HUNTER COLLEGE-CUNY
DEPARTMENT OF GEOGRAPHY

GEOG 383.33 (Code 4756)/ GEOG 705.98 (Code 4755)
THE GEOGRAPHY OF LONG ISLAND:
Geographic Issues Facing Long Island, NY

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Office: Room 1032 North Building
Office hours: Before and after class and by appointment
Telephone: (212) 772-5265 or 5266
Mailbox: Room 1006 North Building
Class sessions: Tuesday and Thursday evenings from 6:40-9:50 PM in Room 1022HN.
Department Computer Lab: Room 1090B HN.

COURSE:
Geography of Long Island focuses on the geographic and environmental aspects of the largest island of the United States outside of Alaska and Hawaii. Since geography is both a physical and social science, knowledge of the basic concepts of earth systems is important for us to better explain and analyze human interaction with them. Long Island has been shaped by both its physical characteristics and the people who have settled and developed the island since the early 1600s. The prerequisite is one GEOG, PGEOG or GEOL course.

GOALS:
The goals of the course are: (1) to learn about the geography of Long Island – its physical environment, the distribution of its people and their activities, and the interrelationships between the people and the environment; (2) to explore, navigate through, and use the geographic information available on the Internet, especially the information provided by the State of New York, City of New York, and Nassau and Suffolk counties; and (3) to become geographically literate when dealing with issues affecting Long Island and its people as we plan for the future.

OUTCOMES: Upon the successful completion of this course, you will be able to relate the cultural landscape of Long Island to its physical characteristics, make informed decisions using geographic principles and spatial concepts, navigate the Internet to find geographic information and maps of Long Island, and have a credible voice when participating in planning exercises.

LIST OF MAJOR TOPICS:
1. Introduction
2. Physical Characteristics of Long Island
3. Environmental Issues
4. Historical Geography of Long Island
5. Settlement on Long Island
6. Population Issues
7. Evaluating the Past/Planning for the Future

RESOURCES:
1. There is no text book on the geography of Long Island, NY.
2. A detailed fold-out map or road atlas of Long Island (showing the entire island from Brooklyn to Suffolk) is highly recommended.
3. The course will depend on web sites sponsored by the federal government, NYS, NYC, Nassau County, Suffolk County, non-profit organizations, private companies and other appropriate venues for current information plus suggested readings.

RECOMMENDED SUPPLEMENTAL READING:


FORMAT: This course will be conducted as a combination of lectures and seminars. Graduate students will be invited to select from the Question of the Day Topics and lead a short seminar discussion on the topic (about 15 minutes long including an introduction to the topic).

GRADING: Grades are based on the following requirements and differ for graduate and undergraduate students. There is no required term paper for summer session.

1. EXAMS
   - **Graduate students**
     - Exam 1 = 20% of final grade
     - Exam 2 = 15% of final grade
     - Exam 2 Option = Graduate students may do a half-hour in-class presentation on a geographic or environmental topic of interest to them and relevant to the well-being of LI residents in lieu of Exam 2.
   - **Undergraduate students**
     - Exam 1 = 20% of final grade
     - Exam 2 = 20% of final grade

2. DISCUSSION PAPERS (see instructions)
   - **ALL students:**
     - Five short write ups of geographic issues facing Long Island residents, each 3 pages long plus footnotes, bibliography and any appropriate map or diagram, discussing 1 physical, 1 historical, 1 environmental, 1 population, and 1 economic topic *(12 pts. each = 60% of the grade).*

3. QUESTION OF THE DAY DISCUSSION LEADER
   - **Graduate students** will lead the Question of the Day discussion by presenting background material and moderating classroom discussion. *(One Q of D at 5 pts. = 5% of final grade; additional Q of D for extra credit.)*
Undergraduate students may lead a Q of D discussion for extra credit.

EXTRA CREDIT:
Extra credit may be earned for any or all of the following: (a) seminar presentations, (b) documented individual field work, (c) documented museum visit, (d) special research paper or project relating to the study of geography of Long Island and/or (e) leading a Question of the Day classroom discussion. Check with me before starting any extra credit work.

ATTENDANCE: There is a direct correlation between good attendance and good grades. Reading assignments supplement class lectures. Attendance is taken.

CLASS PARTICIPATION: Class participation is encouraged and a plus. Active participation can raise a borderline grade.

PLEASE NOTE:
1. You are responsible for the content of all the lectures, reading assignments and class handouts. Assignments and handouts are distributed electronically to your college email address.
2. Attendance is important. There is no up-to-date comprehensive geography textbook in print. All information will be given to you in class. Historically, there has been a direct correlation between poor attendance and poor grades. The readings from the assigned books and the handouts supplement the lecture.
3. All exams must be taken and required assignments submitted. Failure to do so by the end of the semester will result in a reduced grade (any missed requirement is counted as a zero) unless arrangements are made with me in advance. Then an IN (incomplete) grade may be given. Late written presentations will be penalized by reduced grade. Do not schedule your travel plans to begin before the date of the final exam! See calendar below.
4. Approval is required prior to beginning any research. The topic of your extra credit paper or project must be approved in advance to make sure the topic is manageable. It is important that your proposal be narrow in scope and focused on a topic.
5. Neatness counts. On exams if I cannot read it, it is wrong. All exercises, term papers, and projects must be typed and presented neatly. Maps, diagrams and other illustrations are to be embedded into the work or taped neatly to a separate sheet of paper. Consult the Hunter College Reading and Writing Center for citation and bibliographic formats (http://rwc.hunter.cuny.edu).
6. Hunter College rules and regulations are strictly enforced. This includes the CR/NC option and IN grades.
7. Cheating and plagiarism are grounds for failure and disciplinary action by the College. Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures. The Internet is a resource for information, NOT a source of verbatim script. Every person has a unique writing style and use of grammar. Do not cut and paste text found at an Internet web site into your write-ups, term paper or term project. All work will be randomly searched using college-purchased search engines.
8. Office of AccessABILITY. In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Hunter College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (emotional, medical, physical and/or learning) consult the Office of AccessABILITY located in Room E1124 to secure necessary academic accommodations. For further information and assistance please call (212-772-4857)/TTY (212-650-3230). You must be registered with this office to qualify for the accommodations.
CALENDAR and DUE DATES for SUMMER 2012

A. CLASS CALENDAR
This class meets on Tuesdays and Thursdays from 6:40 – 9:50 PM in Room 1022HN. There is one 20 minute break.

TUES., JUNE 5  First class meeting.
THUR., JUNE 21  Midterm exam first hour of class (tentative); lecture follows.
THUR., JULY 12  Last class meeting (first part of class time)
                     Final Exam (last hour of class time). Last day to turn in all work.

B. DUE DATES for GRADED DISCUSSION PAPERS
Any essay may be handed in prior to the due date!
Late essays will be penalized by a 5 point reduction based on a 100 point scale!!

1. Physical issue essay due no later than June 12
2. Historical issue essay due no later than June 19
3. Population issue essay due no later than June 26
4. Environmental issue essay due no later than July 3
5. Economic issue essay due no later than July 10

C. CLASSROOM DISCUSSION TOPICS – For each topic listed below be familiar with that topic by gathering background material and coming up with two pros and two cons or two important facts or trivia tidbits that can be used to add to the discussion. The class as a whole will analyze the issue presented. A discussion exercise looks at a question, a point of view, or findings about a situation - past, present or future. Its purpose is to ponder a situation and get dialog going.

NOTE: Graduate students will moderate each of the discussion topics (5% of final grade) to be chosen at the first class meeting; undergraduates may moderate a discussion for extra credit.

List of Student-led QUESTION-OF-THE-DAY Discussion Topics (subject to revision)

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>June 12</td>
<td>Connecting Long Island to the mainland.</td>
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<tr>
<td>June 14</td>
<td>Reacting to rising sea level.</td>
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<tr>
<td>June 19</td>
<td>Sustaining open space.</td>
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<tr>
<td>June 21</td>
<td>Preserving the “Gold Coast” estates.</td>
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<td>June 26</td>
<td>Providing Long Island residents with power.</td>
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<td>June 28</td>
<td>Viewing Levittown 60 years later.</td>
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<td>July 03</td>
<td>Segregation or Community? Evaluating LI racial/ethnic group concentrations.</td>
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<td>July 05</td>
<td>Encouraging commercial development in eastern Long Island.</td>
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<tr>
<td>July 10</td>
<td>Evaluating the legacy of Robert Moses on Long Island.</td>
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<tr>
<td>July 12</td>
<td>Creating a 51st state (or a 63rd county).</td>
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DISCUSSION PAPERS
THE GEOGRAPHY OF LONG ISLAND, NY

Geographic Issues Facing Long Island

A discussion paper is an essay that looks at a question, a point of view, or findings about a situation - past, present or future. Its purpose is to ponder a situation and get dialog going.

It is not a detailed research report, a broad summary of the topic, a collection of questions or observations, a criticism of a point of view or situation, or your personal feeling (off the top of your head) about the topic.

It does look at the impact on people or earth environment within the framework of the Five Fundamental Themes of Geography. In addition, it addresses the topic within the political, cultural, economic and/or social context that it is found. Pros and cons need to be addressed.

Begin by identifying a topic and summarizing and discussing the major findings from your initial research. Present them simply and in an easily understandable manner, citing the author or the source material. (Many times the abstract of a professional paper or summary of a newspaper article provides this for you.)

Describe why the findings or statistics or projections are important or meaningful or distressing or encouraging. This is an opportunity to interject what the results mean to you and what they contribute to both the specific area of study and the bigger picture.

Think critically. Discuss the limitations and possible alternative explanations for the results you found. No study is perfect.

End by indicating any future directions the research can take or what you would like to see studied. This is a good way to finish the written discussion and to get a verbal discussion going.

ASSIGNMENT SUMMARY

1. Identify a situation/issue/problem/potential problem facing Long Island, NY for each of the following areas; physical, historical, population, environmental and economic.
2. State this in the form of a hypothesis, thesis statement, observation or “talking points” within the first paragraph of the essay.
3. Find several articles/books/professional papers/presentations that address the topic.
4. Comment upon the situation in discussion format within 2-3 pages of text. This can be from your point of view or that of the geographic community or a field of experts. No discussion is wrong. All discussions have at least two points of view. However, any statement made needs to be backed by facts and presented in a logical way.
5. Include a bibliography of at least 3 works consulted on a separate page.