



**HIST 303.01E Historical Geography**  
COURSE SYLLABUS: Fall 2022 (#82418)  
BA 340, MWF 2:00-2:50 PM  
Updated August 13, 2022

**INSTRUCTOR INFORMATION**

Instructor: Dr. Andrew C. Baker  
Office Location: Henderson 222  
Office Hours: Monday, Tuesday, Wednesday, Thursday 3:15-5:00 and by appointment  
University Email Address: Andrew.Baker@tamuc.edu  
Preferred Form of Communication: email  
Communication Response Time: 24 hours (excluding weekends)

**COURSE INFORMATION**

**Required Materials**

Alexander C. Diener and Joshua Hagen, *Borders: A Very Short Introduction*, Oxford, 2012, ISBN 978-0-19-973150-3  
Bartow J. Elmore, *Citizen Coke: The Making of Coca-Cola Capitalism*. Norton, 2015, ISBN: 978-0-393-35334-1.  
Kyle Harper, *Plagues upon the Earth: Disease and the Course of Human History*. Princeton, 2021, ISBN: 978-0691192123.  
Tim Marshall, *Prisoners of Geography: Ten Maps that Explain Everything about the World*, Scribner, 2015, ISBN: 978-1501121463  
Tom Standage, *An Edible History of Humanity*, Bloomsbury, 2009, ISBN: 978-08027-1991-1

**Course Description**

A study of the various ways in which history has affected and has been affected by geography, including but not limited to physical, political, cultural, and environmental elements. Topics may include the emergence of ancient civilizations, the spread of Islam, and global commercial relations. This course prepares students for an interconnected world and therefore fulfills a global course requirement for the University's Global Scholars and Global Fellow Programs.

**Student Learning Outcomes**

1. Students will identify, construct, and support an argument using secondary sources.
2. Students will examine and assess the role of the material world in human history.
3. Students will cite sources in proper Turabian format.

**COURSE OVERVIEW**

**Instructional Methods**

This instructional format for this class is in-person, web-enhanced. We will hold course meetings in our assigned classroom (BA 340) at 2 PM Monday, Wednesday, and Friday except where indicated in the course schedule. These course meetings will consist of interactive lectures and discussions. These course meetings will not be recorded. Remote attendance will not be offered. Additional course materials will be available asynchronously through D2L under the *content* tab. The course schedule is organized by

week, with assignments, quizzes, and exams being due by Sunday (11:59 PM) each week unless otherwise indicated. All readings and posts should be completed by the Monday meeting of the week they are listed in preparation for in-class discussion. Quizzes and tests are timed and will be administered through D2L's *quiz* tab.

In the event of a campus closure, we will follow the instructions given by the university. If the university permits, cancelled class meetings will move to Zoom (facilitated through D2L) at the standard class time. In the event of a cancelled class meeting for which an alternate Zoom meeting is not possible, the instructor may create a discussion post based on the day's topic to serve as an alternate assignment.

Frequent, clear communication is essential to students doing well in this course. I strive to be flexible and understanding in meeting student needs. Please contact me with any questions or concerns. I am available to meet with students to discuss class content, expectations, and other relevant topics through virtual (zoom) or in-person office hours (Monday, Tuesday, Wednesday, Thursday 3:15-5:00 and by appointment).

### Departmental Orientation and Guides

The history department has uploaded orientation materials to the department's history major D2L shell (HIST 500). These materials are available to assist you in learning the basic skills, professional norms, and departmental expectations for history majors. Please consult them as needed throughout the semester. All materials submitted for the course should follow the History Department style guide and the information presented in the department's orientation available through the D2L majors page. Failure to comply with these expectations in an assignment may negatively impact your grade.

### Classroom Participation

Students are expected to contribute to classroom discussions. Thoughtful participation is not necessarily the same as talking frequently. It means demonstrating a knowledge of the material, a willingness to think critically, and, most importantly, a willingness to learn from others. Humility and trust are essential virtues in the classroom. Students are encouraged to engage not only with the professor and the material, but also with each other where appropriate.

Grading	Assessments	
Final grades in this course will be based on the following scale:	Map Quizzes (8)	200
A = 895-1000 Points	Discussion Posts (10x15)	150
B = 795-894 Points	Tests (3x75)	225
C = 695-794 Points	Final Exam	100
D = 595-694 Points	Border Project	150
F = 000-594 Points	World Tour Project	125
	Participation	50
	Total	1000

### Assignments

#### Map Quizzes

There will be eight map quizzes during the semester. These will cover major features of the physical landscape (rivers, mountains, etc.) and political jurisdictions (cities, states, nations, etc.). These will be taken through the D2L *quiz* portal and will be based on location lists and maps available under the *content* tab of the D2L site. These quizzes will be matching. Students are encouraged to review using <https://online.seterra.com/en>

#### Posts

In order to keep students on-track with our course readings and to ensure students come to class prepared to engage in course discussions, there will be reading response homework due most weeks through the D2L discussion tab. Student posts should be a long paragraph (at least 200 words) and should fully answer the question using course readings and lecture material. All sources should be cited

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using turabian footnotes. While these assignments will be completed within the D2L “discussion” forums, you are not responsible for submitting responses to other student’s submissions. Posts are due by class time on the date indicated in the course schedule. Posts will be graded using a rubric as explained on D2L. There are 11 possible posts. The lowest grade will be dropped.

### Tests

There will be three non-cumulative tests and one cumulative final exam consisting of essay questions. The final exam will be used to evaluate SLO #3. Student answers should draw on course lectures, discussions, and assigned readings and will be administered through D2L. Students may have access to their notes and the assigned readings as they compose their answers. No material from outside the course may be used. Provide proper citation for all quotations.

### Border Project

Each student will sign up for one of the “borders” from the provided list on D2L. Your task is to become an expert on the history of the political boundaries in question, including their past form, the reasons for their current shape, and the prospects for future change. Students should conduct research into historical monographs, peer-reviewed journal articles, and government resources. Your bibliography must include at least five sources, three of which must be academic (peer reviewed). After researching your topic, you will write a 4-5 page brief that summarizes your findings. Your paper should include a title page, footnotes, and a bibliography. You must include both a current and a past map as an addendum (properly cited). We will discuss your reports in class. Only one student per border. Submit your paper to D2L dropbox.

### World Tour Project / Peer Review

As part of our examination of cultural geography, each student will select a UNESCO World Heritage Site from the official list (<http://whc.unesco.org/en/list/>). Your selection must have a cultural geography component and must be located outside the USA and Europe. You will research the site and submit a proposal and annotated bibliography containing at least one of each of the following: a government/NGO source (not counting UNESCO), a popular source, and an academic source. This bibliography is due through D2L on September 7. Once you have received feedback on this proposal, you will prepare a 10-15 minute presentation introducing this site to your classmates. The presentation should touch on the places’ location, history, physical geography, distinctiveness, and significance to multiple audiences. Students will record themselves presenting their project to a group of 3-4 fellow students. Each student will submit to D2L a video of this presentation along with a clearly footnoted copy of their notes (or script). These presentations will be part of the material on the first exams.

### Participation

One of the goals in this course is to foster an academic community where we each learn from each other and where we practice civic and academic virtue. This means showing up to class on time, preparing to engage the subject at hand, and being willing to both speak and listen to your professor and colleagues. Your participation grade will be assessed based on my perception of your willingness to model this type of academic engagement.

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## COURSE CALENDAR

<b>UNIT 1</b>	<b>Cultural Geography</b>
<b>Week 1</b>	<b>August 29-September 2</b>
August 29	Course Introduction, Reading Maps
August 31	History, Geography, Historical Geography
September 2	Thinking with Landscapes and Places
Recordings	UNESCO Project Explanation
Readings	Syllabus/D2L Tim Cresswell, "Place: Encountering Geography as Philosophy," <i>Geography</i> 93.3 (Autumn 2008), 132-39 ( <a href="https://www.jstor.org/stable/40574276">https://www.jstor.org/stable/40574276</a> )
Post	Student introduction post to D2L Place, Space, and Location (September 2)
Due	UNESCO signup Map Quiz: North America
<b>Week 2</b>	<b>September 5-9</b>
September 5	No Class – Labor Day
September 7	Landscapes and Memory
September 9	Landforms, UNESCO Project Workday
Readings	Richard H. Schein, ed., <i>Landscape and Race in the United States</i> (187-211) <a href="https://liblion.tamuc.edu/record=b2576170~S1">https://liblion.tamuc.edu/record=b2576170~S1</a>
Post	Monument Avenue (September 7)
Due	World Tour Proposal due (September 9) Map Quiz: Landforms
<b>UNIT 2</b>	<b>Geography in World History</b>
<b>Week 3</b>	<b>September 13-17</b>
September 12	Neolithic Revolution
September 14	Reading Standage
September 16	Territory and States
Readings	Standage, Chapters 1-4
Due	World Tour Recording Due Map Quiz: Pacific
<b>Week 4</b>	<b>September 20-24</b>
September 19	World Tour Discussion
September 21	Reading Harper
September 23	Exploration: Map to Globe
Readings:	Harper, Chapters 1, 3-6
Post	Disease and geography (September 21)
Due	Map Quiz Middle East
<b>Week 5</b>	<b>September 27-October 1</b>
September 26	Columbian Exchange - Smallpox
September 28	Columbian Exchange - Food
September 30	Landscapes of Disease and Plantation Slavery
Readings	Standage, Chapters 5-7 Harper, Chapters 7-9
Due	Test 1
<b>Week 6</b>	<b>October 3-7</b>

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October 3	Borders: Nation States
October 5	Borders: Migration
October 7	Border Project Discussion
Recordings	Border Project Explanation
Readings	Diner and Hagen (all)
Due	Border Project Sign-up
Post	Borders (October 5)
	Map Quiz: Latin America/Caribbean
<b>UNIT 3</b>	<b>Geography in Modern History</b>
<b>Week 7</b>	<b>October 11-15</b>
October 10	Nation States and Geopolitics – Russia, China, USA
October 12	Prisoners of Geography?: Reading Marshall
October 14	Borders Project Workday
Readings	Marshall, Chapters 1-3, 5-7
Post	Marshall (October 12)
Due	Map Quiz South and Central Asia
<b>Week 8</b>	<b>October 18-22</b>
October 17	Rivers and Energy
October 19	Energy: Fossil Fuels
October 21	Energy: Electricity
Due	Borders Project
<b>Week 9</b>	<b>October 25-29</b>
October 24	Rivers in History
October 26	Food, Disease, and the Malthusian Trap
October 28	Food, Disease, and the Great Escape
Readings	Harper, Chapters 10-12
	Standage, Chapters 7-12
Post	Standage (October 26)
<b>Week 10</b>	<b>November 1-5</b>
October 31	Food, Disease, and the Great Divergence
November 2	Making Sense of Malthus
November 4	Catch-up Day
Due	Test 2
<b>Week 11</b>	<b>November 8-12</b>
November 7	Climate History Part 1
November 9	Climate History Part 2
November 11	Climate History Part 3
Readings	Peter Brannen, “The Dark Secrets of the Earth’s Deep Past,” <i>The Atlantic</i> March 2021, 60-75 ( <a href="#">online</a> ).
Post	Climate History (November 9)
Due	Map Quiz: Africa
<b>Week 12</b>	<b>November 14-18</b>
November 14	Commodities in History (Coffee and Tea)

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November 16	Reading Elmore
November 18	Commodities and Morality
Readings	Elmore intro, 1-5
Post	Elmore Assigned Chapter (November 16) Map Quiz: Southeast and East Asia
<b>Week 13</b>	<b>November 22-26</b>
November 21	Elmore Discussion
November 23	Thanksgiving Break
November 25	Thanksgiving Break
Readings	Elmore chapter 6 and assigned chapter (7-9)
Post	Elmore Assigned Chapter (November 21)
<b>Week 14</b>	<b>November 29-December 3</b>
November 28	The City and History
November 30	The City and Geography
December 2	Campus and Geography
Reading:	Gumprecht, "The Campus as a Public Space in the American College Town," Journal of Historical Geography 33 (2007), 72-103 ( <a href="#">online</a> )
Post	Campus Geography (December 2)
Due	Map Quiz Europe
Due	Test 3
<b>Week 15</b>	<b>December 6-10</b>
December 5	Animal History
December 7	Conservation, Preservation, and Rewilding
December 9	Anthropocene?
Readings	Elizabeth Garland, "The Elephant in the Room: Confronting the Colonial Character of Wildlife Conservation in Africa" <a href="http://www.jstor.org/stable/27667379">http://www.jstor.org/stable/27667379</a> (p51-61)
Post	Conservation and Colonialism (December 7)
Final Exam	Monday, December 12, 1:15 PM

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## TECHNOLOGY REQUIREMENTS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor through email ([Andrew.Baker@tamuc.edu](mailto:Andrew.Baker@tamuc.edu))

### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>

### Email Communication

All course communications will come through your university email account. Be sure to check it regularly. You should contact me through my TAMU-C email address ([Andrew.Baker@tamuc.edu](mailto:Andrew.Baker@tamuc.edu)). I check my email regularly between 8 am and 5 pm Monday – Friday. I do not check my campus email on Sunday. A failure of planning on your part does not constitute a crisis on my part.

### Counseling Center

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

### Statement on Student Grievances

Students who have questions or concerns about the Instructor's course policies or the conduct either of the Instructor or a classmate should first consult with the Instructor. In the event of a lack of resolution or satisfaction on the matter, the student may bring their concerns to the head of the History Department, Sharon Kowalsky ([Sharon.Kowalsky@tamuc.edu](mailto:Sharon.Kowalsky@tamuc.edu)). If this does not result in a satisfactory conclusion to the matter, students may bring the issue to the attention of the Associate Dean of Students per procedures outlined on pp. 15-19 of the Student Guide Book.

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## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Drop/Withdrawal**

If you decide that you need to drop or withdrawal from this course, it is your responsibility to complete the necessary paperwork. I will not drop you from the course if you stop attending.

### **Attendance**

Regular attendance is vital to success in the course. Unexcused absences will impact your participation grade for the semester. Only medical and family emergencies and university approved absences will be excused. If you anticipate any difficulties attending course sessions, please be proactive in contacting the professor.

### **Late Work**

Make-up tests will only be offered in the case of an excused absence as described above. Students who anticipate university-approved absences must make arrangements to complete the work at an alternate time. Unexcused late work will be penalized a letter grade per day late (excluding weekends) to a maximum penalty of half credit.

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

### **University Specific Procedures**

#### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

#### **Health and Safety**

Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments.

#### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

#### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

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<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

### **Students with Disabilities-- ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

#### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce

Gege Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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