

**Grants Collection**  
Georgia Southern University



UNIVERSITY SYSTEM  
OF GEORGIA



Juanjuan Peng and Hongjie Wang

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# World Civilizations II

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## Grants Collection

Affordable Learning Georgia Grants Collections are intended to provide faculty with the frameworks to quickly implement or revise the same materials as a Textbook Transformation Grants team, along with the aims and lessons learned from project teams during the implementation process.

Each collection contains the following materials:

- **Linked Syllabus**
  - The syllabus should provide the framework for both direct implementation of the grant team's selected and created materials and the adaptation/transformation of these materials.
- **Initial Proposal**
  - The initial proposal describes the grant project's aims in detail.
- **Final Report**
  - The final report describes the outcomes of the project and any lessons learned.



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# Initial Proposal

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## Application Details

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### Manage Application: Textbook Transformation Grants: Round Eleven

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**Award Cycle:** Round 11

**Internal Submission Deadline:** Tuesday, January 23, 2018

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**Application Title:** 349

**Application ID:** 002043

**Submitter First Name:** Juanjuan

**Submitter Last Name:** Peng

**Submitter Title:** Associate Professor

**Submitter Email Address:** jpeng@georgiasouthern.edu

**Submitter Phone Number:** 4439399581

**Submitter Campus Role:** Proposal Investigator (Primary or additional)

**Applicant First Name:** Juanjuan

**Applicant Last Name:** Peng

**Applicant Email Address:** jpeng@georgiasouthern.edu

**Applicant Phone Number:** 4439399581

**Primary Appointment Title:** Associate Professor

**Institution Name(s):** Georgia Southern University

**Co-Applicant(s):** --

**Submission Date:** Tuesday, January 23, 2018

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**Proposal Title:** 349

**Proposal Category:** Specific Top 50 Lower Division Courses

**Final Semester of Instruction:** Fall 2018

**Are you using an OpenStax textbook?:** No

#### Team Members (Name, Email Address):

Dr. Hongjie Wang

hongjie.wang@armstrong.edu

**Sponsor, (Name, Title, Department, Institution):**

Dr. Diana Cone

Interim Provost and vice president for academic affairs

Georgia Southern University

**Course Names, Course Numbers and Semesters Offered:**

HIST 1112 World History II: The Emergence of the Modern Global Community (currently listed as World Civilizations II at the Savannah campus), Fall 2018

<b>List the original course materials for students (including title, whether optional or required, &amp; cost for each item):</b>	Required textbooks: Robert Tignor, et al., Worlds Together: Worlds Apart, vol. II, 2013 (fourth edition) \$101.03 Reilly, Kevin, Worlds of History, Volume II: Since 1400: A Comparative Reader, 2013 (fifth edition) \$62.48 Robert W. Strayer, Ways of the World: A Brief Global History with Sources, Volume 2, 3rd edition, 2015, \$92.05
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<b>Average Number of Students per Course Section:</b>	46
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<b>Number of Course Sections Affected by Implementation in Academic Year:</b>	7
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<b>Average Number of Students Per Summer Semester:</b>	0
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<b>Average Number of Students Per Fall Semester:</b>	202
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<b>Average Number of Students Per Spring Semester:</b>	122
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<b>Total Number of Students Affected by Implementation in Academic Year:</b>	324
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<b>Requested Amount of Funding:</b>	\$10800
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<b>Original per Student Cost:</b>	\$163.51 for Dr. Peng's class and \$ 92.05 for Dr. Wang's class
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**Post-Proposal Projected 0**  
**Student Cost:**

**Projected Per Student** \$163.51 for Dr. Peng's class and \$ 92.05 for  
**Savings:** Dr. Wang's class

**Projected Total Annual** \$50.942.44  
**Student Savings:**

**Creation and Hosting Platforms Used ("n/a" if none):**

folio, desire2learn and Libguides

**Project Goals:**

This project aims to transform the sections of World Civilizations II class (the same course is currently listed as World History II: The Emergence of the Modern Global Community at the Statesboro campus) (HIST1112, core course listed under Area B-Global Perspectives) taught by Dr. Dr. Hongjie Wang and Dr. Juanjuan Peng at Georgia Southern University-Armstrong and Statesboro campuses into one with open educational resources by replacing traditional print textbooks and adopting free digital textbooks and primary sources on the internet (main target resource sites include MERLOT, OpenStax, The Internet Classics Archive, Historical Text Archive, Internet Modern History Sourcebook, free resources through Library of Congress, and free access online newspapers and journals) and library subscribed resources (such as ebooks, JSTOR, Project Muse, Films on Demand, and Oxford Journal Online). The implementation of the project will not only bring huge savings for students taking this "one of the most popular course" on the curriculum under USG system (at least \$50.942.44 total savings for more than three hundred students per academic year), but also enhance students' performance in active learning by directing them to determine the nature and extent of materials online, select useful information resources, and evaluate information for currency, relevance, bias, authority and accuracy. The grant will help us redesign the current course, evaluate and choose appropriate open educational resources, and develop an effective reference website on LibGuides that will be accessible by all learners across the state. This project will also serve as a model for the faculty of the History Department (now including 36 professors after the consolidation of Georgia Southern and Armstrong State University since Jan. 1, 2018) to explore new methods of instruction and assessment based on free online materials in the digital age.

**Statement of Transformation:**

The transformation of the current HIST1112 class includes the replacement of the originally adopted expensive textbooks (the main textbooks currently in use at the two campuses of Georgia Southern by these two faculty members include *Worlds Together, Worlds Apart*, vol. 2, 4th edition, \$101.03, *Worlds of History: A Comparative Reader*, 5th edition, \$62.48, *Ways of the World: A Brief Global History with Sources*, vol. 2, 3rd edition, \$92.05) with online materials that are freely available to students. Dr. Juanjuan Peng and Dr. Hongjie Wang, both with more

than eight years of teaching experience in world history, will redesign the current course, develop new assignments and assessment tools, evaluate online materials, and create a new reference site on Libguides for the classes. The instructors, the students and faculty in the History Department at Georgia Southern will all be positively affected by the transformation—the instructors will enrich and diversify their teaching methods by adopting new learning materials; the students taking this class will save money on books and gain necessary skills to learn new information for the 21st century (ie. determining the nature and extent of source materials needed to complete a project or explore a topic, critically selecting and evaluating materials, and responsibly integrating and documenting sources from internet); and other faculty in the history department will have a template for developing courses that have a similar positive impact on pedagogy and lower the cost of college for students.

### **Transformation Action Plan:**

The steps to accomplish this transformation include (detailed timeline will be provided in next section):

1) In the spring of 2018, our team will identify, review, and select new course materials from reliable internet resource hubs and databases, i.e. MERLOT, OpenStax, The Internet Classics Archive, Historical Text Archive, Internet Modern History Sourcebook and multiple journals and newspapers websites etc. For example, on the topic of Industrial Revolution, this new class will instruct students to explore the rich information provided by Internet Modern History Sourcebook: Industrial Revolution (<http://www.fordham.edu/halsall/mod/modsbook14.html#TheIndustrialRevolution>).

Compiled by Paul Halsall of Fordham University, this page contains links to an extensive collection of copy-permitted historical texts relating to the industrial revolution. Students will read primary documents about social and political effects of the revolution from this website, such as Harriet Hanson Robinson's autobiography about her experience as a Lowell mill girl in the early 19th century. Meanwhile, students will be asked to examine excerpts from Adam Smith's *The Wealth of Nations* and Karl Marx and Friedrich Engels's *The Communist Manifesto* in order to understand the relationship between Industrial Revolution and Capitalism. The copyrights of both books are already expired and we can easily find free online access to the original texts.

2) By the end of the spring semester of 2018, we'll design a new syllabus with detailed links of new online readings, assignments and assessment tools including topic discussions, website evaluations, research projects and map explorations.

3) By the end of summer 2018, we'll develop a reference site with information about research tools and online resources guide on Libguides, to be available to the public.

4) During the fall semester of 2018 when project is under implementation, Dr. Peng will offer

two sections and Dr. Wang will offer three sections of the same course at two individual campus respectively: Dr. Wang at the Armstrong campus and Dr. Peng at the Statesboro campus. We will assess project's impact on student success by following the performance of students during and at the end of semester. Midterm and final surveys and one-on-one interviews will also be conducted to help the instructor adjust reading materials and assessment tools and improve teaching effectiveness. At last, the two instructors will also visit each other's classes to help each other make improvements.

5) During and after the implementation semester in fall 2018, this class will arrange class observations and faculty discussions to share the ideas and methods of adopting free online materials in teaching world history. Teaching demo or forum will be arranged to share experience in adopting free internet sources in teaching modern world history.

6) In the spring semester of 2019 (and every semester thereafter), based on students'

evaluations and feedbacks and faculty colleagues' suggestions and critiques, we will conduct a full evaluation of the effectiveness of the reading materials and student assessment tools, and adjust and enrich the readings accordingly; such evaluations of readings will be conducted each semester thereafter.

Both teammates (Dr. Hongjie Wang and Dr. Juanjuan Peng) will be responsible for discussing the potential resources to be adopted in the class, drafting the course syllabi, designing course organization and topics, targeting/evaluating/selecting reading materials for class, developing course assignments and assessment tools, and building the website on Libguide. The two will work collaboratively during the process. Although our classes will be taught separately and presumably with different emphases, the teaching resources, assessment tools, and the reference website will be shared between the two team members and their students.

Each instructor will organize teaching demos, faculty observations and evaluation discussions with faculty at individual campuses during and at the end of the semester of implementation.



**Quantitative & Qualitative Measures:** Quantitative measures will include DFW Rate—tracking numbers and rates of students who drop, fail, or withdraw from the class (DFW) on the two campuses for each semester; Student performance—collecting data on their performance on quizzes, exams and other assignments at the end of semester. Class registration rate—every academic year, tracking changes in registration rate (including the number of students on waiting list) in compare with the same courses offered by other faculty taught with traditional textbooks—supported by Registrar’s Office. Qualitative measures will include Students evaluation—the standard student class evaluation (SmartEval adopted by Georgia Southern) at the end of the semester. Midterm student feedback—a midterm class survey for comments and concerns from students, which will be used for adjustments in selecting readings and designing assessment tools. Post-course survey—a post-class survey at the end of semester, asking for comments and suggestions for future improvements to the classes. One-on-one interviews with selected students about their experience in the class at the end of semester (interviewees will be chosen based on their classroom performances to cover diverse groups—at least three students will be selected respectively from students with high, medium and low grades). Long-term follow-up of students—we plan to conduct surveys or interviews with a number of students who finish this class and continue taking other humanities and social sciences courses which are taught with traditional textbooks. We hope to learn their comparisons about the effectiveness of the two kinds of courses based on their direct learning experiences. Peer observation—for each semester, faculty members from the department will be invited to observe the lectures and review course materials.

**Timeline:**

Jan. 22, 2018. Proposal submission

Feb 15, 2018. Upon receipt of notice of award, project starts with a formal meeting among

team members and other parties involved (i.e. Department head, Department secretary, and student assistants if available).

Feb. 26, 2018. The whole team will participate ALG kick-off meeting.

April 1, 2018. Completion of the first round of internet resources research, locating reliable and accessible resources. Arrange monthly team meeting to report progresses.

May 1, 2018. Completion of the draft syllabus of the class with major topics and draft assignments developed. Arrange monthly team meeting to report progresses.

June 1, 2018. Completion of the second round of internet research for specific materials appropriate to the class being designed. Arrange monthly team meeting to report progresses.

July 1, 2018. Completion of the design of the course reference website, seek evaluations from faculty and students. All assigned materials and workable links will be tested. Arrange monthly team meeting to report progresses.

Aug. 15, 2018. Begin implementation of the course.

Sep. 1, 2018. Collect Drop and Withdrawal data. Arrange monthly team meeting to report progresses.

Oct. 1, 2018. Conduct midterm survey to gather students' feedbacks. Conduct peer observations. Arrange monthly team meeting to report progresses and schedule class visits to each other's classes

Dec 1, 2018. Teaching Demonstrations and Department and College discussions—for each semester, we plan to organize teaching demo and discussions among department and college colleagues to present the use of the new materials and assessment tools, as well as course websites, inviting comments and suggestions. Both the quantitative and qualitative data collected will be utilized in the final report as well as within ALG program communications.

Feb. 1, 2019. Review teaching materials and assessment tools, make adjustments and modifications based on students' evaluations and performances, in hopes of improving this class in the future and setting a workable model for more faculty interested in adopting affordable textbooks and free online sources.

**Budget:**

Total: \$10,800

\$10,000 overload compensations for the two instructors in the fall of 2018 (\$5,000 each)

\$800 for two team members to attend the required in-person kickoff meeting on Feb 26, 2018  
(\$400 each)

### **Sustainability Plan:**

Once the redesign of History 1112 is completed there will be no significant additional costs. After it is implemented for the first time in fall 2018, the same class (with all the teaching materials and the reference website) will be offered consistently every semester thereafter. The impact of the new course will be ongoing. It is a core course listed under Area B-Global Perspective section and required for all students. The class is offered every semester; it is one of the most popular courses at Georgia Southern University. Students will continue to benefit academically and financially from the new course design.

Further sustainability plan includes:

- 1) Keep maintenance of course reference websites by modifying, enriching, and updating source materials and web links regularly based on assessment of teaching effectiveness and students' responses/suggestions from each semester;
- 2) On a regular base, teaching demos and discussions will be organized among the faculty in the History Department to discuss the adaptation of free online source materials in teaching HIST1112 and share teaching experience with colleagues interested in adopting free online sources;
- 3) Keep working as a team to develop new courses with affordable textbooks and free online sources; courses may include Modern China, Modern Japan and other upper-level history courses.

**Final Semester of** Spring 2017  
**Instruction:**

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January 10, 2018

Affordable Learning Georgia  
2500 Daniells Bridge Road  
Building 300  
Athens, GA 30606

To Whom It May Concern,

On behalf of Georgia Southern University, I am very pleased to write this letter of support for the Affordable Learning Georgia Textbook Transformation grant proposal co-authored by Dr. Juanjuan Peng and Dr. Hongjie Wang from the Department of History. Their proposal, entitled, "Teaching Modern World History with Open Educational Resources (OER)," proposes to replace the existing commercial textbook with a combination of a free online textbook and primary sources that are available to all online. Besides saving our students significant money, the proposed project has the benefit of also teaching students how to discern quality online resources from less credible ones. This would provide a great benefit to our students, as HIST 1112 is a very popular Core course, with an annual enrollment of more than 300 students in the sections taught by Drs. Peng and Wang, more than 1,000 students in all the sections offered by the whole Department of History on the two campuses at the new Georgia Southern. As a result, the proposed project will have a significant impact.

As with all of these grant proposals, it is important to recognize that commercially published textbooks are generally quite expensive and as a result, students often feel that they cannot afford to purchase the text and hence, do not do so. Thus, assembling the proposed no-cost alternative to a traditional textbook will have a significant impact on costs for the large number of students who annually take HIST 1112 on our campuses and will also impact students' performance, as all will have access to materials for free.

Georgia Southern recognizes the importance of engaging our students in Core disciplines and the proposed project will further this objective, by utilizing freely available materials and teaching students how to find high-quality, credible online materials. I am very pleased to support this project wholeheartedly.

Sincerely,



Diana Cone, Ph.D.,  
Interim Provost and Vice President  
for Academic Affairs

**Affordable Learning Georgia Textbook Transformation Grants  
Round 11**

**Proposal Form and Narrative**

- *The proposal form and narrative .docx file is for offline drafting and review. Submitters must use the InfoReady Review online form for proposal submission.*
- **Note: The only way to submit the proposal is through the online form in Georgia Tech's InfoReady Review at:**  
<https://gatech.infoready4.com/#competitionDetail/1757803>
- *Italicized text is provided for your assistance; please do not keep the italicized text in your submitted proposal. Proposals that do not follow the instructions may be returned.*

<b>Submitter Name</b>	Juanjuan Peng
<b>Submitter Title</b>	Associate Professor of History
<b>Submitter Email</b>	jpeng@georgiasouthern.edu
<b>Submitter Phone Number</b>	912-478-7262
<b>Submitter Campus Role</b>	Select: <i>Proposal Investigator (Primary or Additional); Sponsored Programs Office; Grants Office, Business Office; Provost/Academic Affairs Office; Other</i>
<b>Applicant Name</b>	<i>Juanjuan Peng, Primary Investigator/Team Lead</i>
<b>Applicant Email</b>	jpeng@georgiasouthern.edu
<b>Applicant Phone Number</b>	912-478-7262
<b>Primary Appointment Title</b>	<i>Associate Professor of History</i>
<b>Institution Name(s)</b>	Georgia Southern University
<b>Team Members</b>	<i>Hongjie Wang</i> <i>Associate Professor of History</i>

	Georgia Southern University				
<b>Sponsor, Title, Department, Institution</b>	Provost, Georgia Southern University				
<b>Proposal Title</b>	Teaching Modern World History with Open Educational Resources (OER)				
<b>Course Names, Course Numbers and Semesters Offered</b>	HIST 1112 World History II: The Emergence of the Modern Global Community (currently listed as World Civilizations II at the Savannah campus), Fall 2018				
<b>Final Semester of Instruction</b>	Fall 2018				
<b>Average Number of Students Per Course Section</b>	46	<b>Number of Course Sections Affected by Implementation in Academic Year</b>	7	<b>Total Number of Students Affected by Implementation in Academic Year</b>	324
<b>Average Number of Students Per Summer Semester</b>	0				
<b>Average Number of Students Per Fall Semester</b>	202 (122 in Dr. Peng's class and 120 in Dr. Wang's class)				
<b>Average Number of Students Per Spring Semester</b>	122 (122 in Dr. Peng's class and 0 in Dr. Wang's class)				
<b>Award Category (pick one)</b>	<input type="checkbox"/> No-or-Low-Cost-to-Students Learning Materials <input checked="" type="checkbox"/> <b>Specific Core Curriculum Courses</b>				

<b>Are you planning on using an OpenStax textbook?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>List the original course materials for students (including title, whether optional or required, &amp; cost for each item)</b>	<p>Robert Tignor, et al., Worlds Together: Worlds Apart, vol. II, 2013 (fourth edition) \$101.03</p> <p>Reilly, Kevin, Worlds of History, Volume II: Since 1400: A Comparative Reader, 2013 (fifth edition) \$62.48</p> <p>Robert W. Strayer, Ways of the World: A Brief Global History with Sources, Volume 2, 3rd edition, 2015, \$92.05</p>
<b>Requested Amount of Funding</b>	\$10800
<b>Original Per Student Cost</b>	\$163.51 for Dr. Peng's class and \$ 92.05 for Dr. Wang's class
<b>Post-Proposal Projected Per Student Cost</b>	\$0
<b>Projected Per Student Savings</b>	\$163.51 for Dr. Peng's class and \$ 92.05 for Dr. Wang's class
<b>Projected Total Annual Student Savings</b>	\$50.942.44

## NARRATIVE

### 1. PROJECT GOALS

This project aims to transform the sections of World Civilizations II class (the same course is currently listed as World History II: The Emergence of the Modern Global Community at the Statesboro campus) (HIST1112, core course listed under Area B-Global Perspectives) taught by Dr. Dr. Hongjie Wang and Dr. Juanjuan Peng at Georgia Southern University-Armstrong and Statesboro campuses into one with open educational resources by replacing traditional print textbooks and adopting free digital textbooks and primary sources on the internet (main target resource sites include MERLOT, OpenStax, The Internet Classics Archive, Historical Text Archive, Internet Modern History Sourcebook, free resources through Library of Congress, and free access online newspapers and journals) and library subscribed resources (such as ebooks, JSTOR, Project Muse, Films on Demand, and Oxford Journal Online). The implementation of the project will not only bring huge savings for students taking this "one of the most popular course" on the curriculum under USG system (at least \$50,942.44 total savings for more than three hundred students per academic year), but also enhance students' performance in active learning by directing them to determine the nature and extent of materials online, select useful information resources, and evaluate information for currency, relevance, bias, authority and accuracy. The grant will help us redesign the current course, evaluate and choose appropriate open educational resources, and develop an effective reference website on LibGuides that will be accessible by all learners across the state. This project will also serve as a model for the faculty of the History Department (now including 36 professors after the consolidation of Georgia Southern and Armstrong State University since Jan. 1, 2018) to explore new methods of instruction and assessment based on free online materials in the digital age.

### 2. STATEMENT OF TRANSFORMATION

The transformation of the current HIST1112 class includes the replacement of the originally adopted expensive textbooks (the main textbooks currently in use at the two campuses of Georgia Southern by these two faculty members include *Worlds Together, Worlds Apart*, vol. 2, 4th edition, \$101.03, *Worlds of History: A Comparative Reader*, 5th edition, \$62.48, *Ways of the World: A Brief Global History with Sources*, vol. 2, 3rd edition, \$92.05) with online materials that are freely available to students. Dr. Juanjuan Peng and Dr. Hongjie Wang, both with more than eight years of teaching experience in world history, will redesign the current course, develop new assignments and assessment tools, evaluate online materials, and create a new reference site on Libguides for the classes. The instructors, the students and faculty in the History Department at Georgia Southern will all be positively affected by the transformation—the instructors will enrich and diversify their teaching methods by adopting new learning materials; the students taking this class will save money on books and gain necessary skills to learn new information for the 21st century (ie. determining the nature and extent of source materials needed to complete a project or explore a topic, critically selecting and evaluating materials, and responsibly integrating and documenting sources from



internet); and other faculty in the history department will have a template for developing courses that have a similar positive impact on pedagogy and lower the cost of college for students.

### 3. TRANSFORMATION ACTION PLAN

The steps to accomplish this transformation include (detailed timeline will be provided in next section):

- 1) In the spring of 2018, our team will identify, review, and select new course materials from reliable internet resource hubs and databases, i.e. MERLOT, OpenStax, The Internet Classics Archive, Historical Text Archive, Internet Modern History Sourcebook and multiple journals and newspapers websites etc. For example, on the topic of Industrial Revolution, this new class will instruct students to explore the rich information provided by Internet Modern History Sourcebook: Industrial Revolution (<http://www.fordham.edu/halsall/mod/modsbook14.html#TheIndustrialRevolution>). Compiled by Paul Halsall of Fordham University, this page contains links to an extensive collection of copy-permitted historical texts relating to the industrial revolution. Students will read primary documents about social and political effects of the revolution from this website, such as Harriet Hanson Robinson's autobiography about her experience as a Lowell mill girl in the early 19th century. Meanwhile, students will be asked to examine excerpts from Adam Smith's *The Wealth of Nations* and Karl Marx and Friedrich Engels's *The Communist Manifesto* in order to understand the relationship between Industrial Revolution and Capitalism. The copyrights of both books are already expired and we can easily find free online access to the original texts.
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- 4) During the fall semester of 2018 when project is under implementation, Dr. Peng will offer two sections and Dr. Wang will offer three sections of the same course at two individual campus respectively: Dr. Wang at the Armstrong campus and Dr. Peng at the Statesboro campus. We will assess project's impact on student success by following the performance of students during and at the end of semester. Midterm and final surveys and one-on-one interviews will also be conducted to help the instructor adjust reading materials and assessment tools and improve teaching effectiveness. At last, the two instructors will also visit each other's classes to help each other make improvements.
- 5) During and after the implementation semester in fall 2018, this class will arrange class observations and faculty discussions to share the ideas and methods of adopting free online materials in teaching world history. Teaching demo or forum will be arranged to share experience in adopting free internet sources in teaching modern world history.

6) In the spring semester of 2019 (and every semester thereafter), based on students' evaluations and feedbacks and faculty colleagues' suggestions and critiques, we will conduct a full evaluation of the effectiveness of the reading materials and student assessment tools, and adjust and enrich the readings accordingly; such evaluations of readings will be conducted each semester thereafter.

Both teammates (Dr. Hongjie Wang and Dr. Juanjuan Peng) will be responsible for discussing the potential resources to be adopted in the class, drafting the course syllabi, designing course organization and topics, targeting/evaluating/selecting reading materials for class, developing course assignments and assessment tools, and building the website on Libguide. The two will work collaboratively during the process. Although our classes will be taught separately and presumably with different emphases, the teaching resources, assessment tools, and the reference website will be shared between the two team members and their students.

Each instructor will organize teaching demos, faculty observations and evaluation discussions with faculty at individual campuses during and at the end of the semester of implementation.

#### **4. QUANTITATIVE AND QUALITATIVE MEASURES**

##### **Quantitative measures will include**

DFW Rate—tracking numbers and rates of students who drop, fail, or withdraw from the class (DFW) on the two campuses for each semester;

Student performance—collecting data on their performance on quizzes, exams and other assignments at the end of semester.

Class registration rate—every academic year, tracking changes in registration rate (including the number of students on waiting list) in compare with the same courses offered by other faculty taught with traditional textbooks—supported by Registrar's Office.

##### **Qualitative measures will include**

Students evaluation—the standard student class evaluation (SmartEval adopted by Georgia Southern) at the end of the semester.

Midterm student feedback—a midterm class survey for comments and concerns from students, which will be used for adjustments in selecting readings and designing assessment tools.

Post-course survey—a post-class survey at the end of semester, asking for comments and suggestions for future improvements to the classes.

One-on-one interviews with selected students about their experience in the class at the end of semester (interviewees will be chosen based on their classroom performances to cover diverse groups—at least three students will be selected respectively from students with high, medium and low grades).

Long-term follow-up of students—we plan to conduct surveys or interviews with a number of students who finish this class and continue taking other humanities and social sciences courses which are taught with traditional textbooks. We hope to learn their comparisons about the effectiveness of the two kinds of courses based on their direct learning experiences.

Peer observation—for each semester, faculty members from the department will be invited to observe the lectures and review course materials.

## 5. TIMELINE

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Feb 15, 2018. Upon receipt of notice of award, project starts with a formal meeting among team members and other parties involved (i.e. Department head, Department secretary, and student assistants if available).

Feb. 26, 2018. The whole team will participate ALG kick-off meeting.

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Dec 1, 2018. Teaching Demonstrations and Department and College discussions—for each semester, we plan to organize teaching demo and discussions among department and college colleagues to present the use of the new materials and assessment tools, as well as course websites, inviting comments and suggestions. Both the quantitative and qualitative data collected will be utilized in the final report as well as within ALG program communications.

Feb. 1, 2019. Review teaching materials and assessment tools, make adjustments and modifications based on students' evaluations and performances, in hopes of improving this class in the future and setting a workable model for more faculty interested in adopting affordable textbooks and free online sources.

## **6. BUDGET**

Total: \$10,800

\$10,000 overload compensations for the two instructors in the fall of 2018 (\$5,000 each)

\$800 for two team members to attend the required in-person kickoff meeting on Feb 26, 2018 (\$400 each)

## **7. SUSTAINABILITY PLAN**

Once the redesign of History 1112 is completed there will be no significant additional costs. After it is implemented for the first time in fall 2018, the same class (with all the teaching materials and the reference website) will be offered consistently every semester thereafter. The impact of the new course will be ongoing. It is a core course listed under Area B-Global Perspective section and required for all students. The class is offered every semester; it is one of the most popular courses at Georgia Southern University. Students will continue to benefit academically and financially from the new course design.

Further sustainability plan includes:

- 1) Keep maintenance of course reference websites by modifying, enriching, and updating source materials and web links regularly based on assessment of teaching effectiveness and students' responses/suggestions from each semester;
- 2) On a regular base, teaching demos and discussions will be organized among the faculty in the History Department to discuss the adaptation of free online source materials in teaching HIST1112 and share teaching experience with colleagues interested in adopting free online sources;
- 3) Keep working as a team to develop new courses with affordable textbooks and free online sources; courses may include Modern China, Modern Japan and other upper-level history courses.

**8. REFERENCES & ATTACHMENTS**

*A letter of support from Diana Cone, Ph.D. Interim Provost and Vice President for Academic Affairs*

# Syllabus

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*When properly understood, history lends itself to a tragic view of life. A tragic view of life does not mean a sad or pessimistic view of life; instead, it means a sense of the limitations of life.*

— Gordon Wood

## **HIST 1112 World Civilization II**

**Prof. Hongjie Wang**

Howes Hall 109B

Tel: 912-344-3130

Email: [Hongjie.Wang@armstrong.edu](mailto:Hongjie.Wang@armstrong.edu)

Office Hours: Mondays and Wednesdays 12-13:30 or by appointment

### **Course Description**

This course is a continuation of the survey of world civilizations from the Age of Discovery to the present. Consideration is given to major institutions and ideas, the formation of empires and modern nation states, as well as the important political, social, and economic forces of the time, especially to their influence on modern times. The course is divided into three units. We will first examine the global processes of the early modern era that transformed peoples and their societies. The second unit explores the global dominance of Euro-Americans through three historical developments—revolution, industrialization, and imperialism. Last, we will study the outcomes and consequences of these historical developments, through two world wars, the cold war, waves of independence movements, decolonization, the end of empires in the establishment of new nations, technological advances, amid the continued force of globalization and its companion challenges.

### **Course Objectives**

1. Comprehend the diversity of human experience across a range of historical periods;
2. Recognize historical causality and to analyze and evaluate contributions of past cultures to the contemporary world.
3. Understand history and the process of change over time;
4. Develop the capacity to relate the past to the present;
5. Gain an understanding of the strengths and weaknesses of your own society;
6. Improve your ability to place current events within a historical context;
7. Become aware of the complexity of national and international events;
8. Lay a foundation for further education and lifelong learning and develop civic responsibility and global awareness;
9. Enhance your cartographic literacy and writing skills.

### **Course Requirements**

1. **Reading and discussion:** students are required to attend the lectures regularly. Students are expected to keep up with the readings in the assigned text. Discussion will be incorporated into lecture sessions and your participation will be highly appreciated.
2. **Exams (60%):** Example questions and review sheets will be distributed one week prior to exams.
3. **Essay (10%):** students are required to read the assigned book—Rape of Nanking and finish a short essay on it. (2-4 pages, double space, 12pt, Times New Roman). Detailed requirements will be discussed in class. **Failure to complete this assignment will result in a failing grade.**
4. **Discussions (30%)-**Follow the topics listed online to participate in the discussions.

Grading Scale. A= 90-100; B=80-89; C=70-79; D=60-69; F=0-59

### Course Policies

1. **Due time:** All assignments are due as indicated on the syllabus. Late essay submissions will be severely punished (automatically lower your essay grade by one fraction).
2. **Make up:** There will be NO make ups or extensions for written assignments or exams except for medical emergency, in which case you will need to get a signed note from a doctor or other medical practitioner, or under circumstances so compelling that you can convince a Dean or department chair to intervene on your behalf.
3. **Cheating and Plagiarism:** Anyone who cheats or plagiarizes will receive an “F” for the course. (for the detailed definitions of cheating and plagiarism, see <http://sa.armstrong.edu/activities/hccoc.html>)
4. **Special needs:** Any student with a documented disability needing academic adjustments should speak directly to the instructor during the first two weeks of class week. All discussions will remain confidential. This syllabus is available in alternative formats upon request.
5. **Digital Etiquette:** 1) Cell phone must be turned off in class; 2) laptops are allowed to be used for taking notes only!

### Textbooks and Readings

1. Chang, Iris. **The Rape of Nanking: The Forgotten Holocaust of World War II.** Penguin, 1998. ISBN: 978-0140277449
2. All other required readings can be accessed through course website on **Vista and class reading site on Libguide**

## Schedule

### Unit 1: The Origins of Global Interdependence, 1500 to 1800



Introduction: Why Global?

From Premodern to Modern (Strayer, “prologue” xxxiii-xxxvi)

Columbus and Zheng He: Discovering the World (Strayer, ch.13; Columbus’s journal—online; da Gama’s journal—online; Ma Huan’s survey of ocean—online)

Absolutism in Europe (Strayer, ch.14; Absolutist Monarchy—online;)

Enlightenment (Strayer, ch.16; Voltaire on Universal Toleration—online; Kant on Enlightenment—online)

Atlantic Slave Trade (Strayer, ch.15; Ivory Coast—online)

Ottomans

China in world order (McCartney’s observation of Qing—online; Qianlong’s response to British—online; **Review list issued**)

Tokugawa Japan (Japan encounters the West—online;)

## **Unit 2: Revolution, Industry & Empire, 1750 To 1914**

European Revolutions (Strayer. Ch.17; Declaration of Rights of Man—online; Robespierre—online)

Industrial Revolution (Strayer, ch.18)

Nationalism in Europe (Communist Manifesto—online)

Imperialism (Strayer, ch.20; English Rule in India—online; The Whiteman’s burden—online)

Opium War (Strayer, ch.19; Nanjing Treaty—online; Lin Zexu’s letter to Queen—online)

Meiji Japan (Fillmore’s letter—online; Meiji Constitution—online; **Review list issued**)

New Americas (Bolivar’s Address—online)

## **Unit 3: Realigning the World: Globalization 1914 to the Present**

WWI (Strayer, ch.21, pp625-636; Lenin on Imperialism—online)

Nationalism in Asia (Sun Yat-sen—online)

The West between Wars

WWII in Europe (Strayer, ch.21; Mussolini's Fascism—online)

WWII in Asia (you should have finished Rape of Nanking by this day)

Discussion on Rape of Nanking

Cold War (Strayer, ch.22; **Review list issued; Paper due**)

The Third World (Strayer, ch.23)

From Past to Future (Strayer, ch.24; Criticism on American environmental policy—online; Veiled Meaning—online)

## **World History II: The Emergence of the Modern Global Community**

**HIST 1112-Q** (CRN: 81215)

Department of History  
College of Liberal Arts & Social Sciences (CLASS)  
Georgia Southern University

Fall 2018 TR 11:00am-12:15pm (3 Credit Hours)  
2112 Engineering Building (May move to 1020 Interdisciplinary Academic Building once it is finished)

Instructor: Dr. Juanjuan Peng  
Office: 1206 Forest Drive Bldg. Office Hours: TR 8:25-9:25am and by appointment  
Office phone: 912-478-7262 Email: [jpeng@GeorgiaSouthern.edu](mailto:jpeng@GeorgiaSouthern.edu)  
\*This course fulfills part of the general education requirement for Area B\*

This syllabus contains information about assignments, requirements, and grading: please refer to it often, and ask me for another copy if you lose it. ***If you elect to remain registered for the class, you are agreeing to abide by the policies set out in the syllabus, and your acceptance of responsibility for knowing and following those policies.***

### **Recommended Textbooks**

James Carter and Richard Warren, *Forging the Modern World*, (both 2015 and 2018 editions acceptable)

### **Course description:**

This course explores some major themes in the history of the world since 1400. We will look at history from a world, rather than a Western, perspective, and will strive to understand how different peoples and societies have cooperated or engaged in conflict over time and ultimately, gave the rise of a “Modern Global Community.”

### **Learning outcomes:**

- a) Students will be able to recognize, identify, and explain major developments in World History, especially those which help them better understand the world we live in today.
- b) Students will develop analytical and communication skills in this context.
- c) Students will employ independent and objective reasoning, and organize and synthesize information.
- d) Students will develop the ability to evaluate societies and historical eras within their own chronological and cultural contexts.
- e) Students will be able to recognize and evaluate historical events as complex issues subject to multiple interpretations.

### **Requirements:**

1. Three multiple-choice exams: 480 points (160 points each). Each includes 40 multiple choice questions (4 points each). The multiple choice exams are non-cumulative. There will be no study guide for the multiple choice exams. You are required to bring a standard scantron form SC882-E for each exam. Fail to hand in the right scantron form will cost you five points for each exam.

2. Midterm and final: 480 points (240 points each). Each includes five multiple choice questions, five identifications, and three short answers. The written exams are partially cumulative. They will cover materials that have been already tested in the previous multiple-choice exams, but the final will not cover materials that have been included in the midterm. (*The five multiple choice questions only cover materials since the previous multiple choice exam*) A study guide and the grading criteria will be provided before the two written exams. You are required to bring a SMALL blue book for each exam. You will lose five points if you use the big blue book or loose paper.
3. Attendance quizzes: 40 points. I will give you five short in-class written assignments, and you are required to attend four out of five attendance quizzes. The quiz usually is a short question based on the lecture or the reading assignment. I will read your answers, but I will not grade them. Instead, the assignments are used to take attendance. As long as you show some efforts to answer the question, you will receive 10 points—up to 40 points in total—for each written assignment. **(There will be no make-ups for attendance quiz. But you are exempt from penalty for the first missing quiz.)**

**Grading scale:**

1000-900 = A, 890-800 = B, 790-700 = C, 690-600 = D, 590-0 = F

Total possible points: 1000

**Make-ups:**

Make-ups will be given when students have a documented excuse for missing a scheduled test. The document should be provided at least one day before the make-up day. However, no matter how many exams you missed, you can only receive one make-up chance. You may not skip an examination because you are not prepared nor may you use a make-up examination to replace poor test scores. Make-ups will be given **ONLY ONE TIME** – Nov. 15 – for all of exams. If you miss the “make-up” that exam will be averaged into your final course grade as a **ZERO**. There will be no “Make-Up” for the final examination. If you miss the final examination, it will be averaged into your final course grade as a **ZERO**.

**College of Liberal Arts and Social Sciences Civility Statement:**

All members of the community are expected to communicate in a civil manner in their professional interaction at all times, both in and out of the classroom. Academic discourse, including discussion and argumentation, is to be carried out in a polite, courteous, and dignified manner that is respectful of and understanding toward both peers and professors.

**College of Liberal Arts and Social Sciences Academic Integrity Statement:**

All members of the community recognize the necessity of being honest with themselves and with others. The integrity of the educational experience is diminished by cheating in class, plagiarizing, lying, and employing other methods of deceit. None of these should be used as a strategy to obtain a false sense of success. The need for honest relations among all members of the community is essential.

**Commitment:**

All members of the community understand that to succeed in classes, students must be active participants in their education while understanding and complying with each course syllabus. Students should plan on spending at least **two** hours of study for every **one** hour in class. For example, a 15-credit-hour schedule requires at least a 45-hour commitment per week. Outside

preparation and class attendance alone do not guarantee success or the highest grades; rather, mastery of the material and acquisition of necessary skills determine success and grades.

**Students with disabilities:**

This class complies with the Americans with Disabilities Act (ADA). Students with disabilities needing academic accommodations must register with and provide documentation to the Student Disability Resource Center (SDRC), and provide a letter to the instructor from the SDRC indicating what your need may be for academic accommodation. This should be done within the first week of class. The SDRC is located in Cone Hall, room 2010, and the office telephone is 912.871.1566. Students may also find information online at <http://students.georgiasouthern.edu/disability>.

**Folio**

During the semester, I will post some important documents on Folio, such as syllabus, supplementary readings, and study guides for the exams. **It is your responsibility to check it regularly to see if there is any updated information.**

**Class Schedule:**

**I. INTRODUCTION**

8/14 Explanation of the Syllabus

**II. THE BEGINNING OF THE MODERN AGE**

8/16, 8/21

Reference: “The Mongol conquest: what led to the conquests, and why were they so successful”  
<http://afe.easia.columbia.edu/mongols/index.html>

**III THE MUSLIM EMPIRES**

8/23, 8/28 Read: “Akbar’s religious views”

<https://www.ibiblio.org/britishraj/Jackson5/chapter12.html> (You may need to copy and paste this link in your browser)

Reference: Forging the Modern World, Introduction

**IV THE EAST ASIAN WORLD**

8/30 Read: “Emperor Kangxi on Religion,” posted on folio

9/4 Read: “The edict of Tokugawa Shogunate”

[http://afe.easia.columbia.edu/ps/japan/tokugawa\\_edicts\\_foreigners.pdf](http://afe.easia.columbia.edu/ps/japan/tokugawa_edicts_foreigners.pdf)

Reference: Forging the Modern World, Chapter 1.

**9/6 Multiple-choice test I**

**V. RENAISSANCE AND REFORMATION IN EUROPE**

9/11 Read: “Render to Caesar, a sermon by Martin Luther” posted on folio and Benjamin Kaplan, *Divided by Faith: Religious Conflict and the Practice of Toleration in Early Modern Europe*

(Cambridge, MA: Harvard University Press, 2007), 99-103 (ebook available at Georgia Southern library <https://ebookcentral.proquest.com/lib/gasouthern/detail.action?docID=3300039>)

Reference: Forging the Modern World, Chapter 3.

9/13 Discussion session on assigned readings from 8/23 to 9/11 (please finish reading before the class)

### **9/18 Midterm I**

#### **VI. THE FIRST ENCOUNTER**

9/20 Read: "1492: the prequel," in New York Times Magazine, June 6, 1999, (available at Georgia Southern Library

<https://search.proquest.com/docview/215505574/6A578FDE8FB4685PQ/9?accountid=11225>)

and "Journal of Vasco da Gama's voyage to India," posted on folio

9/25 Read: "The Broken Spears: The Aztec account of the conquest of Mexico, 1540s" and "The conquest of the New Spain," both posted on folio

9/27 Read: "A journal of a voyage made in the Hannibal" and "Journal of a slave ship voyage, 1819," both posted on folio.

10/2 Discussion session on assigned reading from 9/20 to 10/2 (please finish reading before the class)

Reference: Forging the Modern World, Chapter 2 & 4.

**Last day to withdraw without academic penalty is March 5**

#### **VII. THE RISE OF THE WEST**

10/4, 10/9

Reference: Forging the Modern World, Chapter 6 & 7.

10/11 Read: Peter Stearns, "Building industrial society: the industrial revolution," in his *The Industrial Turn in World History*. (ebook available at Georgia Southern library

<https://ebookcentral-proquest-com.libez.lib.georgiasouthern.edu/lib/gasouthern/reader.action?docID=4684297&ppg=44>)

### **10/16 Multiple-choice test II**

10/18 Discussion session on Peter Stearns, "Building industrial society" (please finish reading before the class)

#### **VIII. THE SECOND ENCOUNTER**

10/23 Read: Joseph Conrad, *Heart of Darkness*, 51-56 (ebook available at Georgia Southern library <https://ebookcentral.proquest.com/lib/gasouthern/reader.action?docID=3008556&ppg=51>)

and Chinua Achebe, *Things Fall Apart*, chapter 20-22 (p.71-79) posted on folio.

10/25 Read: Jonathan Spence, "Margaret Atwood and the Edges of History," *The American Historical Review*, vol. 103, No.5 (Dec., 1998) (e-journal available at Georgia Southern library [https://www-jstor-org.libez.lib.georgiasouthern.edu/stable/2649968?seq=1#page\\_scan\\_tab\\_contents](https://www-jstor-org.libez.lib.georgiasouthern.edu/stable/2649968?seq=1#page_scan_tab_contents))

10/30 Discussion session on assigned readings from 10/23 to 10/25 (please finish reading before the class)

Reference: Forging the Modern World, Chapter 9.

#### VIV. FURTHER DEVELOPMENT OF THE WEST AND THE NEW CRISIS

11/1 Read: Fukuzawa Yukichi, "Goodbye Asia," in David Lu, ed., *Japan: A Documentary History*. Armonk, NY: M. E. Sharpe (1997): 351–53. (ebook available at Georgia Southern Library, [https://galileo-usg-gasou-primo.hosted.exlibrisgroup.com/primo-explore/openurl?u.ignore\\_date\\_coverage=true&rft.mms\\_id=9916055591802950&vid=GASOU&institution=GASOU&url\\_ctx\\_val=&url\\_ctx\\_fmt=null&isServicesPage=true&lang=en\\_US](https://galileo-usg-gasou-primo.hosted.exlibrisgroup.com/primo-explore/openurl?u.ignore_date_coverage=true&rft.mms_id=9916055591802950&vid=GASOU&institution=GASOU&url_ctx_val=&url_ctx_fmt=null&isServicesPage=true&lang=en_US)); and "The Exotic White Man" <http://chnm.gmu.edu/wwh/d/27/wwh.html>

11/6 Read: "Excerpt from Gandhi's Hind Swaraj" and "Gandhi, 1936," both posted on folio.

Reference: Forging the Modern World, Chapter 10.

#### 11/8 Multiple Choice test III

11/13 Discussion session on assigned readings from 11/1 to 11/6 (please finish reading before the class)

**11/15 Make-up examination day** (no regular class)

#### X. WORLD WAR II AND POSTWAR DEVELOPMENT

11/27, 11/29

Reference: Forging the Modern World, Chapter 11.

**[Note: The above schedule and procedures are subject to change in the event of extenuating circumstances]**

*The final is on Dec. 6, 10:00-12:00*

# Final Report

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# Affordable Learning Georgia Textbook Transformation Grants

## Rounds Eleven

### Final Report

By Juanjuan Peng

Georgia Southern University

Date: Dec. 13, 2018

Grant Round: 11<sup>th</sup>

Grant Number: 39G8514

Institution Name(s): Georgia Southern University

Project Lead: Dr. Juanjuan Peng, Associate Professor, History Department

Team Members (Name, Title, Department, Institutions if different, and email address for each):  
Dr. Hongjie Wang, Associate Professor, History Department

Course Name(s) and Course Numbers: HIST 1112

Semester Project Began: Summer 2018

Final Semester of Implementation: Fall 2018

Total Number of Students Affected During Project: 165

#### **Project Description**

This project aims to transform the sections of World Civilizations II class (the same course is currently listed as World History II: The Emergence of the Modern Global Community at the

Statesboro campus) (HIST1112, core course listed under Area B-Global Perspectives) taught by Dr. Dr. Hongjie Wang and Dr. Juanjuan Peng at Georgia Southern University-Armstrong and Statesboro campuses into one with open educational resources.

### **Project Outcomes:**

- During the summer of 2018, the project team members (Dr. Juanjuan Peng and Dr. Hongjie Wang) worked closely to examine more than 100 historical resources sites, selected a variety of online sources, both primary and secondary after carefully sifting, comparing and evaluating. Examine resource sites include MERLOT, OpenStax, The Internet Classics Archive, Historical Text Archive, Internet Modern History Sourcebook, free access online newspapers and journals, and library subscribed resources.
- In November 2018, We also visited Robert W. Woodruff Library at Emory University, Library of Congress, and the National Gallery of Art to take advantage of the collections at the library and multiple digital tools such as Wanfang database. Particularly, we have explored the possibility of using art works as teaching materials in the history class.
- We have Replace the print textbooks assigned for Dr. Peng and Dr. Wang's HIST1112 with free online readings in order to save students' costs. The textbooks previously used by the two faculty members include *Worlds Together, Worlds Apart*, vol. 2, 4th edition, \$101.03, *Worlds of History: A Comparative Reader*, 5th edition, \$62.48, and *Ways of the World: A Brief Global History with Sources*, vol. 2, 3rd edition, \$92.05; the implementation of the project allowed students to save a total of \$25,011 during the fall of 2018.
- Dr. Peng and Dr. Wang redesigned the course, developed new assignments and assessment tools--ie. students were required to selectively read online sources on the class website following the topics of lectures, report and discuss in the classroom, complete reading reports weekly to present their comments and questions based on the reading.
- The team successfully developed the internal class website for teaching on Folio and the informative LibGuide site with all newly adopted sources for public use. Here is the link <https://georgiasouthern.libguides.com/c.php?g=865829&p=6211161>
- The redesign of the class and the building of the websites were completed in the summer of 2018, and the new classes was formally taught by both Dr. Peng and Dr. Wang in the fall semester which run very well. Students learned to develop their information literacy skills through the process of selecting and evaluating source materials to complete reading reports. The average grade at Dr. Peng's class is higher than previous years.
- As one of the first history course taught at Georgia Southern University adopting free online sources, it has served as a replicable model for the rest of the faculty in the History Department. Quite a few faculty expressed interests in adopting affordable learning style in their own different classes to lower the cost of textbooks and promote classroom teaching.



Figure 1. Homepage of the Libguide site we designed to hold all free online materials for HIST 1112, Modern World History

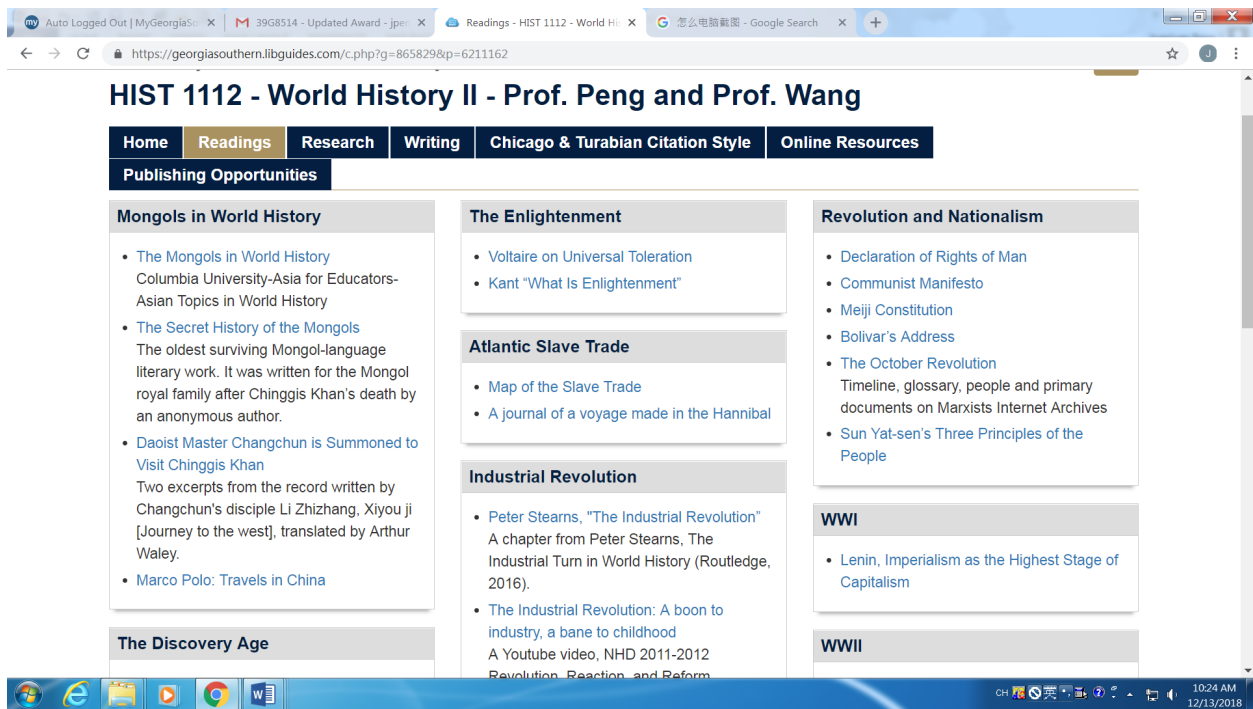


Figure 2. Page of selective readings for HIST 1112

## **Project Evaluation**

Quantitative and qualitative measures were used to evaluate the success of the project.

- The course were received positively by students from both Dr. Peng and Dr. Wang's students. Many students expressed their appreciation of our efforts to reduce the textbook cost. Although none of them had taken our former classes before to make comparison, one student from Dr. Peng's class did believe that "free online reading materials specifically selected for the class works better than a printed reader" for her discussion sessions. Another student from Dr. Wang's class also commented that his class "helped her to better evaluate online historical sources."
- DFW Rate is 15% (17/110) for Dr. Peng's class and 9% (5/55) for Dr. Wang's class, which are similar to the courses we've taught before.
- Student performance: In Dr. Peng's class, the average final grade is 78. In Dr. Wang's class, 22 students received A, 18 received B and 12 got C. In both cases, students performed slightly better than previous years.
- By one-to-one interviews with the students taking the class in fall semester, nearly all students that we have contacted individually liked the "free online readings" in comparison with traditional textbooks, and they thought the new sources offered more opportunities for them to pick up more relevant readings and read in more detailed way, in addition to the big save on textbook costs.
- We also invited faculty members to evaluate our class website especially the Libguide site, which was received possibly.

## **Reflections**

We believe our project succeeded well and both the teaching and readings were welcomed by the students. The fundamental factor for the success should be the convenient and accessible Libguide site loading with organized and informative readings and films appropriately chosen for the topics covered in the lectures. But there're also some lessons we could glean from the teaching in the fall semester: 1) We noticed that there's a need to add at least one holistic version of world history so that students (esp. those freshmen with no experience of self-learning) could gain a more complete and consistent image of historical development in world history; 2) More short pieces of readings on the topics, instead of long texts such as Journal of Vasco da Gama's Voyage, would be more accessible to students who could do the readings in more details and make more proper comparisons.

## **Sustainability Plan**

The same class (with all materials and websites) will be offered consistently every semester after the implementation of the project. We are also incorporating the materials we collected in November to our classes next semester. We believe the impact of the new course will be ongoing and students will continue to benefit academically from the new course design and financially

because of the cost savings. We'll keep maintenance of course websites by modifying, enriching, and updating source materials and web links regularly based on assessment of teaching effectiveness and students' responses/suggestions from each semester. Our team will keep working as a group to develop new courses with affordable textbooks and free online sources; courses may include Dr. Peng and Dr. Wang's Modern China and Modern Japan. Dr. Peng is also currently revising her Contemporary China using the similar methods, which will be offered in the Spring of 2019.

## Budget report

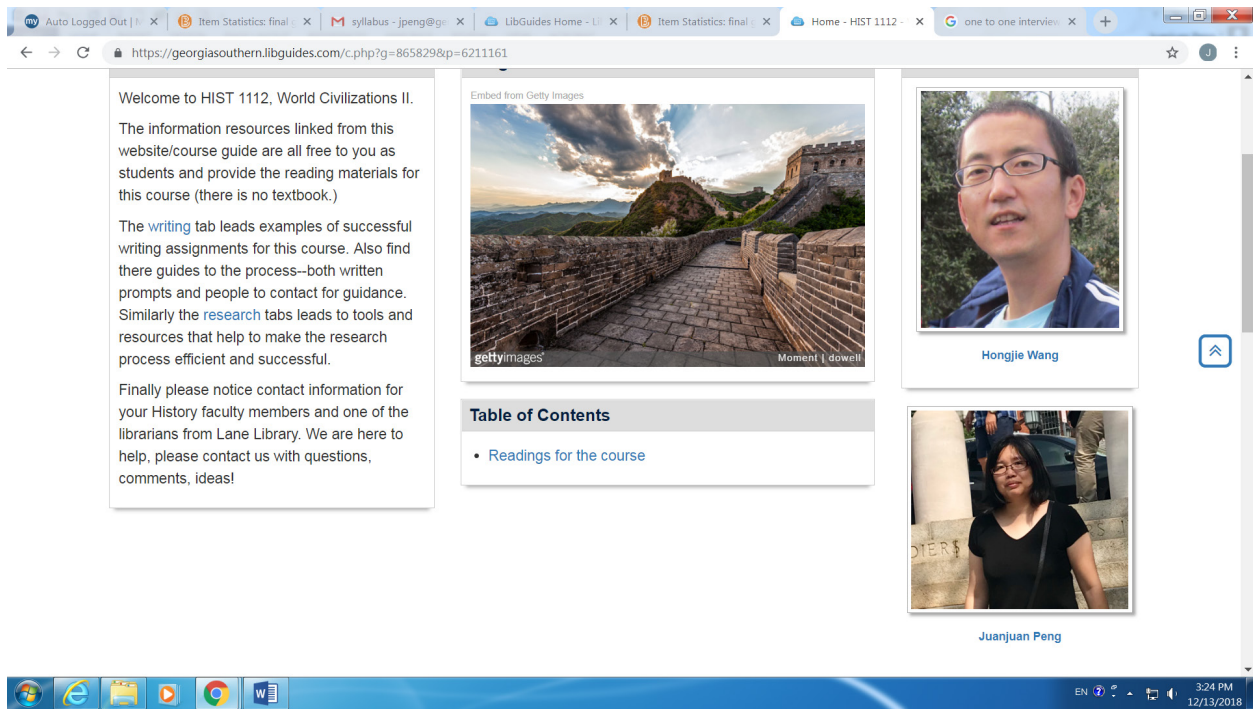
Total: \$10,800

\$9390.95 were used for Dr. Peng and Dr. Wang's summer salary

\$1409.05 were used for team members for related research trips

## Description of the photograph

The picture we submitted includes a class picture of Dr. Wang and his students. However, unaware of this specific requirement, we never took a group picture of the two team member when we meet in person various times to discuss our progress in the past year. Our individual pictures, however, can be found on our Libguide website.



# Appendixes

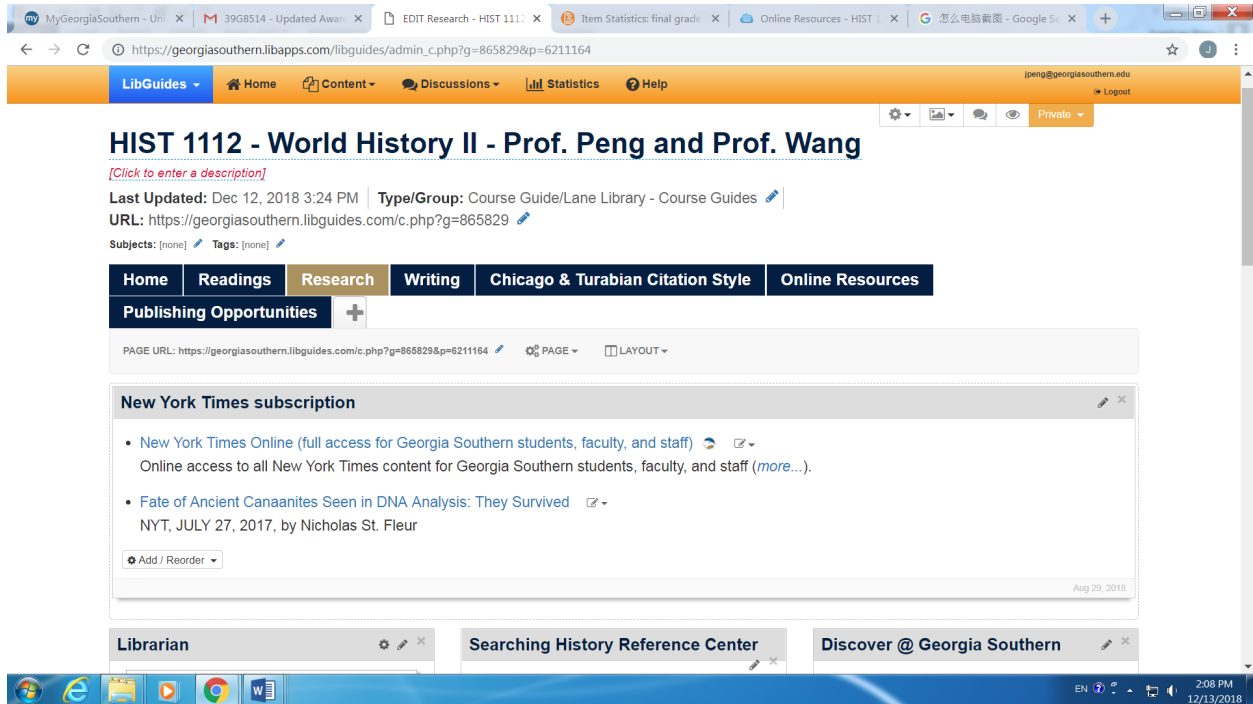


Figure 3. Page of Research on Libguide site for HIST 1112.

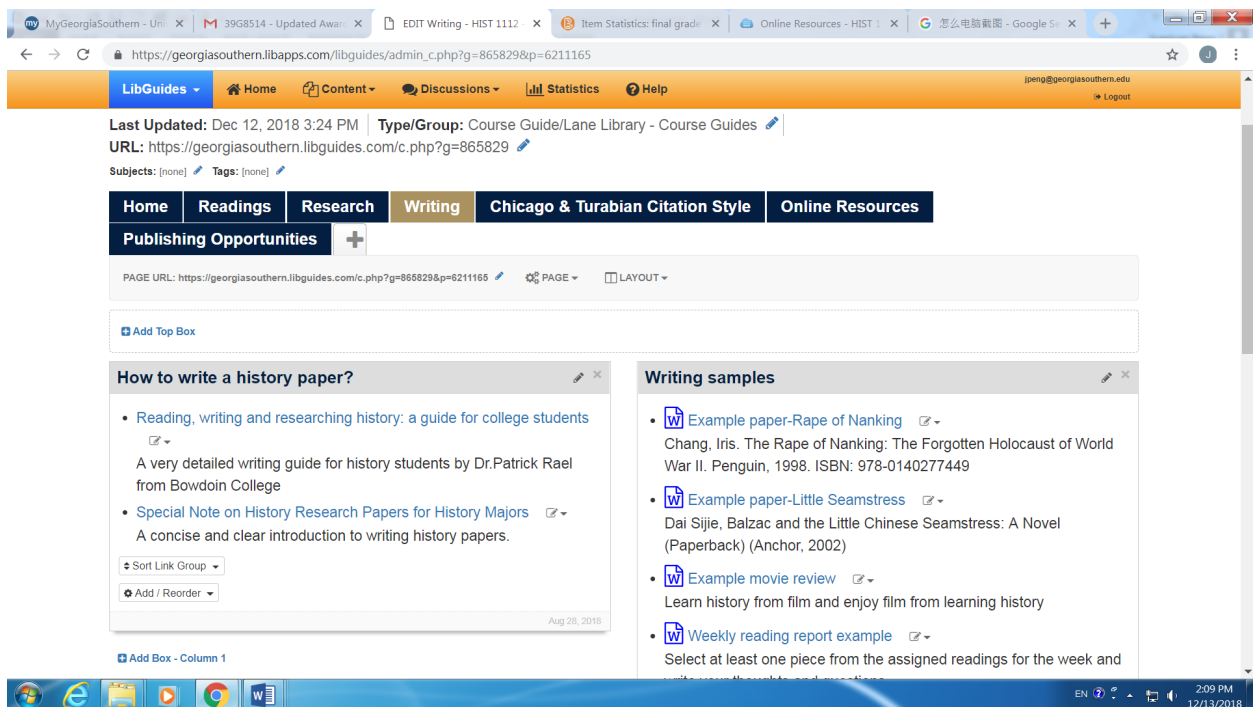


Figure 4. Page of Writing on Libguide site for HIST 1112



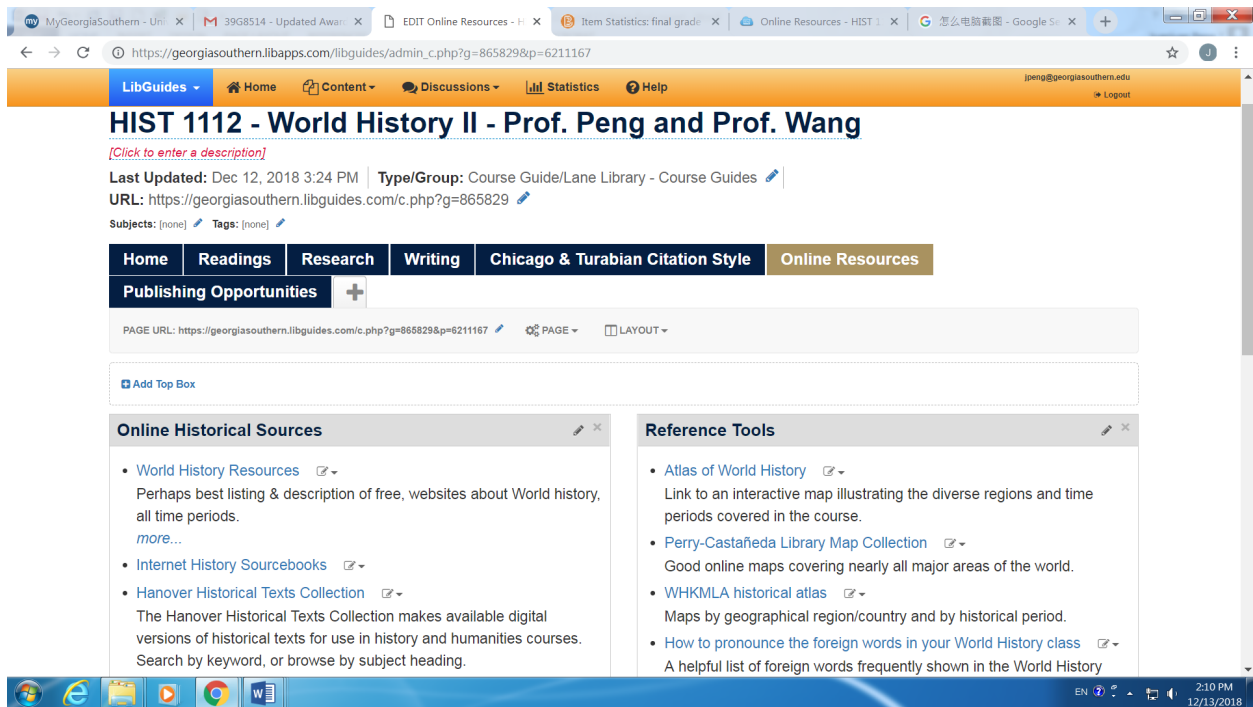


Figure 5. Page of Online Resources on Libguide site for HIST 1112

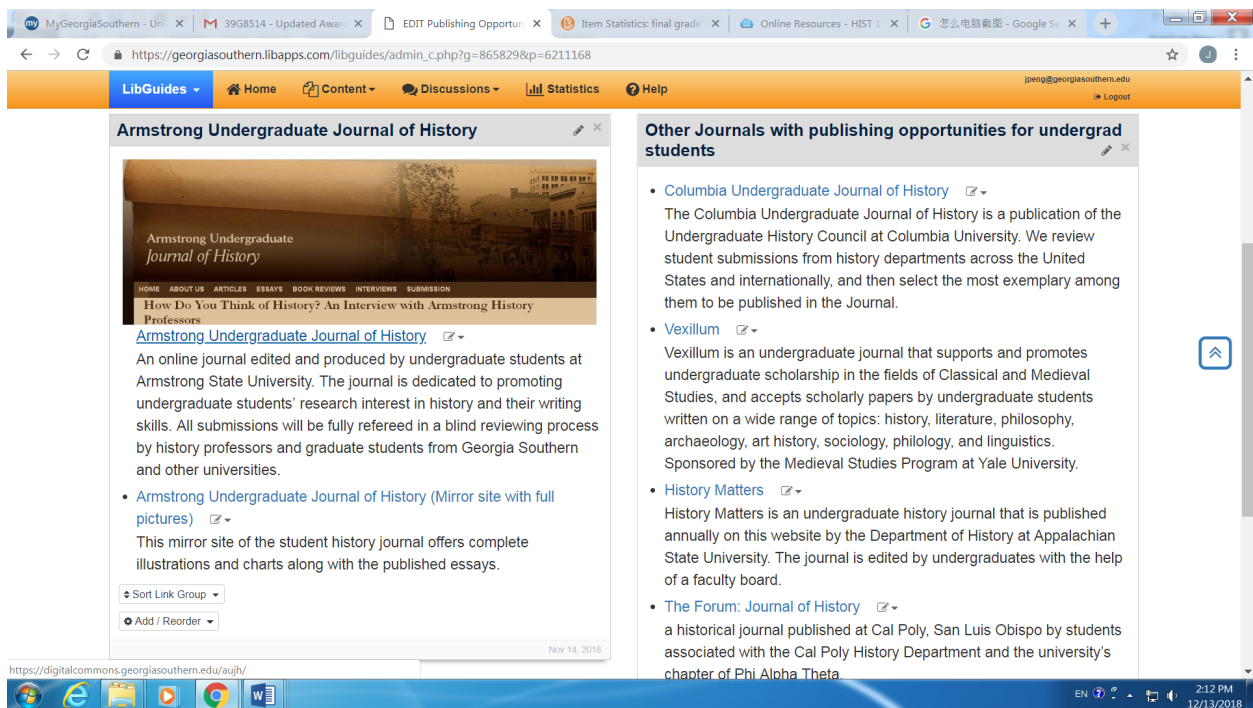


Figure 6. Page of Publishing Opportunities on Libguide site for HIST 1112

Libguide Site: <https://georgiasouthern.libguides.com/c.php?g=865829&p=6211161>