

## **HIST 1123-XTIA World History From 1500**

**Term 3 2025**

**1/13/2025- 3/15/2025**

### **Instructor Information**

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Office Hours: Tuesday, Thursday 12:00 noon CST - 2:00 PM CST weekly; email the instructor to make an appointment. All questions will receive a response by no later than the next business day.

### **Course Description**

#### **Course Description/Prerequisites**

#### **HIS 1123: World History from 1500**

This course surveys the growth, development, and character of the major centers of civilizations from 1500 to the present. The course focuses on the growing interconnections among societies

around the globe in politics, economics, culture, and technology and examines the wide processes leading to the emergence of the present world.

### **Canvas Site**

All TroyOnline courses at Troy University utilize Canvas Learning System. In every TroyOnline course, students should read all information presented in the Canvas course site and should periodically check for updates—at least every 48 hours. Your Troy email should also be checked at least every 48 hours.

### **Goals and Objectives of the Course/Student Learning Outcomes**

1. Demonstrate clear, analytical and objective thinking when interpreting world history and explaining the present.
2. Display the ability to read, comprehend and evaluate all assigned reading material.
3. Describe the significance of people and happenings of the past and how these impact the present and future.
4. Communicate an understanding of how this subject area impacts, and is impacted by other social science fields of study.
5. Discuss the origins of civilization and the development of cultures.
6. Describe and analyze the dynamics of key civilizations throughout the world prior to 1650.
7. Explore how significant factors such as religion, trades, disease and cultural contacts have affected the development and demise of civilization.
8. Describe the events and inventions which led exploration beginning around 1450.
9. Reflect on cross cultural historical issues and themes using primary and secondary sources and form coherent, defensible interpretations about them.

### **Entrance Competencies / Course Prerequisites/Course Co-requisites**

None.

### **Required Textbooks & Supplementary Materials**

World in the Making, Vol. 2 (Paperback)  
By Smith, Bonnie G.  
Edition : 2ND 22  
Publisher : OXF  
ISBN 13 : 9780197608364

### **WisdomMaps**

In addition to the text, this course uses “WisdomMaps”, which are premised on the idea that all information is inter-related. WisdomMaps provides a way of laying out information *visually* so that the learner can see how everything fits together, and uses a “relational ontology” to link

information together in terms of causes, means, consequences, meaning, implications, shared concepts, and more.

This course invites you the learner to go wherever you like in WisdomMaps and explore whichever topics most interest you (while at the same time developing a balanced and well-rounded perspective of the overall material), and it asks you to develop insight into the meaning and implications of those topics. You will find that there is considerably more information and multimedia resources available on your topics of interest than you will find in the textbook alone.

## **Course Requirements**

Your assignments for this course are as follows:

- a) A weekly journal (using PowerPoint, Slides, or Keynote) that address three topics of your choosing from the maps assigned for that week; b) for each of your three topics, include a paragraph introducing the topic and another paragraph explaining why your topics matters to history. Each topic must include an "image reflection" (labeled as such) upon a relevant image. This is meant to be an exercise in thinking creatively about history, and a stream of consciousness, not a mini-essay. There are a total of seven journal assignments.
- b) Your review of three of your classmates' journals (about 100 words each). Tell us what you like about it and why, what you got out of it, and whatever else you would like to impart. Your reviews need to be long on academic substance and considered debate.
- c) A proctored final exam. No resources are allowed, since I want to know what you are taking away from this course, and I want you to write this from memory. Please see the guidance in the Quizzes section, and in Announcements.

Your instructor will guide your exploration of the maps, mentor the development of your understanding of their material, and provide you with ongoing evaluation of your progress.

Your grade in this course will depend on the nature and extent of your engagement with the maps and their myriad resources (in other words, how curious are you about the subject matter?), and upon the quality of insight you develop into your areas of interest. A good faith effort will serve you well.

## **Orientation**

Welcome to your WisdomMaps course!

“Mind maps” (the original inspiration for WisdomMaps) were invented about 2,000 years ago in the Near East, and popularized by Leonardo da Vinci some 500 years ago as a way to unify knowledge. I’m in the process of updating Leonardo’s brain-child for the 21<sup>st</sup> century.

A word about why I teach the way I do. I believe that if you enjoy, you engage, and when you engage, you learn, and you learn best what you enjoy the most. I want you to enjoy your

adventure in WisdomMaps, which are designed to let you go wherever your curiosity takes you. You'll be surprised and delighted at the stuff you'll bump into as you get into the habit of wandering and wondering.

This is not the usual sort of directed-study course where I tell you what you must learn and what you'll be examined on. I provide the mind maps for each week, and you focus on what you like within those maps. I want you to wander and wonder and learn as much as you like. Then, I want you to share what you've learned with the rest of us. We'll all compare notes as we go along (I will always be available to comment and consult), and you'll learn by teaching each other (which is the best way to learn).

In the course of a college education, students will learn at least as much from each other as they will from any other source (including the teacher). And as any teacher would agree, the best way to learn something is to teach it (*however badly at first*). You will be amazed at how much you learn from each other in this course (especially true in today's social media-driven environment.), but the lion's share of your learning will be on your own tick, which is why WisdomMaps is specially designed to support self-directed learning. My role as mentor is to guide the development of your journals and your discourse with each other.

Now, as for the maps themselves. The information in a map is presented in bite-sized "text-bites." This is because reading long passages of text no longer works very well for the present generation of learners, who more than ever are *visual* learners given to tripping the light fantastic on the Internet and extracting the nectar of whichever multimedia resources capture their attention along the way. Books are becoming an antiquarian delight, and the last thing many people want to do these days is to immerse themselves in long passages of text. People today are wired to take in information differently, and WisdomMaps are designed to engage the learner's interest in ways that work best for them.

Just the same, we do use a textbook in this course! The idea here is that the text is a reference that enables you to adhere to the chronological historical narrative, while WisdomMaps lets you wander and wonder and bump into new interests that will hopefully develop into an enduring interest in history (I have students telling me they were up most of the night getting happily lost in these things).

WisdomMaps are easy. Just click on the little bulls-eye next to the "Open" node up at the top of the map axis—this will cause the content of the map to display. Remember that the topics in a map are organized from top to bottom (much of it chronologically), and from left to right (from more general to more specific). Some of the maps are tiny, but some are pretty big. It may look overwhelming at first, but think of it as going for a swim at the beach: the ocean is endless, but you're just there to splash around in the shore-break—there's no need to wander off into deep water (unless that's what you want to do).

At the top of each map, you'll find a set of links called "websites for context". These sites are arranged hierarchically, from general to more specific, and are meant to give you the big picture of the map's subject so that you know where you are with that.

You'll see that the maps are filled with topics, and that each topic has a set of links to multimedia resources (click on the right-pointing arrow in the link to open up those resources). Here's what you'll find:

- All: includes Web, Images, Videos, Books, and News (very useful for the latest on how your topic is playing out in the news these days—brings things right up to the very latest).
- Google Scholar: Brings together all the papers written for learned societies, doctoral dissertations... lots to dig into for those of who want to explore the deepest depths of a topic.
- Bing Images: My favorite! This is what I like to describe as “eye candy that’s brain food”, sumptuous and thought-provoking. And here’s where it really gets *interesting* for all you visual learners (and for the image reflections you’ll be writing in your journals): click on an image, and it opens up a larger version of that image. You’ll then see a button to the right that says “Visit Page”. Click on that, and you’ll get the webpage that’s the source of the image: it’s a very convenient way to get the background you want on the subject that has visually captured your interest, and a great way to learn visually. What better way to arouse curiosity than with an image?
- Bing Videos: The world’s biggest library of videos, including all the YouTube stuff.
- Ask: Offers a new take on search... and poses questions relevant to your search topic.
- DuckDuckGo: Doesn’t follow you around with ads, and doesn’t keep your information. Great little engine.

Last but surely not least: Google Translate. You’ll find this link at the top of the main north-south axis of the map. If you’ve encountered a website that you’d like to see rendered into Spanish or Korean or Farsi, all you need do is copy the URL of that website and paste it into the text field that you’ll see when you click on the Google Translate link. This is an amazing way to learn to read another language as you toggle back and forth between the English original and the translation.

The point of all this multimedia is to cause you to engage and have fun with the subject, since once this starts to happen, your curiosity will take you as far as you want to go (and with the maps, there are truly no limits).

These links are where you’re going to see 95% of the action, so to speak. But the links, as much fun as they are, are just the trimming on the tree: the ornaments, the tinsel, the bling. It’s the tree itself, the structure of the mind map, that contains the true meaning of WisdomMaps: it’s how we tie information together that matters, because information acquires meaning and value only when it is considered in relation to other information. To that end, I use a “relational schema” of link-words that tie information together in terms of...

- **why**: the reasons for something;
- **how**: the means by which something happened;
- **so**: the results, effects, or consequences;

In addition, we have *thinking points*, which are meant to get you to *think and wonder*. These are:

- **meaning:** the significance of something (not its definition);
- **implications:** a topic's roots--where it comes from, and where it may lead;
- **analogy:** a comparable event or situation, found elsewhere in another map on another subject (history repeats itself... in countless ways);
- **concept:** a concept that "governs," describes, sheds light, or characterizes a topic, and which characterizes other topics elsewhere.

As for the color-coding of the map nodes, here's the general idea:

- A map node with a right-pointing arrow links (by clicking on that arrow) to another map on that topic.
- A node in green is a main point.
- A node in beige is a proper noun (or adjective).
- A node in dusky-orange is a place.
- A node in silver-blue is a quote.
- A node in gold refers to a time period.
- A node in dusky-yellow is a link to a multimedia resource; any topic has these multimedia links appended to it is the "home port" for that topic, meaning that wherever that topic appears elsewhere in the map or in other maps, it is linked to the topic's "home port" here.

No worries. You'll get the hang of it very quickly.

That said, I'd like to discuss course requirements. There is only one assignment (but it's in two parts):

The assignment is for you to develop and present a weekly PowerPoint journal as a log of your intellectual adventure for that week. I want you to tell us, in your own words, what topics you bumped into that you really liked and why you think they matter. You are welcome to use your own words, however humble, since you are talking to your classmates, and I want you to communicate in whatever way you're most comfortable with (minus the profanity). You do not need to worry about academic formatting or citing sources, although I would appreciate it if you would at least spell-check your work, since spelling and grammatical errors can make an eyesore out of your work. Do not recite or quote long passages of anything.

For those of you who do not have PowerPoint, there is a free "light" version available for download (just do a search for "free powerpoint"). PowerPoint is easy to learn, and there are numerous training videos available on YouTube. PowerPoint enables you to include images and other stuff in your journals, which are a hugely important part of the journal assignment.

Again, I want you to have fun doing this, since the object of this course is to whet your appetite for history. If I succeed in doing that much, you'll take it from there, on your own time, and perhaps parlay it into a lifelong interest (then you'll *really* learn). Hopefully, you'll be revisiting the maps from time to time as your interest grows.

However, don't have too much fun! These assignments cannot be "made up" by submitting several of them at once to get caught up. WisdomMaps are a contemplative way of learning, and each assignment requires one full week of reflection. If you miss a week, there's no way to make up the learning from your review of each other's work.

Each week's assignment (your journal and your review and discussion of you classmates' journals) is due by the Sunday that ends that week. No extensions. Come the end of the course, if you have any missing assignments, your only choice would be to take the course grade based on the work that you *have* submitted (with no credit for the missing assignments).

As for your assignment grades, each week I'll be giving you a brief and concise evaluation that will include your grade for the assignment (which includes both the journal and your reviews of your classmates' journals) and a short checklist of things that you've done right and things that you need to do better. Your grade in this course will depend in large measure upon how well you engage and *improve*, which means that if you don't engage and continually improve, your course grade will stagnate. However, a good faith effort on your part will suffice to keep you out of trouble, and I will always be happy to work with you.

One more thing before you go: please understand that by no means are you expected to absorb and scrutinize all the maps that are assigned for the week—most weeks, there's far too many maps and far too much material. All I expect you to do is to lightly review the content of the week's maps so that you can decide which topics you'd like to focus on (you decide), and then hone in on those. WisdomMaps are meant to give you as much material as to need to satisfy your curiosity about stuff that interests you, but don't let yourself be overwhelmed by trying to cover too much ground. Just go with what interests you.

Let's get started, shall we? The syllabus tells you which maps you should be perusing in each week, so go ahead and open them up, and from there, go wherever your curiosity takes you, and keep me informed of the progress of your intellectual adventure. WisdomMaps are for the curious, and the more curiosity you demonstrate, the better you'll do in this course. Wander and wonder!

## **Method of Evaluation**

Your weekly journals are each worth 70 points and 490 points in total; they (7 in total) comprise 54% of the course grade.

Your weekly journal reviews (three required) are worth 30 points and 210 points in total; they (7 in total) comprise 23% of the course grade.

Your proctored final exam (available Mar. 4 - Mar. 9, 2024) is worth 100 points, and is worth 11% of the course grade.

Grade scale:

90 – 100 (720 – 800 points): A

80 – 89 (640 – 719 points): B

70 – 79 (560 – 639 points): C

60 – 69 (480 – 559 points): D

<60 (< 480 points): F

**Plagiarism Policy:** Any assignments that contain material deemed to be copied from unattributed sources is a serious offense. Remember: everything must be in your own words (however humble). First offense will result in a warning and a zero for the assignment. Second offense may result in dismissal from the course and academic discipline.

## **Policies**

### **Attendance Policy**

In addition to interaction via Canvas and email contact, you are required to contact the instructor via email or telephone by the first day of the term for an initial briefing. Although physical class meetings are not part of this course, participation in all interactive, learning activities is required.

### **Make-Up Work Policy**

Missing any part of this schedule may prevent completion of the course. If you foresee difficulty of any type (e.g., an illness, employment change, etc.) which may prevent completion of this course, notify the instructor as soon as possible. Failure to do so will result in failure for an assignment and/or failure of the course. If I have not heard from you by the deadline dates for assignments, exams, or forums, no make-up work will be allowed (unless extraordinary circumstances exist, such as hospitalization). Requests for extensions must be made in advance and accompanied by appropriate written documentation. “Computer problems” is not an acceptable excuse.

### **Late Registration**

Students who register during the first week of the term, during late registration, will already be one week behind. Students who fall into this category are expected to catch up with all of Week #1 and Week #2's work by the end of Week #2. No exceptions, since two weeks constitutes a significant percentage of the term's lessons. Students who do not feel they can meet this deadline should not enroll in the class. If they have registered, they should see their registrar, academic adviser, GoArmyEd or Military Education officer to discuss their options. Also note that late registration may mean you do not receive your book in time to make up the work you missed in Week #1. Not having your book on the first day of class is not an excuse for late work after the deadlines in the Course Schedule.

**All other TROY Online Policies and Procedures are listed under the Home Page Tab.**



## **Disability Services / ADA**

Disability Services provides assistance and accommodations to students with documented disabilities that may impede their academic progress. Services include notifying instructors about the specific accommodations to which the student is entitled. Disability Services will not alter the academic requirements of individual courses. Each student must provide recent documentation of his or her disability in order to participate.

For more information about Disability Services in Troy University (e.g. how to apply, Troy University policies, documentation guidelines and contact information), click on this [Disability Services Link](#).