



MAKING OF THE MODERN WORLD
9500 GILMAN DRIVE
ELEANOR ROOSEVELT COLLEGE
LA JOLLA, CALIFORNIA 92093-0546
(858) 822-4859

April 9, 2020

To: Undergraduate Council

From: Matthew T. Herbst, Teaching Professor
Director, Making of the Modern World Program, Eleanor Roosevelt College
mtherbst@ucsd.edu / 858 822 4859

RE: Proposal for MMW121R

Dear Undergraduate Council Colleagues,

Please accept this proposal for MMW121R Exploring the Pre-Modern World. This proposal is for a fully-remote version of an existing course, MMW121, the first course in Eleanor Roosevelt College's two-course MMW transfer sequence. This course explores wisdom traditions and other formative models of living that emerged in the pre-modern world. In short, the course examines contrasting ideas about the *art of living well*. An equally important component of this course is its emphasis on strengthening university-level critical reading and writing skills. The remote option will provide transfer students with maximum flexibility for their schedules, while fulfilling this graduation requirement.

This proposal provides a detailed explanation of the MMW121R pedagogical plan, has answers to the supplementary questions, and a course syllabus. I developed this proposal in consultation with Digital Learning at the Teaching + Learning Commons, as I previously did for my ILTI HILD20R World History course, which I began teaching in AY2020-21 and will teach again next year. Dr. Karen Flammer, Director of Digital Learning at the Teaching + Learning Commons, has provided a letter of support for this MMW121R proposal, which is included as an attachment.

In addition, I have received CDIIP funding to support the development of this MMW121R project.

Please let me know if I can provide any other information.

Sincerely,
Matthew Herbst

MMW121R – Exploring the Pre-Modern World (4 units)

This proposal is for a fully-remote version of an existing course, MMW121, the first course in Eleanor Roosevelt College’s two-course MMW transfer sequence (the second course being MMW122 Exploring the Modern World). The course explores wisdom traditions and other formative models of living that emerged in the pre-modern world. In short, the course examines contrasting ideas about the *art of living well*. An equally important component of this course is its emphasis on strengthening university-level critical reading and writing skills.

MMW121R instruction is delivered in asynchronous format through assigned reading, all in digital format, online videos by the faculty member, ten weekly threaded-discussion and “Content and Analysis” assignments (using Turnitin.com academic integrity software), post-video questions and a weekly summative review quiz both designed to help students recognize what they have yet to master, four writing assignments due in weeks 3, 6, 9, and 10 and also using turnitin.com for academic integrity, and a final exam essay, again using turnitin.com for academic integrity.

COURSE WORKLOAD SUMMARY

Weeks 1 - 10

1. Read weekly course content: 3 hours
2. Watch video modules and complete the video module questions: 2 hours
3. Complete the post-video and weekly summative quizzes: 2 hours
4. Participate in the weekly monitored, threaded discussion: 1 hour
5. Complete weekly “Content Analysis Questions:” 2 hours
6. Faculty/TA contact in office hours: 2 hours

Weeks 3 - 10

7. Weeks 3-10 (students continue working on all of the above), and also complete the writing assignments, building toward the final essay in week 10: 3-4 hours weekly (final essay will be submitted through turnitin.com)

Week 11 – Final Exam week

8. Final Exam: 3 hours (final exam essays will be submitted through turnitin.com)

Weekly Plan

The following is representative of the student experience in the course each week. Students will have the flexibility to manage their own time and spend as much time as needed with online components of the course as long as they meet submission and discussion deadlines.

*For the course syllabus, please see *Appendix A*.

Students begin the course by logging on the Canvas LMS to review course announcements, which are shared via email and/or video posts on the course site. They also read the Overview “Week at a Glance” page for the week’s instruction and watch the introductory video. This explains the reading, videos, learning objectives and assignments for each week. This information is also on the syllabus but this format allows students to see this again at the start of each week.

Over the next few days, students complete the assigned reading and view the assigned video modules for this week's content and answer the "check in" questions after each video to assess their level of understanding of the content. Students prepare for and participate in asynchronous class discussion(s) via the Canvas discussion tool. Students submit their responses to threaded-discussion (including responding to their peers' responses) and submit answers to the weekly "Content Analysis" questions by Thursday, 11:59pm. The week's module concludes with a low-stakes review assessment in which students receive immediate feedback on their level of mastery of the week's content. They can go back to review specific sections in which they have struggled. Students are not able to advance to the next week's module without completing this week's assigned content. In weeks 3, 6, 9, and 10 there are scaffolded writing assignments which build up to a final essay (week 10). This includes a peer-to-peer rough draft workshop in week 9 (managed through canvas). Writing Assignments are due by Tuesday at 11:59pm in weeks 3, 6, 9 and 10. Students are able to have direct contact with the instructor via virtual office hours during the week as well as contact with a teaching assistant.

Supplementary Questions (to be answered as part of the course proposal):

1. How will the course content be delivered (e.g. Learning Management System, online textbook/videos, video hosting platforms, lecture formats, etc.)?

Course content is delivered to students through UCSD's Canvas learning management system. Student and faculty technical support is provided by UCSD. Video hosting is managed by Canvas/Kaltura. Captioning services are provided by Rev. Course content delivery will include the following:

- 50 video modules (5-10 minutes in length) by UC San Diego faculty of record. Each video module is fully captioned, accompanied by assigned reading and additional ("to learn more") textual and video links. Videos are preceded by an introduction, correspond to assigned reading, and are followed by questions that must be completed after each video, which serve as a low-stakes "check in" for how well students understood the content of the video.
- Reading assignments are from the following digital texts:
 - Philip Novak. *The World's Wisdom. Sacred Texts of the World's Religions*. New York: HarperOne, 1994;
 - Alfred Andrea and James Overfield. *The Human Record. Sources of Global History. Volume I: to 1500*. 8th Edition. Boston: Cengage, 2016;
 - Richard Bullock, Michal Brody, Francine Weinberg. *The Little Seagull Handbook*. 3rd Edition. New York: Norton, 2017;
 - Digital Course Reader developed by Professor Herbst.

2. What technologies/tools will be used for student-instructor interaction, student-IA interaction, student-student interaction, and instructor-IA interactions?

Instructor and teaching assistants will interact with students in asynchronous discussion threads and synchronous office hours.

Instructor and teaching assistants will facilitate live *synchronous* office hours each week and require students to participate in *asynchronous* threaded and monitored discussion in which students make arguments and take positions based on assigned questions and prompts designed to deepen understanding of course content and develop the skills of argumentation and use of evidence. Students are required to participate and complete these discussion prompts. There is also one peer-to-peer writing review for the rough-draft workshop to help students prepare for their final essay submission. The instructor also maintains an open discussion board where students can submit (though are not required) questions or comments on the course material. The instructor will respond on the discussion board and may also post brief response videos to assist students and clarify course-related issues.

Students will have access to the instructor and teaching assistants through regularly scheduled office hours. Instructor and teaching assistants will be available for office hours 2 hours per week via Zoom video conferencing. Faculty and teaching assistants will also be available via email.

3. How will students be evaluated (e.g. quizzes, written assignments, problems sets, final exam, final paper, final presentation)? Describe the frequency of the evaluations and the type of feedback students receive.

Students will be evaluated as follows:

- A. Each week, students submit Content and Analysis (“CA”) Questions which are due Thursday by 11:59pm (using turnitin.com software). They also complete weekly threaded discussion. Both CA and discussion receive weekly grades and feedback. The course uses Canvas Speedgrader to provide inline and end comments on all student work.
- B. Students complete post-video questions and weekly summative quizzes by Sunday 11:59pm. These correspond to the week’s content and provide instant scoring and feedback where students can review or remediate learning. These are low-stakes quizzes, the goal of which is to help students assess their comprehension of the week’s content and to recognize what requires additional attention.
- C. Students receive grades and substantial feedback on each writing assignment (weeks 3, 6, 9, 10), submitted through turnitin.com. The course uses Canvas Speedgrader to provide inline and end comments on all student work.
- D. Students also receive direct feedback in an asynchronous discussion forum which allows for instructor(s) and teaching assistants to provide context specific feedback, via text, or video.

E. Office hours for instructor(s) and teaching assistants: Students will have regular weekly access to office hours for questions about progress in the course.

4. If the course employs IAs, describe how the IAs will interact with the students and provide the student/IA ratio. Describe how the IAs will be trained, and how the IAs will interact with instructors.

Teaching assistants will have received training in two forms: 1. training in content mastery and general pedagogy will be handled by the Making of the Modern World program at UC San Diego's Eleanor Roosevelt College. MMW is a world history general education program at UC San Diego, which has more than 50 teaching assistants each academic year and, since 1988, has trained graduate students for teaching historical content and writing to undergraduate students; 2. Training in digital pedagogy will be delivered in partnership with the Teaching + Learning Commons at UC San Diego. Teaching assistants will receive training in best practices for online education as well as on the technical aspects of the work, such as the use of video conferencing, effective ways to run asynchronous discussion and manage participation, and how to use Zoom. As part of this training, TAs will learn the use of the Canvas LMS, including tools and features of the threaded asynchronous discussion, management of the gradebook, course navigation and use of student view to troubleshoot any student problems as the course runs.

5. Describe how student identity will be verified, especially for high stake assessments like midterms and final exams. How will academic integrity be handled?

Course content, assignments, activities and assessments are password protected and require enrollment through the UCSD enrollment system integrated with campus registration student systems. The course will be delivered through the UCSD Canvas LMS, which requires students to authenticate by logging in with their Active Directory username and password, and only registered students will receive access to the course.

The UC/campus statement on academic integrity will be included in the course introductory section. Students will be required to complete a quiz confirming their knowledge of course and academic policies before accessing subsequent course content.

Turnitin.com software will be used for all writing assignments, the weekly Content and Analysis assignments, and the final exam. This is the same academic integrity system used in writing and history courses at UC San Diego campus.

Appendix A: Course Syllabus

MMW121R Exploring the Pre-Modern World University of California San Diego, Eleanor Roosevelt College

Course Description

MMW 121 is the first course in Eleanor Roosevelt College's two-course graduation requirement sequence for transfer students. This course explores wisdom traditions and other formative approaches on how best to live that emerged in the pre-modern world. In short, the course examines contrasting ideas about the *art of living well*. An equally important component of this course is its emphasis on strengthening university-level critical reading and writing skills.

Instructional Team

Professor: Matthew Herbst

Teaching Professor & Director, Making of the Modern World

Office: ERC Admin Building, MMW Office, Room 209

Phone: 858 822 4859 Email: mtherbst@ucsd.edu

Office Hours: Office hours are announced each week & are also available by appointment.

Please email the professor to request an appointment. Office Hours are held virtually via Zoom. At the time of your scheduled appointment, go to the Zoom URL below.

[Zoom room url]

Teaching Assistants (TAs): TBA

Course Format

This is a quarter-long fully online course. Each week, you will be expected to log into the Learning Management System (Canvas) and participate in the weekly assignments: read the required text, watch lecture videos to enhance your learning, participate in discussions that probe your reaction to the topics considered, and complete reading quizzes to practice and demonstrate your knowledge. Your participation and engagement with the learning activities is crucial to succeeding in this course and will help prepare you for a final exam in Week 11. If you are new to online learning, take a moment to get acquainted with the learning management system and make sure you have all the necessary materials and resources to succeed in this course. Course Website: <https://canvas.ucsd.edu>

Reading (all available in digital form)

Philip Novak. *The World's Wisdom. Sacred Texts of the World's Religions*. New York: HarperOne, 1994. (\$10 Digital Access)

Alfred Andrea and James Overfield. *The Human Record. Sources of Global History. Volume I: to 1500*. 8th Edition. Boston: Cengage, 2016. (\$17 Digital Access)

Richard Bullock, Michal Brody, Francine Weinberg. *The Little Seagull Handbook*. 3rd Edition. New York: Norton, 2017. (\$15 Digital Access)

Course Reader (No cost; materials accessible via Canvas/Library Digital Reserve)

Course Learning Outcomes

By the end of this course students should be able to:

- Describe several influential wisdom traditions and formative models of the pre-modern world;
- Discuss the significance of pre-modern ideas to approaches for living well;
- Identify links between pre-modern notions of “good life” and contemporary life;
- Apply critical thinking skills to primary sources, secondary sources, and academic writing: evaluate source credibility; design and answer significant questions; identify and advance academic arguments; gather, analyze, and use evidence to support claims; identify and test counter-arguments; and discuss the significance of a main point or thesis of an argument.
- Write an analytical essay on how pre-modern wisdom traditions and formative models can be applied to contemporary living practices;
- Conduct research through the UCSD Library databases and other research resources.

Requirements

Activities	Due	Percentage
Weekly Required Discussion Responses & Content Analysis Questions, + post-video “check-in” questions and Summative end-of-week quizzes	Discussion and Content Analysis responses due by Thursday 11:59pm PT <i>Turnitin.com will be used</i> Summative quizzes by Sunday 11:59pm PT	35%
Writing Assignments: Critical Reading Analysis Outline and Argument Rough Draft (Peer Review) Final Essay	Due by Tuesday, 11:59pm: Critical Reading Analysis – Wk 3 Outline and Argument - Wk 6 Rough Draft (Peer Review)-Wk 9 Final Essay- Wk 10 <i>Turnitin.com will be used</i>	35%
Final Exam	Week 11 – Essay Exam Due Tuesday by 11:59pm <i>Turnitin.com will be used</i>	30%

Important Notes:

1. The Pass/No Pass grading option is not permissible for MMW courses; all ERC students must take MMW for a letter grade to fulfill this ERC GE requirement.
2. To pass MMW121, you must satisfy all course requirements, including completing all writing assignments and the final exam.
3. Discussion is mandatory. Failing to complete 3 discussion section assignments results in a failing grade for section.

COURSE WORKLOAD SUMMARY

Weeks 1-10

1. Read weekly assigned course content and watch the assigned lecture videos by Thursday (so that you can complete the Discussion and Content Analysis Questions, see #3 below)
2. Complete the post-video questions after watching each video
3. Participate in weekly Discussion Section and complete the weekly Discussion and Content Analysis Questions, due every Thursday at 11:59pm
4. Complete the weekly summative quizzes, due every Sunday by 11:59pm
5. Complete the Writing Assignments due by Tuesday, 11:59pm in weeks 3, 6, 9, 10 (Turnitin.com academic integrity software will be used)
6. Utilize Faculty/TA contact in office hours as needed

Week 11 - Final Exam Week

7. Complete the final exam essay (Turnitin.com academic integrity software will be used), due by Tuesday of Final Exam Week at 11:59pm.

Standards of Academic Integrity

Each student is responsible to observe the UCSD rules concerning academic integrity and plagiarism. Be cognizant of your responsibilities and rights under the [UCSD Policy on Integrity of Scholarship](#) and under the [UCSD Student Code of Conduct](#). The University's Policy on Integrity of Scholarship states that students are expected to complete the course in compliance with these standards. No student shall engage in any activity that involves attempting to receive a grade by means other than through their own work. If you have any questions, ask your professor or TA. A student found to have violated the university's academic integrity standards will be subject to academic and other disciplinary sanctions ranging from failing the assignment or course to suspension or expulsion from the university. Ignorance of these standards will not be accepted as justification for their violation, so know and heed them.

Office of Students with Disabilities

Students requesting accommodations and services because of a disability must receive a current Authorization for Accommodation (AFA) letter from the Office for Students with Disabilities (OSD) prior to eligibility for requests. Receipt of the AFA is necessary for appropriate planning for the provision of required accommodations. OSD Academic Liaisons also need to receive current AFA letters if there are any changes to accommodations. For additional information, contact the Office for Students with Disabilities: 858-534-4382 (V); 959.534.9709 (TTY) – reserved for people who are deaf or hard of hearing; or email: osd@ucsd.edu. OSD Website: <http://disabilities.ucsd.edu>.

Classroom Behavior and Online Etiquette

Be respectful. Be sensitive. Be aware.

Effective written communication and open academic dialogue are crucial for sustaining a learning community that is respectful, considerate, welcoming, creative, and thought-provoking. In an online medium, expressions, meaning, and tone can often be misinterpreted, making it imperative that online learners adhere to the communication guidelines below:

- Treat your classmates with respect.
- Be thoughtful and open in discussion.
- Be aware and sensitive to different perspectives.
- Build one another up and encourage one another to succeed.

The following behavior should be avoided:

- Using insulting, condescending, or abusive words.
- Using all capital letters, which comes across as SHOUTING.
- Contacting learners or posting advertisements and solicitations.
- Posting copyrighted material.

Refer to:

[UCSD Student Conduct Code](https://students.ucsd.edu/files/student-conduct/ucsandiego-student-conduct-code-interim-revisions1-16-18.pdf)

[\(https://students.ucsd.edu/ files/student-conduct/ucsandiego-student-conduct-code-interim-revisions1-16-18.pdf\)](https://students.ucsd.edu/files/student-conduct/ucsandiego-student-conduct-code-interim-revisions1-16-18.pdf)

[Principles of Community](https://ucsd.edu/about/principles.html)

[\(https://ucsd.edu/about/principles.html\)](https://ucsd.edu/about/principles.html)

COURSE SCHEDULE

Week 1. Introduction

Indigenous Traditions on the Human – Environmental Relationship

READ

Philip Novak. *The World's Wisdom*. Chapter 8. Primal Religions.
Alfred Andrea and James Overfield. *The Human Record*. Chapter 1
+ Digital Reader – Week 1

WATCH

Video Module 1 (5 segments)

ACTIVITIES

Discussion Participation and Content Analysis Questions Week 1
Complete post-video questions
Summative Quiz 1

Week 2. East Asia: What is the right way? On Confucianism, Legalism, Daoism

READ

Philip Novak. *The World's Wisdom*. Chapter 3. Confucianism. Chapter 4. Taoism.
Alfred Andrea and James Overfield. *The Human Record*. Chapter 4 and 5 (selections)
+ Digital Reader – Week 2

WATCH

Video Module 2 (5 segments)

ACTIVITIES

Discussion Participation and Content Analysis Questions Week 2
Complete post-video questions
Summative Quiz 2

Week 3. Mediterranean: How to live? From Socrates to Epicureanism & Stoicism

READ

+ Digital Reader – Week 3
Alfred Andrea and James Overfield. *The Human Record*. Chapter 4 (selection)
The Little Seagull Handbook – Reference text for writing assignments.

WATCH

Video Module 3 (5 segments)

ACTIVITIES

Discussion Participation and Content Analysis Questions Week 3
Complete post-video questions
Writing Assignment1: Critical Reading Analysis (2-pages): 5%
Summative Quiz 3

Week 4. Ancient Israelite Answers to Life's Persistent Problems

READ

Philip Novak. *The World's Wisdom*. Chapter 5. Judaism.
Alfred Andrea and James Overfield. *The Human Record*. Chapter 2 (selection)

+ Digital Reader – Week 4

WATCH

Video Module 4 (5 segments)

ACTIVITIES

Discussion Participation and Content Analysis Questions Week 4
Complete post-video questions
Summative Quiz 4

Week 5. South Asia: On *Dharma* from the *Bhagavad Gita* to the Buddha

READ

Philip Novak. *The World's Wisdom*. Chapter 1. Hinduism. Chapter 2. Buddhism
Alfred Andrea and James Overfield. *The Human Record*. Chapter 3 and 6 (selections)
+ Digital Reader – Week 5

WATCH

Video Module 5 (5 segments)

ACTIVITIES

Discussion Participation and Content Analysis Questions Week 5
Complete post-video questions
Summative Quiz 5

Week 6. (Muslim and Christian) Heaven Awaits?

READ

Philip Novak. *The World's Wisdom*. Chapter 6. Christianity. Chapter 7. Islam
+ Digital Reader – Week 6
Alfred Andrea and James Overfield. *The Human Record*. 6 and 7 (selections)
The Little Seagull Handbook – Reference text for writing assignments.

WATCH

Video Module 6 (5 segments)

ACTIVITIES

Discussion Participation and Content Analysis Questions Week 6
Complete post-video questions
Writing Assginment2 – Outline/Argument
Summative Quiz 6

Week 7. Fight the Power: On Revolt and Dissent

READ

+ Digital Reader – Week 7

WATCH

Video Module 7 (5 segments)

ACTIVITIES

Discussion Participation and Content Analysis Questions Week 7
Complete post-video questions
Summative Quiz 7

Week 8. Creativity as Source of Meaning

READ

+ Digital Reader – Week 8

Alfred Andrea and James Overfield. *The Human Record*. Chapter 8 (selection)

WATCH

Video Module 8 (5 segments)

ACTIVITIES

Discussion Participation and Content Analysis Questions Week 8

Complete post-video questions

Summative Quiz 8

Week 9. When Worlds Collide: Diversity and Dispute in the Early Modern World

READ

+ Digital Reader – Week 9

Alfred Andrea and James Overfield. *The Human Record*. Chapter 10 and 11 (selections)

The Little Seagull Handbook – Reference text for writing assignments.

WATCH

Video Module 9 (5 segments)

ACTIVITIES

Discussion Participation and Content Analysis Questions Week 9

Complete post-video questions

Writing Assignment3: Rough Draft Week 9 and Peer-Review

Summative Quiz 9

Week 10. History and Making Sense of Catastrophe

READ

+ Digital Reader – Week 10

The Little Seagull Handbook – Reference text for writing assignments.

WATCH

Video Module 10 (5 segments)

ACTIVITIES

Discussion Participation and Content Analysis Questions Week 10

Complete post-video questions

Writing Assignment4: Final Essay (6-8pages)

Summative Quiz 10

Week 11. Final Exam (“Take Home” Essay Exam – Turnitin.com will be used).

ACTIVITIES

Complete Final Exam and submit on Canvas by Tuesday at 11:59pm

Other Resources

Student Resources for Support and Learning

Library Help

For questions about eReserves and research tools, [Ask a Librarian](#).

Learning Resources

[Writing Hub](#)

[Supplemental Instruction](#)

[Tutoring](#)

[CAPS Student Health and Well-Being](#)

Community Centers

Learn about the different ways UC San Diego explores, supports and celebrates the many cultures that make up our diverse community at [Student Life Diversity](#).

Accessibility

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) which is located in University Center 202 behind Center Hall. Students are required to present their AFA letters to Faculty (please make arrangements to contact me privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged. Contact the OSD for further information:

<https://disabilities.ucsd.edu/>.

osd@ucsd.edu | 858. 534.4382

Inclusion

I am committed to creating a learning environment that supports diversity of thought, perspective, experience, and identities and encourage students to participate in discussion and contribute to the field from their perspective.

Office of Equity, Diversity, and Inclusion:

858.822.3542 | diversity@ucsd.edu | <https://diversity.ucsd.edu/>

[Student Life - Diversity](#)

[Policy on University of California Diversity Statement](#)

Basic Needs

Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in this course, is encouraged to contact:

foodpantry@ucsd.edu | basicneeds@ucsd.edu | (858)246-2632

Technical Support

For help with accounts, network, and technical issues:

<https://acms.ucsd.edu/contact/index.html>

For help connecting to electronic library resources such as eReserves and e-journals:

<https://library.ucsd.edu/computing-and-technology/connect-from-off-campus/>

For help installing Zoom for video conferencing, virtual office hours, synchronous lectures:

<https://blink.ucsd.edu/technology/file-sharing/zoom/index.html>

UC San Diego Academic Policies

Religious Accommodation

See: [EPC Policies on Religious Accommodation, Final Exams, Midterm Exams](#)

It is the policy of the university to make reasonable efforts to accommodate students having bona fide religious conflicts with scheduled examinations by providing alternative times or methods to take such examinations. If a student anticipates that a scheduled examination will occur at a time at which his or her religious beliefs prohibit participation in the examination, the student must submit to the instructor a statement describing the nature of the religious conflict and specifying the days and times of conflict.

For final examinations, the statement must be submitted no later than the end of the second week of instruction of the quarter.

For all other examinations, the statement must be submitted to the instructor as soon as possible after a particular examination date is scheduled.

If a conflict with the student's religious beliefs does exist, the instructor will attempt to provide an alternative, equitable examination that does not create undue hardship for the instructor or for the other students in the class.

Discrimination and harassment

See: [Nondiscrimination Policy Statement](#)

CARE at the Sexual Assault Resource Center

858.534.5793 | sarc@ucsd.edu | <https://care.ucsd.edu>

Counseling and Psychological Services (CAPS)

858.534.3755 | <https://caps.ucsd.edu>

Subject to Change Policy

Note that the information contained in the course syllabus, other than the grade and absence policies, may be – under certain circumstances such as a modification to enhance student learning – subject to change with reasonable advanced notice, as deemed appropriate by the instructor.



April 9, 2020

To: Undergraduate Council

I fully support the proposal to establish MMW121R, Exploring the Pre-Modern World, as an online course. The Digital Learning team continues to work closely with Dr. Matthew Herbst to design and produce a high-quality course which supports the student learning outcomes, provides opportunities for students to engage with each other and with the instructor, and promotes academic integrity and student identity verification throughout the course.

Please feel free to contact me if you have any questions.

Sincerely,

A handwritten signature in cursive script that reads "Karen Flammer".

Karen Flammer, Ph.D.
Director, Digital Learning
Teaching + Learning Commons
University of California, San Diego
La Jolla, CA 92093