table>

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 (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 five 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.

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**Syllabus**

**History of the World**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>**Introduction/</td>
<td>• This week is dedicated to enrollment</td>
</tr>
<tr>
<td>Orientation:**</td>
<td>• Trouble-shooting Canvas access</td>
</tr>
<tr>
<td></td>
<td>• The “Bellini Assignment”</td>
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<tr>
<td><strong>Week 1</strong></td>
<td>• <strong>Watch:</strong> Lecture 1 Peoples and Plunderers and Lecture 2 Warfare and</td>
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<tr>
<td></td>
<td>Motion</td>
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<tr>
<td></td>
<td>• <strong>Read:</strong> Worlds Together, Worlds Apart, chap. 11</td>
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<tr>
<td></td>
<td>• <strong>Attend:</strong> Town Hall</td>
</tr>
<tr>
<td>Week</td>
<td>Watch</td>
</tr>
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<tr>
<td>Week 2</td>
<td>Lecture 3: Clashing Worlds and Lecture 4: Atlantic Worlds</td>
</tr>
<tr>
<td>Week 3</td>
<td>Lecture 5: Indian Ocean Worlds and Lecture 6: The Worlds that Merchants Made</td>
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<tr>
<td>Week 4</td>
<td>Lecture 7: East Asian Dynamism and the Seventeenth-Century Global Crisis and Lecture 8: Empire and Enlightenment</td>
</tr>
<tr>
<td>Week 5</td>
<td>Lecture 9: The World in Revolution and Lecture 10: States and Nations</td>
</tr>
<tr>
<td>Week 6</td>
<td>Lecture 11: Global Frontiers and Lecture 12: Empires and Nations</td>
</tr>
</tbody>
</table>

**Fall Break Week**

| Week 7 | Watch: Lecture 13: Worlds in Motion and Lecture 14: Empire Redux | Worlds Together, Worlds Apart, chap. 17 | Town Hall and Team Meeting | Case Study 5 |
| Week 8 | Lecture 15: Retreat of the Elephants and Lecture 16: The World, 1914 | Worlds Together, Worlds Apart, chap. 18 | Town Hall and Team Meeting | Case Study 6 |
| Week 9 | Lecture 17: Civilization and its Discontents and Lecture 18: Worlds at War | Worlds Together, Worlds Apart, chap. 19 | Town Hall and Team Meeting |
## Teaching Tips

### Learning Objectives

In the HOW course, 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 and 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)

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. In particular, TFS are to use the Narrative Mapping technique to encourage discussions. At the start of the course, all students and TFS are given a master list of narrative mapping terms which reflect important people, places, or events pertinent to that week’s material - about 10 per class.

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. For more on the Narrative Mapping technique, see this hand out.

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 and TFs 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. TFs working via Zoom should give the week's scribe host privileges to allow them to show Google Doc. during class.

**Contributor**: Participate as active members during class discussions. In using Zoom, TFs should encourage students to make use of the chat function to assist the scribe. They can write in the chat specific ideas or selected quotes they have identified in the primary sources that they wish to see added. The scribe can then simply copy paste these contributions to the outline.

**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 meaningful 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.
See this handout for more details.

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 to TFs 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.

Feedback and Assessment
The GHL is built around dialogue, part of which is consistent and in-depth feedback on learners’ work. Grades are but one small part of that feedback; much more important are substantive comments, suggestions, and discussions that take place either one-on-one or as part of group discussions throughout the course. For students taking the course for credit, a midterm and final exam are required to pass. These exams are Open Note and given In-class, the Midterm lasting 1-1.5 hrs and the Final 2-3 hrs. At the discretion of the TF. Exams may be proctored in-person on sent out via email with a set deadline for returns. There is a strict no-plagiarism policy.

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

Here is a sample example of the Midterm Exam and Final Exam.

**Grading Policy:** There is no set grading policy for the course, as institutions have different systems for assessing learners' work and assigning grades. Teaching Fellows are expected to liaise with the faculty partner 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:

- In-class Midterm exam (15%)
- In-class Final exam (35%)
- Town Hall/Case Study team participation (50%)

**Feedback:** Rubrics can help establish shared expectations for learners' submitted work and can be the basis for conversations about how to improve. To assist with grading, we have identified some key criteria for feedback and evaluation and created rubrics based on these. The rubrics are available in the Appendix.

**Frequently Asked Questions (FAQ)**

**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).

**Technology and Space Requirements:** Requirements vary depending on whether the course is online-only or blended. If you find your institution has connectivity needs or issues, please contact Nicole Bergman at: nbergman@princeton.edu.

**Online-only course:** Learners will need reliable access to a computer with internet access, a webcam, and speakers/headphones, at a minimum. They will also need access to a recorder or smartphone with audio recording capabilities.
**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.

**Multilingual Groups:** HOW 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. (See Appendix) TFs can choose according to the needs and desires of their students to conduct Discussion Groups in a language other than English.

**Communication:** TFs may use whatever means suits them best to keep in contact with their students, but they are encouraged whenever possible to make use of the Canvas platform on which all readings and assignments are uploaded. There is the possibility to set up video calls through Canvas but the primary carrier for online classes used by HOW is Zoom. TFs may also use email and WhatsApp as needed. It is important however, to use caution when giving out information such as a personal email or phone number. It is best to use an institutional email and a separate telephone number for professional purposes when possible.

**Class Days and Hours:** The days and meeting times for Town Halls and Case study classes will depend on your partner institution. For some, class times are set and your faculty partner should inform you of the days and hours in advance. In other cases, you can negotiate in advance with your faculty partner for a time which best suits your and the students schedules. Finally, for some, the time and date for classes will be negotiated directly between the TF and the students in the lead up to/during the first week of classes. In all cases it is important to speak with your Faculty Partner well in advance to determine how class times will be set. In all cases, it is 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.

**Zoom-Pro Account:** Most GHL classes are taught via Zoom. For your classes, you will need a Zoom-Pro account which will allow you to host larger classes with no time limit. CEU TFS in need of a Zoom Pro account should contact Gabi (GoblG@ceu.edu). Princeton TFs in need of a Zoom Pro account should contact Fiona (fromaine@princeton.edu).

**Canvas Quizzes:** In Canvas, your students are requested to answer a series of quiz questions after they complete each lecture. Although they are good for transforming passive learning to active learning, they are not a part of the final grade assessment and students can feel free to ignore them.

**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, have been/will be provided with physical copies of the textbook at their partner institution.

**Credit visavi Certificates:** Only some of the partner institutions offer GHL for credit. If credit is offered, students are required to take a midterm and a final exam. TFs are also to contact their faculty partner and ensure that all grading policies and dates for grade submission are followed. Some partners use a letter grade system and others numeric, it is best to speak with your faculty partner early to understand requirements and set your grading sheet accordingly from the start to avoid extra work at the end of term. For those institutions not offering credit, students are not required to take the midterm or final exam. They must however, meet certain attendance requirements and contribute to at least 6 out of the 9 total Case Studies. At the end of the course they will be presented with a Certificate issued by Princeton University. All questions related to certificates should be directed to Fiona Romaine (fromaine@princeton.edu).

**Work Load:**
Teaching fellows may be faculty or graduate students. They should expect to devote the following amounts of time to the course:

Teaching fellow training in July: 6 hours of teacher training – 3 hours x 2 days before the program starts.

Teaching hours per week:
- 2 hours lecture attendance per week for 12 weeks: 24 hours
- 2 hours course preparation per week for 12 weeks: 24 hours
- 4.5 hours online class time per week for 12 weeks: 54 hours
- This presumes one town hall/week (1.5 hours) & two team meetings/week for two teams of c.7 students ea. team
- 1 hour miscellaneous communication and support/office hours per week for 12 weeks: 12 hours
- Total per week: 9.5 hours
- Examination grading and evaluations: 8 hours
- **Total teaching time:** 122 hours

**Teaching Fellow Support:**
Teaching Fellows are supported by their faculty partner and the entire GHL team. Questions are always welcome and can be addressed to responsible parties - see below. In addition, TFs will have an initial training session prior to the commencement of GHL. TFs are encouraged to bring up problems, ask questions, and offer suggestions for improvement. GHL is a constantly evolving project that improves through the dedication and creativity of its members.

**Harassment Policy:**

The GHL has a strict no harassment policy. Harassment can include uninvited or unwelcome physical, verbal or non-verbal conduct directed at an individual's or a group of individuals' supposed or actual nationality, race, ethnicity, colour, language, age, sex, sexual orientation, gender identity and expression, religion, cultural identity, social origin, socioeconomic status, educational level, disability, genetic trait, mental or physical health condition, or any similar ground. Such conduct has the purpose or effect of creating an offensive, intimidating, or hostile environment; or of interfering with an individual's work, academic performance, or status. If you feel at any point that you have suffered harassment by colleagues or students, please inform GHL staff immediately. Measures will be taken to address the issue.

**Contact:**

**Your Faculty Partner:** for questions regarding class times, grading, student attendance

**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](mailto:Carr-Riegel Leslie@phd.ceu.edu)) through August 31, 2022; after that please contact Niharika Yadav ([niharika@princeton.edu](mailto:niharika@princeton.edu)).

**Fiona Romaine - Administrative Program 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](mailto:fromaine@princeton.edu)).

**Nicole Bergman - GHL Program Manager:** for questions regarding faculty partners, data plans, textbooks, and TF hours ([nbergman@princeton.edu](mailto:nbergman@princeton.edu)).

**Gabi Gobl - CEU GHL Project Partner:** for all CEU TF specific questions regarding Zoom pro access, contracts, payroll, and timesheet issues ([GoblG@ceu.edu](mailto:GoblG@ceu.edu)).

**Professor Jeremy Adelman - GHL Course Professor:** for questions regarding course credits, TF hours ([adelman@princeton.edu](mailto:adelman@princeton.edu)).

**Prof. Dr. Maria Schenck - GHDP Course Professor:** for questions regarding the syllabus/course content ([marcia.schenck@uni-potsdam.de](mailto:marcia.schenck@uni-potsdam.de)).
Appendix: Course Materials

Town Hall/Case Study Resources
- Narrative Mapping Guide
- Narrative Mapping Master List
- Group Role Description
- Case Study Team Rotation
- Rapporteur Report Template
- Guidelines for Editors

Student Learning Resources
- Student handout for learning from lectures
- Student handout on citing sources and avoiding plagiarism
- GHL Lecture Transcripts
- GHL Lecture Transcripts (French)
- GHL Lecture Transcripts (Arabic)

Rubrics/Grading Resources
- Team Roles Template
- Rapporteur Report Rubric
- Midterm Exam Grading Rubric
- Final Exam Grading Rubric
- Midterm Exam Exemplar
- Final Exam Exemplar
- Grading Excel Sheet

All resources are available in this folder.