**LIB2205/ARCH2205**

**LEARNING PLACES: UNDERSTANDING THE CITY**

2.5 classroom hours, 1.5 placed-based learning hours: **3 credits**

**Class Meeting Times:**

**Prof. Susan Phillip Office:** Namm 225-B

School of Professional Studies Department of Hospitality Management

**Email:** sphillip@citytech.cuny.edu

**Office Hours:**

**Course Description**

This special topics course offers an interdisciplinary approach to investigating our built environment using a case study focused on a specific place each semester. This course combines physical examination with information research and data collection using methodologies developed in multiple disciplines. Students from a variety of departments engage in on-site exploration and in-depth research of a location in New York City.

**Course Context**

The course focuses on the decline and transformation of Brooklyn’s waterfront (maritime) industries from mainstays of the borough and New York City’s economy to years of divestment and neglect. The factors contributing to Brooklyn’s industrial decline including, urban renewal, containerization, construction of the Gowanus Expressway and decommissioning of the Brooklyn Navy Yard are studied. The economic, social, and environmental legacies of the Brooklyn waterfront industries coupled with current issues of rezoning, gentrification, revitalization, and climate change are examined. Tourism as a means of revitalizing formerly industrial waterfronts is explored.

**Teaching and Learning Methods**

This course combines a series of research seminars with fieldwork, site visits, and on and off campus research. Scaffolded individual and team assignments and participation are the basis for the final grade. Each assignment will build to the final project, a multimedia presentation. The final project will be published on the OpenLab.

**PREREQUISITE (S):** ENG1101 and One Flexible Core

**RECOMMENDED/TYPICAL/REQUIRED TEXTBOOK (S) and/or MATERIALS**

* OpenLab site for Readings (need to join as member)
* Activated library barcode (on City Tech ID card)

Interdisciplinary reading and other media will be used in this course.  Required reading and other material for the course will be available on OpenLab. Students will be required to conduct independent placed-based research for individual and team assignments, including a final project.

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| COURSE-INTENDED LEARNING OUTCOMES/ASSESSMENT METHODS |
| **LEARNING OUTCOMES**­­­Upon completion of the course, students should be Able to:  | ASSESSMENT METHODS |
| 1. Use the city as a laboratory for learning.  | **1**. Review of observation memos, videos, photographs, and virtual tour project; evaluation of site visits (place-based learning) reflections and virtual tour project  |
| 1. 2. Develop a methodological approach to research
 | **2.** Review the research question, methodology and outline for application of inquiry and analysis; synthesis and organization of information; evaluate annotated bibliography for quality, variety and documentation adherence.  |
| 3. Understand the cultural, social, and economic processes that guide the physical development of the built environment | **3.** Evaluate site visit (place-based learning) reflections; written assignments and virtual tour project for critical thinking, integrative and interdisciplinary thinking; evaluate classroom discussion for integration of personal insights and evidence-based questions and responses.  |
| 4. Use analytical skills to investigate places  | **4**. Evaluate reflections, classroom discussions and virtual tours for evidence-based arguments, discernment of information and understanding of context.  |
| 5. Develop, document, catalogue, and organize information to make it accessible to the public. | 5. Review and evaluate the annotated bibliography for quality, variety, and adherence to documentation style; Review and evaluate final project for depth of research, content, logical organization, mix of media, and creativity of presentation.  |

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| **INTERDISCIPLINARY LEARNING OUTCOMES/ASSESSMENT METHODS** |
| **Learning Outcome** | **Assessment Methods**  |
| 1 Purposefully connect and integrate across-discipline knowledge and skills to solve problems | 1. Review student work to evaluate integrative and multi-disciplinary thinking; respect of other perspectives  |
| 2. Synthesize and transfer knowledge across disciplinary boundaries  | 2. Evaluate written assignments and classroom discussion for integrative and multi-interdisciplinary thinking;  |
| 3. Apply integrative thinking to problem solving in ethically and socially responsible ways | 3. Evaluate students’ research methodology proposal, and bibliography for critical and integrative thinking and analysis across disciplines. |
| 4. Recognize varied perspectives  | 4. Review students’ class participation, discussion board and the final project to evaluate critical thinking, effective communication and collaboration.  |
| 5. Think critically, communicate effectively, and work collaboratively | 5. Review observation notes, photographs, annotated bibliography and final project for critical thinking and collaboration. |

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| GENRAL EDCUATION LEARNING OUTCOMES/ASSESSMENT METHODS |
| **Learning Outcomes**  | Assessment Methods  |
| 1. Knowledge Develop knowledge from a range of disciplinary perspectives, and develop the ability to deepen and continue learning | **1**. Evaluate written assignments, site visit reflections, draft, and final virtual tour project for integration of interdisciplinary perspectives  |
| 2. Skills: Inquiry and Analysis Derive meaning from experience, as well as gather information from observation. | 2. Evaluate the final report and final course reflection for evidence of inquiry and analysis  |
| 3. Integration: Information literaciesGather, interpret, evaluate, and apply information discerningly from a variety of sources.  | **3.** Review the research questions for relevance, clarity and understanding of topic; annotated bibliography for variety and quality of sources; evaluate critical thinking and analysis across disciplines. Evaluate integrating knowledge and personal experiences and their presentation.  |
| **4.** Demonstrate and apply information literacy aptitude by gathering, interpreting, evaluating, and applying information discerningly form variety of sources  | **4**. Evaluate all the elements of the final project: research question, outline, annotated bibliography and content for critical thinking and analysis across disciplines.  |

**ASSIGNMENTS**

**Virtual Tour Group Project**

Students will draw from course material, guest lecturers, site visits, place-based learning experiences and their own research and observations to create theme-based virtual walking tours illustrating the cultural and industrial heritage and current issues facing one of Brooklyn’s formerly industrial waterfront neighborhoods. In this scaffolded assignment, students will first be guided to develop a question(s) that will guide the research. Social, demographic, and historical information must be included in the project to illustrate an understanding of past and present economic, social, cultural contexts and issues. Students will develop an outline and an annotated bibliography of at least 15 sources, including at least three primary sources and three-peer-reviewed articles. Students must include their own photographs, video recordings, observations, and notes as resources. Students are encouraged to use the resources provided in the course syllabus as well as those found in their own research. Sample virtual tour (a work in progress):

The Industrial Heritage of the Brooklyn Waterfront

<https://drive.google.com/file/d/1roQoyqtUp0IhFOb5DbpEau2GOZf7wXFT/view?ts=601a2d69>

**Annotated Bibliography**

Will include a minimum of 15 sources of at least three primary sources, including original reports archival maps and illustrations, and three-peer-reviewed articles. Each annotation must be at least 150 words summarizing the article and how it supports the research. American Psychological Association Style (APA) format will be used for documentation.

**Site Visit (Place-Based Learning) Reflections**

After each site visit (place-based learning experience) write a 400-word reflection illustrating your observations, knowledge gained, and the connections made to course material/discussions and current issues. Compare and contrast your perspectives of the site before and after the visit.

**Classroom Reflections**

Students will write a 75-100-word reflections about the main topic at the end of each class session.

**Final Course Reflection**

Choose two or more of either the course-intended, general education or interdisciplinary learning outcomes and discuss (in no less than 400 words) how they integrate into your understanding of course material and discussions and your overall experience of the course.

**GRADING**

Written Assignments 30%

Virtual Tour Project 50%

Discussion Board 15%

Final Course Reflection 5%

 100%

**CITY TECH’S GRADING SYSTEM**

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| A | 93 - 100 | C+ | 77 - 79.9 |
| A- | 90 - 92.9 | C | 70 - 76.9 |
| B+ | 87 - 89.9 | D | 60 - 69 |
| B | 83 - 86.9 | F | 59.9 |
| B- | 80 - 82.9 |  |  |

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| **Week 1** | **Introduction to the Course****To Be Discussed**Define an interdisciplinary course Discuss course learning objectivesExplain assignments, requirements, and grading system Explain the term project (creation of a mixed-media virtual tour of the Brooklyn waterfront) and show prototype The use of OpenLabThe, Lenape, Native Peoples of the Brooklyn Dutch and English colonizationThe Pre-industrial economies Watch (in class)An Interdisciplinary Approach to Problem Solving <https://libguides.citytech.cuny.edu/places>*New York: Episode 1: The Country and the City (1609-1825)*<https://www.youtube.com/watch?v=V1omW-OPlRk>**Assignments** ReadCity Looking to Rezone Brooklyn Waterfront<https://www.nytimes.com/2003/06/19/nyregion/city-seeking-to-rezone-brooklyn-waterfront.html?searchResultPosition=3>Overall history: Brooklyn/Queens Waterfront. <https://sites.google.com/site/brooklynqueenswaterfront/overall-history>Discussion Board Assignment TBA |

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| **Week 2**   | **Location, Location, Location: Transportation Technologies and the Growth of Brooklyn’s Maritime Industries****To Be Discussed**The advantage of Brooklyn’s location across the East RiverThe importance of waterways and transportation technologies, including the Fulton Ferry, the Erie Canal and its trade networks; the Gowanus Canal, Newtown Creek and Red Hook’s Atlantic and Erie Basins, to the development of Brooklyn’s maritime industries and its economy.In class viewingEpisode 2:*New York A Documentary: Order and Disorder (1825-1865)*<https://www.youtube.com/watch?v=V1omW-OPlRk>**Assignments** Read[The History of Newtown Creek](file:///C%3A%5CUsers%5CWong%5CDocuments%5CBrooklyn%20Waterfront%20Research%20Center%5CCourse%20Development%5CSubmitted%20Course%20Documents%5CThe%20History%20of%20Newtown%20Creek)(<http://www.newtowncreekalliance.org/history-of-newtown-creek/>) The Newtown Creek Alliance Museum of the City of New York. Fulton Ferry and the Creation of New York’s First Suburb<https://blog.mcny.org/2013/03/12/fulton-ferry-and-the-creation-of-new-yorks-first-suburb/> Read**Due**Read pages 53-63 *“The Walled City” Industrial Flux in Red Hook, Brooklyn, 1840–1920* (available through City Tech’s Library) Write a 300-word summary of the pages read, noting particular information that resonates with you.  |

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| **Week 3** | **From Grist Mills to Gantries: The Growth of Brooklyn’s Maritime Industries Economy**Guest speaker TBA**To be discussed**Agriculture and oystering (America’s first export)The workers (enslaved people, freemen, immigrants), their living conditions and culture Municipal governance and entrepreneurshipThe types of waterfront (maritime) industries Factors that contributed to Brooklyn’s industrial growth**Assignments****Due** Read pages 63-71 *“The Walled City” Industrial Flux in Red Hook, Brooklyn, 1840–1920* (copy provided by instructor)Write a 300-word summary of the pages read, noting information that resonates with you.  |

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|  **Week 4** | **Factors Contributing to the Decline of Brooklyn’s Industrial Economy**Guest Speaker: Benjamin Shepard, Professor, Human Services, and co-author (with Mark Noonan) of *Brooklyn Tides: The Fall and Rise of a Global Borough* **To Be Discussed**(Phillip)The Federal Housing Administration and RedliningUrban RenewalContainerization and globalization Lack of investment in port facilities Labor unrest Deaccession of the Brooklyn Navy Yard(Shepard)Gentrification “Affordable” housingEnvironmental justiceHealth Issues Green Gentrification **Assignments** In-class viewing[The Tragedy of Urban Renewal…](https://reason.com/video/2011/09/28/urban-renewal-2/)<https://reason.com/video/2011/09/28/urban-renewal-2/>[How Containerization Shaped the Modern World](https://ed.ted.com/lessons/how-containerization-shaped-the-modern-world)…<https://ed.ted.com/lessons/how-containerization-shaped-the-modern-world>Read*The Battle for Brooklyn By Benjamin Shepard* **Due** A 400-word response to Case Study #1 in *The* *Battle for Brooklyn*  |

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| **Week 5**  | **Rezoning the Brooklyn Waterfront (in class; guest speaker)**Invited: Guest Speaker from 38th District Council Member Carlos Menchaca’s office **To be discussed**Zoning and its purpose; types of zoning and their impacts The relationship between zoning and gentrificationInclusionary zoning and its relationship to real estate development and low -and moderate-income housing? Parks on the waterfront: Are privately owned public spaces the new model? **Assignments** Submit research questions for group project ReadCity Backs Makeover for Decaying Brooklyn Waterfront <https://www.nytimes.com/2005/05/03/nyregion/city-is-backing-makeover-for-decaying-brooklyn-waterfront.html?searchResultPosition=1>Where Blue Collars Grow Endangered; Factory Jobs Decline in Sunset Park<https://www.nytimes.com/2003/06/24/nyregion/where-blue-collars-grow-endangered-factory-jobs-decline-in-sunset-park.html?searchResultPosition=1>**Additional Resources** New York City Department of City Planning<https://www1.nyc.gov/site/planning/index.page>**Due** Discussion Board reaction to the lecture  |

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| **Week 6** | **From Creek to Superfund Site: The Gowanus**A Walking Tour of the Gowanus Guest Lecturer: Nora Almeida, Associate Professor, Library Services **To Be Discussed**The evolution of the Gowanus neighborhoods into an industrial center Pollution, superfund designation and cleanupRezoning and real estate developmentGentrificationEnvironmental sustainability**Assignments** ReadJudge Halts Start **o**fPublic Review Process for Gowanus Rezoning Plan Pending Hearing<https://gothamist.com/news/judge-halts-start-public-review-process-gowanus-rezoning-plan-pending-hearing>“Getting ‘Black Mayonnaise’ Out of One of America’s Dirtiest Waterways” <https://www.nytimes.com/2020/11/19/nyregion/gowanus-canal-dredging-redevelopment.html?searchResultPosition=1>Once the Gowanus Canal Is Rid of ‘Black Mayonnaise,’ Who Will Benefit? (https://www.nytimes.com/2021/01/29/nyregion/gowanus-canal-development-nyc.html?action=click&module=Editors%20Picks&pgtype=Homepage)**Additional Resources** Gowanus Conservancy website<https://gowanuscanalconservancy.org/history/> |

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| **Week 7** | **Washington, Warehouses, Watchtowers and West Elm: A Walking Tour of Brooklyn Heights and Dumbo**Guest Speaker, Jason Montgomery, Associate Professor, Department of Architectural Technology**To Be Discussed** (Montgomery)History of the neighborhood How the Brooklyn Heights Association (BHA) fought Robert Moses, won the Promenade and BH became New York’s first historic district The BQE restoration: Will the BHA win again? (Phillip)Walking tour of DumboFrom Stevedores to Tourists: Fulton Ferry’s Transformation to DumboIndustries then and (Brillo, bistros) Tourism and revitalization Brooklyn Bridge Park The shrinking footage and commercialization of Fulton’s LandingNew enterprises in Dumbo  Review Brooklyn Queens Express Expert Panel Report <https://pfnyc.org/research/brooklyn-queens-expressway-expert-panel-report/>Watch (short videos)[*Furman Street, Brooklyn*](https://forgotten-ny.com/2008/06/old-furman-street-in-transition/)<https://forgotten-ny.com/2008/06/old-furman-street-in-transition/>[*Columbia Heights*](file:///C%3A%5CUsers%5CWong%5CDocuments%5CBrooklyn%20Waterfront%20Research%20Center%5CCourse%20Development%5CSubmitted%20Course%20Documents%5CRead%20and%20watch%20Columbia%20Heights%20%28http%3A%5Cbrooklynheightsblog.com%5Carchives%5C15669%29)(<http://brooklynheightsblog.com/archives/15669>)Read[“Where Coffee was King”](https://www.bkwaterfronthistory.org/story/where-coffee-was-king/) (<https://www.bkwaterfronthistory.org/story/where-coffee-was-king/>)[Dumbo History](https://dumbo.is/historic)<https://dumbo.is/historic> **Due** Gowanus site visit reflection Write two questions prompted by reviewing the BQE Expert Report   |

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|  **Week 8** | **“They Got the Promenade and We Got the Shaft”:The Impact of the Gowanus Expressway on Red Hook** **and Sunset Park**Guest Speaker Brett Yates, reporter, former assistant editor, Red Hook Star-Revue **To Be Discussed**The Gowanus Expressway and its impact on Red Hook and Sunset Park Industrial displacement Geographic and social isolation, transportation inadequacies Racial successionRed Hook HousingGentrification**Assignments**Annotated Bibliography DueReadLast-mile distribution needs new rules by Brett Yates<http://www.star-revue.com/create-a-special-permit-for-last-mile-distribution/>[“The forgotten History of How the U.S. Government Segregated America”](https://www.npr.org/2017/05/03/526655831/a-forgotten-history-of-how-the-u-s-government-segregated-america) (<https://www.npr.org/2017/05/03/526655831/a-forgotten-history-of-how-the-u-s-government-segregated-america>)Watch[*How Highways wrecked American cities*](https://www.youtube.com/watch?v=odF4GSX1y3c)<https://www.youtube.com/watch?v=odF4GSX1y3c>**Additional Resources**Gould, K. A., & Lewis, T. L. (n.d.). From green gentrification to resilience gentrification: An example from Brooklyn1. *City and Community*, *17*(1), 12–15 |

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| **Week 9** | **The Industrial History of North Brooklyn** Walking tour of Williamsburg and Greenpoint [Lucie Levine, Historian and New York City Guide](https://daily.jstor.org/daily-author/lucie-levine/) **To be Discussed** The industries that made Williamsburg and Greenpoint industrial economy: coffee processing, oil and sugar refining, glass manufacturing, printing, and pharmaceuticals**Assignments**Read Brooklyn/Queens Waterfront Neighborhood Histories: Williamsburg <https://sites.google.com/site/brooklynqueenswaterfront/neighborhood-histories/williamsburg>Brooklyn/Queens Waterfront Neighborhood Histories: Greenpoint<https://sites.google.com/site/brooklynqueenswaterfront/neighborhood-histories/greenpoint>Domino Sugar’s Enduring Lesson of Local History <https://greenpointers.com/2019/05/13/domino-sugars-enduring-lesson-of-local-history/> |
| **Week 10**  | **From Dreadnaughts to Donuts: The Closure of the Brooklyn Navy Yard and the Decline of Brooklyn’s industrial Economy** Tour of the Navy Yard, including the Navy Yard Museum, District Winery, the HMGT Department Roof Garden and a selection of new industries **To Be Discussed** Navy Yard’s Significance of Brooklyn’s economyPeak employment years Deaccessioning of the Brooklyn Army Terminal and its impact on Brooklyn’s economyReasons for its decline Current “artisanal” industriesRead[Navy Sails Away at Brooklyn](https://www.nytimes.com/1966/06/26/archives/navy-sails-away-at-brooklyn-yard-ceremony-formally-closes-the.html?searchResultPosition=1) <https://www.nytimes.com/1966/06/26/archives/navy-sails-away-at-brooklyn-yard-ceremony-formally-closes-the.html?searchResultPosition=1>Watch (short videos)The Navy Yard Closes After 165 years <https://www.youtube.com/watch?v=49TlEb6uvJo>The City Concealed: The Brooklyn Navy Yard<https://www.thirteen.org/programs/the-city-concealed/the-city-concealed-brooklyn-navy-yard/>Review The Navy Yard website <https://www.jstor.org/stable/23182271?refreqid=excelsior%3Aca79f924fa6517af9a00b04c0ab29c70&seq=1>**Due** Williamsburg-Greenpoint site visit reflection  |

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| **Week 11** | **Who’s Gotta Have Parks? Privatization of the Brooklyn Waterfront** Guest Lecturer Daniel Campo, Associate Professor and Program Director, Graduate Program in City & Regional Planning, Morgan State University**To Be Discussed** Private parks or public spaces Brooklyn Bridge Park: A New Model?Domino Park a “privately owned, public space” Green Gentrification **Assignments** In Brooklyn Bridge Park Conflict, Neighbors See Trouble. Players See Intolerance[https://www.nytimes.com/2016/06/21/nyregion/brooklyn-bridge-park-courtside-fights-](https://www.nytimes.com/2016/06/21/nyregion/brooklyn-bridge-park-courtside-fights-p) ReadGreen Infrastructure and the Environmental Gentrification Paradox[https://medium.com/@environmentalenrique/green-infrastructure-and-the-environmental-gentrification-paradox-46bc4a25d264](https://medium.com/%40environmentalenrique/green-infrastructure-and-the-environmental-gentrification-paradox-46bc4a25d264)Domino Park Adds Security Guards, Worrying some Residents (<https://greenpointers.com/2020/07/20/domino-park-adds-security-guards-worrying-some-residents/>)**Additional Resources**Campo, D. (2002). Brooklyn’s Vernacular Waterfront. *Journal of Urban Design*, *7*, 171–199.Brooklyn Bridge Park <https://www.brooklynbridgepark.org/about/history/>[Private Money, Public Space, *Architecture*](https://www.architectmagazine.com/aia-architect/aiafuture/private-money-public-space_o)  <https://www.architectmagazine.com/aia-architect/aiafuture/private-money-public-space_o>  |

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| **Week 12** | **Sustainability of the Brooklyn Waterfront**On location at Brooklyn Bridge ParkGuest Lecturer: Richard Hanley, Professor of English, City Tech, and Director of the Brooklyn Waterfront Research Center **To Be Discussed**Sea-level rise and climate change Environmental justiceSustainable communities The Brooklyn Greenbelt**Assignments** ReviewBrooklyn Waterfront Research Center <http://brooklynwaterfront.org/>Red Hook’s Coastal Resiliency Project<https://www1.nyc.gov/site/rhcr/index.page>**Additional Resources** PlaNYC: NYC’s Long-Term Sustainability Plan PlaNYC – NYC.govGould, K. A., & Lewis, T. L. (n.d.). From green gentrification to resilience gentrification: An example from Brooklyn1. *City and Community*, *17*(1), 12–15**Due** A 300-word response to Dr. Campo’s lecture |

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| **Week 13** | **From Warehouses to Wine: Tourism, Leisure and Recreation on the Brooklyn Waterfront** Visit to Red Hook Winery**To Be Discussed**Tourism and waterfront revitalizationFerries back in the game The Greening of the waterfront Historic preservation, downzoning, and adaptive re-use Oyster restoration**Assignments** ReadThree U.S. Cities Reinventing the Modern Waterfront<https://urbanland.uli.org/planning-design/three-u-s-cities-reinventing-modern-waterfront/>Watch A Battered Red Hook<https://www.nytimes.com/video/nyregion/100000001874961/red-hook-brooklyn-after-the-storm.html?searchResultPosition=8> |

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| **Week 14** | **Project Presentations**  |

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| **Week 15** | **Project Presentations and Course Recap****Assignments Due**Course reflections  |

**Class Participation:**

Participation is critical to your success in this class and you are expected to join in lively, intelligent, and professional discussions by completing the assigned reading before coming to class and by actively listening and asking questions. Reading and other assignments must be completed prior to attending class so that everyone will benefit from an in-depth discussion of topics. Each class will begin with a discussion of the assigned reading for that day. All written assignments are to be typed in MS Word, 12-point Times New Roman double-spaced. Spelling, grammar, and punctuation must be of professional, business standard. References used should be formatted according to guidelines of the American Psychological Association (APA).

### Diversity and Inclusive Education Syllabus Statement

### This course welcomes students from all backgrounds, experiences and perspectives. In accordance with the City Tech and CUNY missions, this course intends to provide an atmosphere of inclusion, respect, and the mutual appreciation of differences so that together we can create an environment in which all students can flourish. It is the instructor’s goal to provide materials and activities that are welcoming and accommodating of diversity in all of its forms, including race, gender identity and presentation, ethnicity, national origin, religion, cultural identity, socioeconomic background, sexuality and sexual orientation, ability, neurodivergence, age, and etc. Your instructor is committed to equity and actively seeks ways to challenge institutional racism, sexism, ableism and other forms of prejudice. Your input is encouraged and appreciated. If a dynamic that you observe or experience in the course concerns you, you may respectfully inform your instructor without fear of how your concerns will affect your grade.  Let your instructor know how to improve the effectiveness of the course for you personally, or for other students or student groups. We acknowledge that NYCCT is located on the traditional homelands of the Canarsie and Lenape peoples. <https://openlab.citytech.cuny.edu/dice/>

**Student Accessibility**

Qualified students with disabilities, under applicable federal, state, and city laws, seeking reasonable accommodations or academic adjustments must contact the Center for Student Accessibility for information on City Tech’s policies and procedures to obtain such services. Students with questions on eligibility or the need for temporary disability services should also contact the Center at The Center for Student Accessibility: 300 Jay Street, room L-237, 718 260 5143. <http://www.citytech.cuny.edu/accessibility/>

**ACADEMIC INTEGRITY POLICY STATEMENT**

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog.

**PLAGIARISM**

Plagiarism is the presenting of someone else’s ideas without proper credit or attribution. These ideas could come from:

1. Information obtained from books, journals or other printed sources.
2. The work of other students or of faculty.
3. Information from the Internet.
4. Software programs or other electronic material.
5. Designs produced by other students or faculty. Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.

**EXAMPLES OF CHEATING INCLUDE**

1. Copying from another student during an examination or allowing another to copy your work.
2. Unauthorized collaboration on a take-home assignment or examination.
3. Using notes during a closed-book examination.
4. Taking an examination for another student or asking or allowing another student to take an examination for you.
5. Changing a graded exam and returning it for more credit.
6. Submitting substantial portions of the same paper to more than one course without consulting each instructor.
7. Preparing answers or writing notes in an exam manual before an examination.
8. Allowing others to research and write assigned papers or do assigned projects, including the use of commercial term paper services
9. Giving assistance to acts of academic misconduct/dishonesty.
10. Fabricating data (in whole or in part).
11. Falsifying data (in whole or in part).
12. Unauthorized use during an examination of electronic or wireless, handheld devices, including computers or other technologies to retrieve or send information during an exam.

**USE OF ELECTRONIC DEVICES**

As stated in the Student Handbook, the use of cellular phones and audio equipment in all academic and study areas of the college is prohibited. Students are not permitted to take calls or text message during class. Students may not use their cell phones as calculators. In some instances, an instructor may allow the use of personal electronic devices for in class activities.

**COUNSELING SERVICES AT CITY TECH**

*Namm-108, Phone: 718-260-5030,**http://www.citytech.cuny.edu/counseling/counseling-services.aspx*

The webpage of the College’s Counseling Services states that “Counselors provide academic, career and personal counseling to help students succeed in life. Meeting with a counselor in their office, students are encouraged to talk about any problem or situation in their life that is interfering with their success in college.

This may include family or relationship problems, financial problems and confusion over major requirements or college regulations etc. Counseling sessions may take one or more meetings with a counselor to review concerns and explore possible resolutions. We do not offer on campus psychiatric services or long-term psychotherapy. However, we can help you find services in the community that can help you with almost any need you have.” They offer individual counseling, walk-in hours, crisis counseling and workshops.

**Selected Bibliography**

A “Forgotten History” of how the U.S. government segregated America. (2017, May 3). *Fresh Air [NPR] (USA)*.

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`equity through Highway Reconstruction. *Vanderbilt Law Review*, *73*(5), 1259–1330.

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Ground, Staten Island, New York.” Anthropology of Work Review 12 (2): 7–13.

# Bellafante. G. (2021, Jan 29) Once the Gowanus Canal is rid of ‘black mayonnaise,’ who will

# benefit?”

Bahrampour, T. (2003, Jun 19) City seeking to rezone Brooklyn waterfront. *New York Times*

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 impact of local characteristics on craft breweries. In Untapped: Exploring the Cultural

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Berman, M. (2014). Emerging from the ruins. *Dissent*, *61*(1), 59–66

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Busa, A. (2017). *The creative destruction of New York City:* *engineering the city for the elite*.

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**Course Readings**

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**Course Resources**

City Tech Citation and Formatting Guides

<https://libguides.citytech.cuny.edu/citations/APA>

Owl at Purdue

<https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introductionhtml>

Present the project in a 25-minute presentation using PowerPoint or Prezi.

Primary and Secondary Sources: A Research Guide

<https://umb.libguides.com/PrimarySources/secondary>

Why and How to Avoid Plagiarism, City Tech Library <http://library.citytech.cuny.edu/instruction/plagiarism/index.php>

How to Prepare an Annotated Bibliography

<https://guides.library.cornell.edu/annotatedbibliography>

Social Explorer

<https://library.citytech.cuny.edu/research/articles/social-explorer>

What are archives and how do they differ from libraries? Society of American Archivists:

<http://www2.archivists.org/usingarchives/whatarearchives>

Center for Brooklyn History

Research Collection

<https://www.brooklynhistory.org/research-collections/>

Map Collection

<https://mapcollections.brooklynhistory.org>

Brooklyn Public Library

Brooklyn Collection

<https://www.bklynlibrary.org/brooklyncollection>

Digital Collection

<https://www.bklynlibrary.org/digitalcollections/>

New York Public Library Digital Collections

<https://digitalcollections.nypl.org>

Neighborhood Preservation Center’s designation report database

<http://www.neighborhoodpreservationcenter.org/content/nyc-landmark-designation-reports>

Municipal Arts Society

[https://www.mas.org](https://www.mas.org/)/

New York City Records & Information Services Municipal Archives and Library

<https://www1.nyc.gov/site/records/about/municipal-archives.page>  <https://www1.nyc.gov/site/records/about/municipal-library.page>

**Websites of Community Groups and Other Organizations**

Billion Oyster Project

<https://www.billionoysterproject.org/>

Brooklyn Waterfront Research Center

<http://brooklynwaterfront.org/>

Brooklyn Greenway Initiative

<https://www.brooklyngreenway.org/about-bgi/what-we-do/>

Gowanus Conservancy /)

<https://gowanuscanalconservancy.org/>

Newtown Creek Alliance

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

Uprose

[Uprose](https://www.uprose.org/) (<https://www.uprose.org/>)