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Honors Seminar Two
The Peopling of New York- On the Waterfront

Course Description:

In this second Honors College seminar we will investigate the role the New York waterfront played on the peopling of New York. The spaces of the waterfront have a chameleon like nature, changing and evolving with each generation of New York City inhabitants. In this seminar the waterfront will function as a portal to investigate a range of topics that have played a crucial role in the production of the city as we know it today. Some of these topics include: patterns of migration and immigration, impact of technology on waterfront industries and communities, labor and strikes at the shipyards and trade routes for people and commodities. The water surrounding the boroughs and beyond is what linked the world to New York but it is also what linked New York to the world and we will examine what this meant for New Yorkers and their waterfront. The waterfront is an often neglected geography, yet one so crucial to understand as it is a space that embodies all forms of social relations. It is historically the space where communities of the world collide and influence each other through trade and the economy.

The American Geographer, Richard Hartshorne once said, “As long as we limit our attention to land areas and associate these together in terms of large land units, referring to the seas only as an afterthought, we inevitably etch deeper the impression given by our maps, that the seas are negative in human relations and hence form the great barriers between people... The fundamental error in popular geographic thought is that of regarding the landmasses of the continents as the basic divisions of the world. You and I know that this is false. Since the time of Columbus and Magellan, the oceans have aided, rather than opposed, the spread of settlement, economic connections, cultural penetration and military action. Because the oceans are nearly empty, they do divide, but they do not separate.”

Even though Hartshorne is referencing the space between great continents for our purposes we could easily extend his concept of ocean-space onto our shores and into the fabric of our daily lives. Over the course of the semester we will work individually and in groups on guided projects pulling from both primary and secondary source materials, information collected from site visits, walking tours, interviews, and museum trips to investigate how the New York City waterfront helped to ‘people New York.’

Course Objectives

Through taking this course students will...

1. be exposed to the unique history of the New York City waterfront through waterfront communities shipyards and transport hubs.
2. gain experience working with interdisciplinary content in a group context on a long term project.
3. learn how the discipline of geography approaches topics and subjects
4. learn to use diverse media to communicate ideas and research
5. learn to ask questions that guide their own investigations.
6. learn to consider their audience in composing a publically accessible space where their projects will be introduced to a wider viewing public.
7. be encouraged to think beyond traditional ways of seeing, learning and communicating

Course Organization

- This course is a seminar, which means it is a discussion-based course. In each seminar there will be a brief lecture introducing the day's topic by either the professor or the student discussants.
- Lectures will be supplemented with visual materials (including websites, films, PowerPoint presentations and short videos).
- There will be occasional group exercises in class related to themes covered in the assigned reading materials.
- Participating in the discussions and becoming familiar with the required readings are central to the success of this course.
- Readings that are listed under a specific date are due for discussion on that date.

Expectations and Requirements

1. **Attendance-** all students are expected to attend scheduled class times. All out of class site visits, walking tours and museum trips and any individually scheduled group meetings are mandatory (CSI-CUNY attendance law is that no student with more than four absences will receive credit for the class).
 - * I will mark two tardy's as one absence so allot enough time for your commute or lunch.
2. **Assignments-** must be handed in the day they are due. Late assignments will be entertained only if there are extenuating circumstances that inhibit your ability to complete them.
 - * You will be given a variety of individual and group assignments where you will be expected to give 100% of yourself brain and soul. 100% in this context means to push the boundaries of what you know and how you know it.
 - * This seminar is designed to introduce bodies of knowledge and practice communicating and organizing it in traditional ways, it is also a seminar that will require you to learn, communicate and organize what you learn in novel and innovative ways, be creative your grade will be as dependent on creativity and ingenuity as well as attention to detail, perceptiveness and depth of research.
3. **"Incompletes"-** will not be given, unless you have extenuating circumstances that must be accompanied by proper documentation
4. **Participation-** It should by now go without saying that all must participate. Participation manifests in many ways but one must always be respectful to fellow classmates and professor as well, we do not know everything and we are all here to learn from each other. We have an obligation to each other to make this a safe space for learning.
5. **Preparing for Class-** you are all required to come to class with printouts (preferably double sided) of the materials assigned for that day. When we are discussing readings as a class please refrain from using your computers unless you are tying notes from the class.

Evaluation

The grade for the course will be based on the following point structure:

| | | | |
|------------------------------------|--------------|-----------------------|--------|
| Participation | 20pts | | |
| Landscape Interpretation Part I-IV | 30pts | | |
| Discussants | 20pts | | |
| Mid Term- Group Project Part I | 15pts | | |
| Group Project Part II | 15pts | | |
| Group Project Part III | 15pts | | |
| Group Project Part IV | 15pts | | |
| Final research paper | 40pts | | |
| <u>Group project (website)</u> | <u>30pts</u> | Total Points possible | 200pts |

Participation- (20pts)

This is a seminar course that means that one of the goals is to encourage a collaborative and creative working and learning environment, in other words in order to make this class work it is up to you! Participating in the class discussions will be impossible if the readings and assignments are not done. Your grade will depend on your demonstrated knowledge and critical assessment of the readings, your thoughtfulness in regards to issues that arise in class and to the connections you draw to other readings in class and what you experience in the field related to class. Evaluating participation is always a subjective process; however there are a couple key factors the instructor will take into account in regards to this evaluation process:

- *Quality of Participation* – Coming to class prepared, completed required readings and assignments, asking questions during informal lectures and presentations, active participation in small group activities. This also means respecting your peers and contributing to positive group dynamic, being courteous and not dominating class discussions and allowing for other voices to be heard
- *Pop Reading Assignments* – Occasionally there will be a random pop assignment in class that will evaluate student comprehension on the required readings. These will not be announced ahead of time.

Landscape Interpretation (30pts)

This assignment will ask that you choose a particular, actual landscape and perform a multilayered landscape analysis; the final project is a culmination of four parts that will be due on March 5th. More detailed information will be handed out the day the assignment is given

Presentations- (20pts)

Each week two students will be responsible for making an in class presentation and for leading the class discussion

Guidelines and Expectations for Discussants

Presentations should highlight the author's main theoretical points, pose questions inspired by the text and stimulate discussion. The presentations should first begin with an overview of the reading. The second part should present the author or scholar's main arguments and the third part should pose critical comments or a set of questions for group discussion.

You are encouraged to make the presentations as interactive as possible. This means you could use visuals, maps, images, charts or graphs. You are free to use the projector and or you could bring in handouts, books, magazines, newspapers or drawings.

Discussants should be flexible. Some of the readings are straightforward and it will not be necessary to interpret these critically but it will be useful to present an overall summary without a lengthy discussion. However other readings may generate intense debate especially if there are two readings that present different perspectives, debating will be encouraged as often they provide for new insights to develop, plus they are a lot of fun to have as well.

Occasionally a class discussion may go off on a tangent, these can be useful but not if they take the class too far for too long from the content of the presentation, it will be up to the discussant to politely interrupt and steer the class back on course.

There will be two of you working on one set of readings. You are both responsible for doing all of the assigned readings. You should read then decide who will present what. You should both be prepared to discuss all the readings in class.

Mid-term Group Project Part I (15pts)

Details will be given in class on March 5th.

Group Projects II-IV and Class website (60pts)

The group project will be comprised of smaller projects students will be collectively working on over the course of the semester. The final website will be the depository of all the group projects and the design will be decided based on consensus model. (We will discuss this in more detail later in the semester)

Final paper (30pts)

Handout will be given in class later in the semester. Don't worry, this will not be a research paper

Mandatory Course Materials

1. Spiral sketchbook no smaller than 8.5" x 11", preferably a bit larger (a sketchbook does not have lines in it)
2. Pencils, pens, erasers, sharpener and a ruler or other straight edge
3. Access to a camera (preferably not just the one in your phone)

Scheduled Class Study trips & tours

Mandatory Spring Tech Fair (see email from school)

Seaport Museum

<http://www.seany.org/>

Saturday March 10 (Confirmed)

Staten Island Museum- Guest Speaker

Wednesday March 21 (Confirmed)

Gowanus Canal Walking Tour

Saturday March 31 (Confirmed)

Howland Hook Container Port Tour

Monday April 23 (Confirmed)

CLASS SCHEDULE

January 30-M

Introduction to The Peopling of New York

I. GEOGRAPHY & LANDSCAPE

February 1-W

**Introduction to Geography
Physical and Cultural Geography - Landscape**

Readings Due:

Introduction to Geography, Ch. 1

February 6 -M

**Our Landscapes
(SCOTT- Intro to GIMP Photo editing tool)**

Readings Due:

Keeping a Nature Journal, Ch 1. "Discovering Nature Journaling," 3-17
"Axioms for Reading the Landscape"

Assignment Due:

Landscape Analysis Part I- Field Observations

February 8-W

Library Workshop

Assignment Due Feb. 10*

Landscape Analysis Part II-Uploaded and edited sketches

February 13-M

NO CLASS

February 15-W

Cartography & Maps TED (Technology, Entertainment, Design) Video

Readings Due:

"Introduction", p. 1-12
"Visualizing Nature and Society," Ch. 5, *Maps Finding Our Place in the World*.
"On Cartography," & "Notes for a People's Atlas of Chicago"
Recommended: Definitions for "Map" & "Cartography" from,
Dictionary of Human Geography

II. EARLY GEOGRAPHIES

February 21-Tues

Age of Exploration-Early Migration

Readings Due:

All Possible Worlds: A History of Geographical Ideas, CH 4, "The Age of
Exploration," 63-111
Gotham, Ch. 1 "First Impressions" 3-13
Gotham, Ch 2 "The Men Who Bought Manhattan" 15-26

February 22-W

The Rise of the New York Port

Readings Due:

The Rise of the New York Port, Ch 1 "Two Centuries and a Decade," 1-15
The New York Waterfront, Ch. 1 "The Beautiful Lake," 16-36

February 27- M

NO CLASS- rescheduled (AAG Conference)

Assignment Due:

Landscape Analysis Part III- Research (email Professor)

February 29-W

Populating New York

Required Due:

All the Nations Under Heaven, Ch.1, "Multiethnic from the Beginning, New York
City, the Colonial and Revolutionary Years" 1-32
Colonial New York, Ch 7, "Economic Growth and Problems of Intergroup
Relations" 161-190

March 5- M*

**Introduction to Web Project-Sites/Groups- Let the fun begin!
(SCOTT- Intro to web platform/mapping)**

March 6- Tuesday
Assignment Due:

Landscape Analysis Part IV- Visualizing Space-Thematic Maps
(Upload into Landscape Analysis IV folder on course website, due 9:00pm)

March 7- W

NO CLASS- rescheduled for fieldtrip

March 10- Sat

STUDY TRIP-- Seaport Museum Trip
Bring Sketchbooks and something to write with

III. BUILDING AN EMPIRE ON THE WATER

** Very Important- in order to accommodate for a class trip we will be combining the originally assigned readings for March 12th and March 14th into March 12th- the readings below have been updated to reflect this change. This means we will have 2 separate presentations with a 5-minute break- so all of the readings are due to be read for March 12th.

March 12- M

Reading Due:

I. Building the Port of New York- 1700's

Gotham, Ch 9 "In the Kingdom of Sugar," 118-137

That Ever Loyal Island: Staten Island and the American Revolution, "Cross Roads of the Middle Colonies: People, Society and Environment of Staten Island," p.9-26
(Book is on reserve at Circulation desk at CSI Library- call #E277.P262003)

II. Struggle and strife on the Waterfront

The Many Headed-Hydra, "Introduction" 1-7

The Many Headed-Hydra, Ch 6, "The Outcasts of the Nations of the Earth"
"Burnet's Key, New York City: Commerce, Culture and Space," p.34-48

Recommended:
(Mandatory for Presenters)

http://en.wikipedia.org/wiki/New_York_City_Council

http://en.wikipedia.org/wiki/New_York_City_Board_of_Estimate

March 14-W

Class Cancelled

March 19- M

Reading Due:

Technology and the Waterfront 1800's – Canals/Urban Planning

The Rise of the New York Port, Ch 5, "Hinterland and Canal" 76- 94

Gotham Ch 27, "The Canal Era" 429-451

Assignment Due:

Seaport Museum Assignment (Reviewed in class)

March 21- W

Class Visitor, Curator from Staten Island Museum

March 26 –M (Midterm)

***In-Class Web Project Day
(SCOTT- building the platform)**

Assignment Due: Group Project Part I (Fieldwork Assignment)
Group Web design Proposal

IV. IMMIGRATION & LABOR

March 28- W

Reading Due:

Waves of Immigration

All the Nations Under Heaven, Ch. 4, “Old and New immigrants in Greater New York City, 1880-WWI,” 93-113

The Rise of the New York Port, Ch. XVI, “Human Freight,” 336-353

March 31- Sat

STUDY TRIP--Gowanus Walking Tour --Geographer Jessica Miller

April 2 -M

Reading Due:

Longshoremen and Waterfront Labor—(Scott-Assign Group Project Part II)

The Longshoremen, Ch. 2, “The Longshoremen Nationalities on the Waterfront.”

The Longshoremen, Ch. 4 “Long Shore Work,” 28-54

“Shooters Island,” *Staten Island Historian*

April 4 – W

Reading Due:

Waterfront Labor and Communities

Waterfront Workers, “Introduction”

Waterfront Workers, Ch. 2, “Men of the Lumber Camps Come to Town” 1-96

April 5- April 15

Spring Recess

V. THE MODERN WATERFRONT

April 16 - M

Reading Due:

The Rise and Decline of the Port of New York-(Scott- Assign Part III)

“Industrial Staten Island”, “Post-Depression Industries” “Isle of Peace and Profit” (Made on Staten Island) 67-113

*Reading is available under location category

Assignment Due:

Group Project Part II (Archival Research & Report)

April 18 –W*

Reading Due

The Rise of the Container

The Box, Ch. 1& 4, “The World the Box Made,” 1-100

April 23 - M

Reading Due:

STUDY TRIP ---Howland Hook Container Tour

No Reading! Only cameras

April 25- W

Reading Due:

Assignment Due:

Film-Forgotten Spaces (Assign Part IV)

Interview with Allan Sekula

Group Project Part III

April 30- M
Reading Due:

The Waterfront Today
The New York Waterfront, Ch. 5 “Evolving Purpose,” 190-267
The New York Waterfront, Ch. 6 “Modest Endeavors.” 234-261.

May 2 - W

In-Class Project Day

VI. FINAL PROJECT

May 7- M

In-Class Project Day
(SCOTT- Web/editing assistance)

May 9 – W

Assignment Due:

In-Class Project Day--
(Scott??- Web/editing assistance)
Group Project IV (Photo/Video essay)

May 14 - M

Group Presentations- Official Launch of Website- eBLAST!
(Directions for Final Paper)

May 22-Tues

NO CLASS---Final Papers Due

Course Readings

Weekly readings will be made available on the course website in pdf. File format
<http://macaulay.cuny.edu/eportfolios/sibilia12/>

Academic Integrity and Honesty-

Please review the information regarding Plagiarism and Academic Integrity here,
<http://www.csi.cuny.edu/catalog/undergraduate/5282.htm>

Honesty is also informal and translates into the context of the classroom. This is a communal learning environment, we have a commitment to be honest to each other and to ourselves.

Bibliography- Citation style

<http://library.williams.edu/citing/styles/chicago1.php>

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