



**HIST 303.01E Historical Geography**  
COURSE SYLLABUS: Fall 2024 (#80445)  
BA 245, MWF 1:00-1:50 PM  
Updated August 12, 2022

**INSTRUCTOR INFORMATION**

Instructor: Dr. Andrew C. Baker  
Office Location: Ferguson 126  
Office Hours: Monday, Wednesday, Friday, noon-1, 3-5 PM 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, *Power of Geography: Ten Maps that Explain Everything about the World*, Scribner, 2015, ISBN: 9781783966028.  
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.

**Student Learning Outcomes**

1. Students will examine and assess the role of the material world in human history.
2. Students will identify, summarize, and interpret secondary sources relevant to a historical geography topic
3. Students will identify, construct, and support an argument using secondary sources
4. Explain and interpret historical reasoning: change over time, context, and causality
5. Students will use consistent citation of sources in Turabian style
6. Students will demonstrate clear written and verbal communication

## **COURSE OVERVIEW**

This instructional format for this class is in-person, web-enhanced. We will hold course meetings in our assigned classroom (BA 245) at 1 PM Monday, Wednesday, and Friday except where indicated in the course schedule. These course meetings will consist of interactive lectures, discussions, and quizzes. 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 class time (1 PM) on the days indicated unless otherwise noted. All readings and posts should be completed by the corresponding course meeting in-class discussion. Map quizzes will be on paper and completed in class. 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 D2L recordings and discussion posts 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 listed above.

My expectation is that this course will be challenging, fair, rewarding, and engaging. If, at any point, you feel it is not meeting these goals please let me know. I welcome your ideas for how I might improve the course. If at any time you are confronted with circumstances outside the classroom that limit your ability to complete the coursework or arrive on-time to class, please let me know. I am willing to work with students to ensure that they have the best opportunity to succeed in the class.

### **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.

### **A Note on Smartphones**

Smartphones are one of the most amazing pieces of educational technology ever created. Smartphones are one of the most frustrating and distracting pieces of educational technology ever created. We will, at times, use smartphones to look up information, to explore historical sources, and to examine alternate interpretations. At all other times cellular phones (and computers not being used for note taking) should be silenced and put away.

Smartphones also work against the development of a lively and engaging classroom community. For this reason, students are asked to put away their phones upon entering the classroom. Students who would like to spend the time between classes on their phones should do so in the hallway or lounges. Upon entering the classroom, students should be prepared to engage socially and intellectually with their fellow students and professor in an in-person format. Students violating this policy should expect a penalty on their participation grade.

### **Statement on AI (ChatGPT)**

At A&M University-Commerce we recognize that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that can generate text, or suggest replacements for text beyond individual words. AI is a powerful tool for generating text and for consolidating information. As a tool it requires that both students and faculty think through how to use it wisely and responsibly to accomplish our goals. AI is also a powerful tool for gathering the work of others and combining it, without citation, into a polished product. In this it is morally dubious.

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For this course our goals are to practice historical thinking, to interpret historical evidence, and to grow in our understanding of the past. As a tool AI does little to help us in these tasks. On the contrary, using AI for course assignments would undermine your learning in these areas—the learning you are paying for. For this reason, students and faculty are not authorized to use any AI software in this course. Any use of such software constitutes an instance of academic dishonesty (plagiarism). As a student you are fully responsible for the content of any assignment you submit.

### 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 = 900-1000 Points	Discussion Posts (10x15)	150
B = 800-899 Points	Tests (3x75)	225
C = 700-799 Points	Final Exam	100
D = 600-699 Points	Border Project	150
F = 000-599 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 in class and will be based on location lists and maps available under the *content* tab of the D2L site. These quizzes will be matching. Makeup quizzes may be taken during office hours in the case of sickness or a university-approved absence. Students are encouraged to review using <https://online.seterra.com/en> This assignment supports SLO 1.

#### 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 (200-250 words) and should fully answer the question using course readings and lecture material. All sources should be cited 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 12 possible posts. The lowest two grades will be dropped.

#### Tests/Final Exam

There will be three non-cumulative tests and one cumulative final exam consisting of essay questions. 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. See the statement on ChatGPT above for more information. Provide proper citation for all quotations. The final exam will be a cumulative essay following these same guidelines. This assignment supports SLO’s 1-6. The final exam will be used to evaluate SLO 1.

#### 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

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current shape, and the prospects for future change. This will be your major paper for the semester. 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. This assignment supports SLO's 1-6 and will be used to evaluate SLO's 2-6.

#### World Tour Project

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: the UNESCO official website for your site, a government/NGO source, a popular/journalistic source, and a peer-reviewed, academic historical source. This bibliography is due through D2L. Once you have received feedback on this proposal, you will prepare a script for 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. The draft text of the presentation, including footnotes/citations, is due to D2L. Once you have revised your script, 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/script. Students in the audience will provide constructive feedback as part of the process. The content from these presentations will be part of the material on the first exam. This assignment supports SLO's 1-6.

#### 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>	
August 26	Course Introduction, Reading Maps
August 28	History, Geography, Historical Geography
August 30	Thinking with Landscapes and Places
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 (August 28) Place, Space, and Location (August 30)
<b>Week 2</b>	
September 2	No Class – Labor Day
September 4	Landscapes and Memory
September 6	Landforms and Physical Geography
Readings	Adam H. Dombay and Karen L. Cox, "Monuments and Memory," <i>The Journal of the Civil War Era</i> , 13 (September 2023), 342-368 ( <a href="#">link</a> ).
Post	Monuments (September 4)
Map Quiz	North America (September 4)
<b>UNIT 2</b>	<b>Geography in World History</b>
<b>Week 3</b>	
September 9	Neolithic Revolution
September 11	Reading Standage
September 13	Territory and States
Readings	Standage, Chapters 1-4
Map Quiz	Landforms/Physical Features (September 9)
<b>Week 4</b>	
September 16	Reading Harper
September 18	Exploration: Map to Globe
September 20	Columbian Exchange - Smallpox
Readings	Harper, Chapters 1, 4-6, 7
Post	Disease and geography (September 16)
Map Quiz	Pacific (September 18)
<b>Week 5</b>	
September 23	Columbian Exchange - Food
September 25	Landscapes of Disease and Plantation Slavery
September 27	Animal History
Readings	Standage, Chapters 5-7 Harper, Chapters 8-9 Marcy Norton, "The Chicken or the legue: Human-Animal Relationships and the Columbian Exchange," <i>American Historical Review</i> , 120.1 (February 2015), 28-60.
Post	Animals in History (September 27)
Map Quiz	Latin America/Caribbean (September 23)
<b>Week 6</b>	

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September 30	How to take a test
October 2	Nation States and Geopolitics – Russia, China, USA
October 4	Reading Marshall
Readings	Marshall, Chapters 1-3, 5-7
Post	Marshall (October 4)
Due	Test 1 (October 2, 11:59 PM)
<b>UNIT 3</b>	<b>Geography in Modern History</b>
<b>Week 7</b>	
October 7	Borders: Nation States
October 9	Borders: Migration
October 11	Border Project Discussion
Readings	Diner and Hagen (all)
Post	Borders (October 9)
Due	Border Project Sign-up (October 7) Borders Project Proposal (October 11, 11:59 PM)
Map Quiz	South and Central Asia (October 7)
<b>Week 8</b>	
October 14	Borders Project Workday
October 16	No In-person class
October 18	Food, Disease, and the Malthusian Trap
Readings	Standage, Chapters 7-10
Post	Standage (October 18)
Map Quiz	Africa (October 14)
<b>Week 9</b>	
October 21	Food, Disease, and the Great Escape
October 23	Food, Disease, and the Great Divergence
October 25	Making Sense of Malthus
Readings	Standage, Chapters 11-12 Harper, Chapters 10-12
Map Quiz	Middle East/Southwest Asia (October 21)
<b>Week 10</b>	
October 28	Commodities in History (Coffee and Tea)
October 30	Reading Elmore - Introduction
November 1	No In-person class – Finalize Borders Paper
Readings	Elmore intro, 1-5
Post	Elmore Assigned Chapter (November 1)
Due	Border Project final draft (November 3, 11:59 PM) Border Project explanation recording (November 3, 11:59 PM)
<b>Week 11</b>	
November 4	World Tour Project Introduction
November 6	Reading Elmore
November 8	Commodities and Morality
Readings	Elmore chapter 6-9
Post	Elmore Assigned Chapter (November 6)
Due	World Tour Proposal (November 8, 11:59 PM)

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Due	Test 2 (November 10, 11:59 PM)
<b>Week 12</b>	
November 11	Rivers and Energy in History
November 13	Rivers and Energy in History
November 15	Rivers and Energy in History
Due	World Tour Script Draft (November 17, 11:59 PM)
Map Quiz	Europe (November 11)
<b>Week 13</b>	
November 18	Climate History Part 1
November 20	Climate History Part 2
November 22	World Tour Recording Day
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 18)
Due	World Tour Recording and Final Script (November 24), 11:59 PM)
<b>Week 14</b>	
November 25	Humans and Nature: Conservation, Preservation, or Something Else?
November 27	Thanksgiving Break
November 29	Thanksgiving Break
Due	World Tour Peer Review (November 25)
Map Quiz	Southeast and East Asia (November 25)
<b>Week 15</b>	
December 2	The City and History
December 4	The City and Geography
December 6	Town Geography Field Trip
Post	Urban Geography and City Planning
Due	Test 3 (December 8, 11:59 PM)
Final Exam	Friday, December 13, 10:30-12:30

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## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### 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,

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Sharon Kowalsky (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.

## **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:

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

<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

Gee 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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