

NENAGH BROWN

Sabbatical Leave Proposal for Fall semester, 2021

Full-time hire date: August, 1999

One previous sabbatical: Spring semester, 2009

CREATION OF BIBLIOGRAPHY **of CULTURALLY-DIVERSE MATERIALS** **for WORLD HISTORY COURSES**

Introduction

We currently live in a world where oppression is practiced in all five continents, in a country where systemic racism exists and diversity of thought and experience are often excluded, and in a college where the majority of our students roil from these realities and are insecure in their basic needs.¹ Moorpark College has dedicated itself to the task of creating an academic community that is anti-racist, inclusive, and equitable; as resolved by the Academic Senate in September, 2020 the faculty should “support behavior and practice that promotes anti-racism, freedom, equity, and justice on campus and in our community.” This sabbatical proposal is a response to that call from one faculty member teaching in the discipline of history.

Sabbatical objectives

1. To create an annotated bibliography of historical primary documents that represents the lives of all members of our global society as a resource for use in “world” history courses (defined as all courses that do not cover the history of the United States of America; see Appendix A);
2. To create a supplementary annotated bibliography of history secondary resources (text books, etc.) that give precedence to representing the lives of all members of our global society as a resource for use in “world” history courses;
3. To prioritize finding primary sources and text books to be included within these bibliographies that are available for free for our students; and
4. To circulate this annotated bibliography as a resource to historians within the Ventura County Community College District for their consideration and use.

Background

US historians have led the way in creating and providing educational materials that actively encourage students to engage in understanding the role that race, ethnicity, gender, and religion has played and is playing in the United States. This work started in universities as a response to

¹ In 2018 58% of Moorpark College students experienced one of the following forms of basic needs insecurity: food insecurity in the past 30 days, housing insecurity in the prior year, or homelessness in the prior year.

the civil rights movements of the 1970s. Since then there has been excellent work in expanding this focus outside the borders of the US to see these issues in a broader, global context. How was slavery practiced in different parts of the world? What has been the position of women in different areas of Asia? How were Christians treated in various Islamic empires – and how were Muslims treated in Christian empires? How did states in Africa, or India, or Latin America rule their societies before the arrival of the West?

In studying and analyzing all these questions and many more there is nothing more powerful for students than hearing the voice of a witness from the period speak to us – an historical primary source. Yet the primary sources directly addressing ethnicity, race, gender and religion in areas beyond the U.S. are still comparatively limited and not always easily accessible for educational purposes. Providing an annotated bibliography of the primary sources that are available will be the primary focus of this sabbatical project.

It is also essential to have a text book – or selection of texts – that buttress and give context to these primary documents by prioritizing the stories of all in society, in comparison to the political narratives of most traditional texts. This will be a secondary emphasis of this project.

Finally, knowing the barrier to academic success that the cost of textbooks presents to the majority of students, and thus to ensure equity for all, priority will be given to finding sources that are cost-free or low-cost for our students, both for the primary documents and for the textbooks.²

This emphasis on social justice and equity is the core of the mission of Moorpark College's history department and this is reflected in the sabbatical projects its faculty have undertaken over the last ten years. These have focused primarily on American history with ground-breaking research into African-American, Native American, and American women's history. Outside the field of U.S. history there has also been one sabbatical project on the role of religion in medieval Europe. In our current climate it is essential to broaden and expand our educational resources to represent more diversity from more of our world. Because of this shared belief this sabbatical proposal has the full support of all of the tenured historians at Moorpark (please see the attached letters of support).

² According to the Florida Virtual Campus 2018 Textbook Survey of over 21,000 students over 66% of students do not purchase the required text books for at least one of their courses because they could not afford to buy them; in those courses for which they do not have the required book over 37% of these students earned a poor grade and nearly 20% failed the course.

Timeline of project

Step 1: August, 2021

Compile list of history sources currently being used in the VCCCD.

- Interview full- and part-time historians at Moorpark, Oxnard, and Ventura College on primary documents and text resources they are using in our World, Western, Asian, Latin American and all other non-U.S. courses
- Compile list from across the district and circulate to the three history departments

Step 2: September - October 2021

Research primary documents available for educational use.

- “Primary document” to be defined as verifiable accounts by direct witnesses to the events described including:
 - Letters and other personal documents
 - Published articles, books, etc.
 - Organizational records
 - Written or orally-recorded autobiographies
 - First-hand accounts of all types
- Research to be carried out in the following places:
 - Current printed primary document collections for teaching history
 - Publications within the public domain (“.gov”)
 - Open Educational Resources and other online collections (listed in Appendix B)
- All research will be undertaken online, whether from home or the office dependent on the current health and safety rules and guidelines.

*Step 3: October - November, 2021

Research text book resources available.

- “Text books” to include single-publication overviews of courses as well as texts that focus on individual topics within courses

**Step 3 is dependent on progress made on Step 2; as stated in the ‘Background’ section of this proposal the priority of this sabbatical project is to research available primary documents.*

Step 4: November, 2021

Collate research into annotated bibliography.

- For primary sources each entry to include the following:
 - Title, author (where known), place, and date of source
 - Areas of historical emphasis where the primary document might be appropriate for use (history type – for instance social history, etc.)
 - Source where to find the document
 - The level of accessibility for students
 - The cost for students
- The bibliography of primary sources to be cross-referenced in the following sections:
 - Ethnicity
 - Gender
 - Religion

- Country/geographic area
- Other sections as appear appropriate from research
- For text books each entry to include the following:
 - Title, author, publisher and year of publication
 - Summary of historical emphasis of text (history type – for instance environmental history, etc.)
 - Specific reference to an example or statement within the source that demonstrates this historical emphasis
 - The level of accessibility for students
 - The cost for students
- The bibliography of text books to be cross-referenced by the historical emphasis of the publications.

Step 5: December, 2021

Complete project.

- Circulate annotated bibliography to historians of Moorpark, Oxnard and Ventura Colleges
- Offer to address any history department meeting within the VCCCD during the Spring semester and/or present during the various professional development events held at the three colleges
- Finalize and submit sabbatical report to Moorpark College and the Board of Trustees

This timeline with its 5 steps, including the flexibility allowed for in Step 3, ensures the project will be of the appropriate size and scale for a sabbatical project and achievable within the time frame of the one-semester leave.

Outcomes of the project and consistency with the mission of the college and district

This sabbatical project would be of value to students, the college, and the VCCCD as well as the faculty applicant and other historians in the following ways.

Value to the student

- Students taking classes in world history will be exposed to issues of ethnicity and race, gender, religious beliefs, and other diversities through the voices of primary witnesses heard in their courses.
- Students in these classes will also have textbooks or collections of secondary texts that will give context and meaning to these primary witness accounts.
- More students will thus be exposed to world history classes that are built around themes of social justice and diversity. With six different “world” history courses scheduled with approximately 9 – 12 classes a semester of between 20 and 55 students in each section, this gives a total of up to 800 students who take these classes at Moorpark College alone.
- By taking these courses students are able to satisfy their General Education requirements with diversity and social justice built into their classes. The courses fulfill the CSU GE

breadth requirements for Areas C2 and D (Humanities and Social Sciences) and the IGETC requirements for Areas 3B and 4 (Humanities and Social and Behavioral Sciences).

- Students will be able to reduce the total cost of their degree. At an average price of \$100 for the required text books in these world courses, with 40 students enrolling per class and 10 CRNs offered each semester, this gives a total saving of all students taking these classes of \$80,000 per year at Moorpark College alone.

Value to the college

- Moorpark’s historians will have a new resource to diversify the content offered in their courses. This will be particularly useful for those who teach world courses but will also allow U.S. historians to emphasize anti-racism, social justice, and diversity beyond the borders of America if they so wish.
- Moorpark’s faculty will be strengthened in its self-appointed task of creating an anti-racist and inclusive academic environment, as stated in the Academic Senate’s resolution on Black lives matter of September, 2020 and as led by the college’s Social Justice Workgroups.
- Moorpark’s faculty will be fulfilling its Academic Senate resolution in favor of ZTC textbooks passed in March, 2020 to “increase student access to high-quality open educational resources and reduce the cost of textbooks and supplies for students.”
- Moorpark’s faculty will be working towards both its first and second priorities for 2020-21, as ranked by its Academic Senate in September, 2020, creating “an environment and culture that is infused with social justice and anti-racism in every aspect of the institution” and encouraging “consideration of Open Educational Resources (OER), Zero Textbook Cost (ZTC), and Low Textbook Cost (LTC)” options for students.

These outcomes are consistent with the mission of the college as follows:

- Moorpark College will progress towards achieving the goals within its Strategic Plan for 2019-20 to 2023-24 as follows:
 - ✓ Strategic Direction 1.F - “to develop a body of faculty who are committed to the development of culturally-responsive course content and teaching”
 - ✓ Strategic Direction 3.A - “to increase ZTC sections to . . . represent about 20% of all sections and increase low textbook cost sections to . . . represent about 31% of all sections”
 - ✓ Strategic Direction 3.D - “to promote civic engagement, advocacy and a global perspective.”
- Moorpark will be fulfilling its stated Values for both Collegiality, “cultivating a respectful culture that celebrates diversity . . . and varied perspectives,” as well as for Equity and Success, “minimizing equity gaps and empowering students from all walks of life to thrive in our campus community.”
- And Moorpark College will be working towards its Mission of “promoting a global perspective.”

Value to the district

- The history departments at Moorpark, Oxnard and Ventura Colleges will have a new resource to diversify the content offered in both their world courses and, as appropriate, in their U.S. courses.
- Moorpark, Ventura and Oxnard Colleges will be reducing the cost for students to complete their degrees and hence increasing access and success for their students.

This outcome is consistent with the mission of the VCCCD as follows:

- The VCCCD and the Board of Trustees will be working towards the district's Strategic Goals of "promoting access to educational opportunities for students across Ventura County" and supporting "online services to support access and completion."
- The VCCCD will be working towards its stated Value of "promoting inclusiveness and openness to differing viewpoints."

Value to the faculty applicant

- The faculty member will have a greatly expanded list of resources available for her professional use, both primary documents and text books, to diversify the content offered in the six courses she currently teaches.
- The faculty member will be able to redesign both the material and the assignments of the classes she teaches to reflect more effectively key social justice issues that are powerfully demonstrated by the primary witnesses of history.
- The faculty member will be able to update her professional skills after a four-year hiatus from full-time instruction, allowing her to continue to demonstrate competence in her academic field and her teaching profession.

Conclusion

This sabbatical proposal is based on personal research and full discussions with history faculty colleagues and the Zero Textbook Cost Coordinator. The applicant believes that creating an annotated bibliography of historical primary sources and texts for our courses covering world history will be of great benefit to our students, Moorpark College and the VCCCD, and that the goal is reasonable, useful, and achievable in a semester. Thank you for your consideration.

Supporting materials

- Appendix A: "World" history courses taught within the VCCCD
- Appendix B: Resources available for research
- Letter of support from Professor Hugo Hernandez, world historian and Department Chair, Social Sciences
- Letter of support from Professor Susan Kinkella, U.S. historian
- Letter of support from Dr. Cindy Sheaks-McGowan, Zero Textbook Cost Coordinator

Appendix A: “World” history courses taught within the VCCCD

For the purposes of this sabbatical project the term “world history courses” encompasses all courses that are not focused on the history of the United States, currently as follows.

* Courses taught by sabbatical applicant

Moorpark College

Hist M150: World History to 1500*
Hist M160: World History from 1450 to the Present*
Hist M152: Asian History to 1600*
Hist M162: Asian History from 1600 to the Present*
Hist M164: History of Latin America
Hist M170: Western Civilization to 1600*
Hist M180: Western Civilization from 1600 to the Present*

Oxnard College

Hist R110: History of the Middle East
Hist R126: History of Latin America
Hist R150: World History I
Hist R160: World History II

Ventura College

Hist V70: Western Civilization to the Scientific Revolution
Hist V82: Western Civilization since the Scientific Revolution
Hist V76: World History to 1550
Hist V86: World History since 1550

Appendix B: Resources available for research

With thanks to Dr. Cynthia Sheaks-McGowan, Moorpark College ZTC Coordinator, and Allison Taylor, Education Coordinator, World History Association.

General sources:

- OER (Open Educational Resources) Commons
- Creative Commons
- OASIS (Openly Available Sources Integrated Search)
- Open Textbook Library
- OpenStax
- MERLOT
- Open SUNY (State University of New York)
- BC Campus Open Ed
- Open Oregon Educational Resources
- Mason OER Meta find (MOM)
- California Open Online Library for Education (COOL4Ed)

Discipline-specific resources:

- World History Association: Online Educational Resources in World History
- YouTube: Voices of the Past
- OpenStax: Canvas Commons pre-loaded texts
- ASCCC OERI Canvas Page (Academic Senate for the California Community Colleges Open Educational Resources Initiative)
- OER by Discipline Guide
- Open Educational Resources Used in Various Colleges and Universities
- OER by Subjects
- OER by Discipline
- CCC (California Community Colleges) Vision Resource Center
- Disciplinary Open Educational Resources
- Open Education Global
- CCC OER List Serv



MOORPARK COLLEGE

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26 October 2020

Dear Sabbatical Leave Committee,

On behalf of the history department I fully, 1000% support Nenagh Brown's application for a sabbatical for one semester next year in order to research primary and secondary sources that would more fully represent the diversity of our world and our student body. I think that the work she has planned will be valuable to all faculty, especially those who want to do more OER/ZTC work for their classes and want high quality resources that are currently unavailable or difficult to find, especially for non-American history. I know I have tried to free myself from publisher content, but there really isn't much that I have found easily accessible online, let alone zero cost. A sabbatical devoted to unearthing and/or producing such a reference list and annotated bibliography is something that will benefit us all.

Sincerely,

Hugo Hernández
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October 23, 2020

To the Sabbatical Committee:

I am writing this letter to express my enthusiastic support of Prof Nenagh Brown's Sabbatical Proposal for 2021.

Prof. Brown's proposal to produce an extensive annotated bibliography of online primary sources for World History and Asian History will be a valuable resource for faculty teaching these courses within the Ventura County Community College District. In her collection, Prof. Brown will include resources representative of diverse voices in terms of race, ethnicity, gender, religion and economic status. Additionally, she will prioritize the inclusion of ZTC resources that will greatly benefit our students. The final volume Prof. Brown will produce is not readily available for non- U.S. courses, adding to the value of her project.

I have worked with Prof. Brown for more than two decades and she is invariably committed to excellence in everything she does. Nenagh is a supportive and dynamic instructor who is dedicated to the success of every one of her students. I am certain the volume she will produce, should she be given the opportunity, will be an outstanding resource for faculty and students.

If I may provide any additional information for the committee on behalf of Nenagh Brown's sabbatical proposal, please let me know.

Sincerely,

Susan Kinkella

Professor Susan Kinkella

skinkella@vccd.edu



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October 29, 2020

Dear Sabbatical Leave Committee,

I am delighted to offer my wholehearted support of Professor Nenagh Brown's sabbatical proposal for 2021-22. I understand that Professor Brown is seeking a semester-long sabbatical in order to create an annotated bibliography of diverse primary open source documents for non-US History courses. As our college's Zero Textbook Cost Coordinator, I believe that this project will create a lasting impact on not only our current and future students, but also Nenagh's discipline colleagues and our campus as a whole.

As a campus, we have identified the strategic goal of converting 20% of our course offerings to ZTC designations by 2023. This is an ambitious goal that acknowledges the value of open education and zero-cost resources to improving equitable student outcomes. Numerous studies demonstrate that high textbook costs interfere with timely degree attainment and course success for students, particularly those from disproportionately impacted groups. Conversely, there is mounting evidence that ZTC courses improve success rates for students, as they provide student access to materials from day-one of the course and allow students to use their financial resources to meet other pressing needs. In order to reach our campus ZTC goal and maintain academic excellence, faculty need time and support in locating open education resources appropriate to their disciplines and their students. Every discipline has unique needs, and access to primary source documents is particularly important to the study of history.

The ultimate goal of creating ZTC courses is the achievement of "Z-degrees," in which students are not burdened with high textbook costs throughout their Moorpark College experience. This goal requires departments across campus to engage in OER/ZTC work. Professor Brown's project will potentially allow the History Department to expand its ZTC offerings to majors and to students enrolled in history as a General Education course.

In closing, I am excited to share my support for Professor Brown's open primary source sabbatical project. This is a wonderful opportunity to promote the equitable access and achievement of Moorpark College students. Furthermore, I believe that Professor Brown's unwavering commitment to our students is commendable and would propel her toward a thorough and successful completion of this project. Should you require any additional information, please do not hesitate to contact me at csheaksmcgowan@vccd.edu.

Sincerely,

Cynthia Sheaks-McGowan

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