Proposal
The College of Staten Island
Baccalaureate in Geography

COLLEGE: The College of Staten Island
The City University of New York

PROGRAM TITLE: Geography

DEGREE: Bachelor of Arts

DEPARTMENT: Political Science and Global Affairs (PSGA)

CONTACT PERSONS:
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DATE OF COLLEGE GOVERNANCE BODY APPROVAL:
Undergraduate Curriculum Committee
Approval Date: December 7, 2012

Executive Committee
Date: April 9, 2013

Faculty Senate
Approval Date: April 18, 2013

PROPOSED INITIATION DATE: Fall 2014
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ABSTRACT

The Political Science and Global Affairs Department is proposing a Bachelor of Arts in Geography. This 120 credit liberal arts degree will offer students the ability to develop an understanding and appreciation of the diversity of the earth’s physical and cultural environments, as well as the interrelationships between peoples and their environments at a variety of scales. No college on Staten Island, and only a limited number of universities in the NY/NJ/CT area, offers the opportunity for students to major in Geography. During a Self Study of Geography, conducted in the Spring of 2010, both external reviewers strongly recommended the development of a Geography major. Student feedback indicates support for the creation of a Geography major as well. Nearly 40% of students (who were taking Geography courses) expressed an interest in majoring in Geography if that option were available to them. This number rose to 56% when confined to students taking Introduction to Geography, a more likely launching pad for potential majors. Students will also gain training in Geographical Information Systems (GIS), an important skill in today’s highly competitive job market, as GIS experience offers one of the fastest growing and lucrative employment opportunities in the current job market. Expanding the degree offerings available to students at the College of Staten Island (CSI) will not only enrich educational options, but also fill in a gap in the curriculum and provide training for a growing career path.
1. Purpose and Goals:

A Geography major in Human Geography is being proposed in order to increase the opportunities of CSI students to pursue learning in disciplines with strong global and environmental foundations. Following the mandate stipulated in CSI’s new Mission, Vision, & Values statement and the new strategic plan for 2011-2016, Many Voices, One Vision, developing new academic programs is a priority in order to better understand and contend with global changes, offer fresh perspectives, and to meet societal and student needs.

Geography, at its core, is the study of the mutually reinforcing relationships between peoples and places. The mission of the Geography program is to develop an understanding and appreciation of the diversity of the earth’s physical and cultural environments, as well as the interrelationships between peoples and their environments at a variety of scales. A related goal of the program is for students to build the intellectual and technical skills required to synthesize information, to recognize connections between complex phenomena, to become critical thinkers, and to develop into better and more informed citizens. By examining complex global patterns, unique cultural interpretations and situations, and the growing interdependence of people and places in today’s globalizing world, students of Geography will increase their geographic literacy and their appreciation of the diversity of issues and identities both inside the United States and throughout the world. As the Geography major builds a student cohort systematically able to critically analyze global and environmental issues, students will strengthen their ability to contextualize and comprehend crucial global problems and political, cultural, economic, social, and environmental issues.

Geography courses support CSI’s mission to encourage experiential learning. Building student awareness of issues across the world spurs interest in studying abroad, foreign service learning projects, as well as foreign language study. Thus, the Geography major would support CSI’s Center for International Service. Cultural immersion as part of geographic training generates interest in language training, thus potentially increasing demand for courses offered by the Department of World Languages and Literature.
A Geography major would also offer rich opportunities to collaborate with faculty in several departments who utilize Geographic Information Systems for their research (e.g. in Business and Geology), and Geography would offer broader training of students in GIS, with new course offerings. GIS training will increase the capacity for student-professor research projects, create more opportunities for the infusion of technology into student research, and improve job prospects for students upon graduation.

2. Need and Justification

A Self Study of Geography was conducted in the Spring of 2010. Both of the external reviewers who visited CSI strongly recommended the development of a Geography major. They both noted the strength of the faculty and the growth in the number of students taking geography courses (Table 1). A student representative, a new Geography minor, also met with the external reviewers to ask for their support in developing a major. She spoke of obstacles (like TAP) that nearly prevented her from pursuing the minor, and her disappointment that Geography was not available as a major. The team was impressed by the range of courses available to students and felt that it would be possible to create all the requisite courses for a credible major.

Despite the recent rekindling of interest and acknowledgement of the pressing need for American students to be exposed to and better trained in Geography, geographic illiteracy among Americans remains rampant. Although primary and secondary schools in the United States have begun to increase their teaching of Geography due to the initiatives of the Geography Education Standards Project and the Goals 2000: Educate America Act (Public Law 103-227), funding for the program was cut before any of the goals were reached.\(^1\) As most students still do not take Geography courses in high school, there is an urgent need to offer sustained geographical training and knowledge at the post-secondary education level.

Repeated studies conclude that Americans have extremely poor geographic literacy, often being unable to complete the most basic of geographic tasks,\(^2\) such as locating major countries like Iraq and India on a map—

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\(^2\) It is also important to debunk the common misconception, fuelled by lack of familiarity with Geography and lack of access to taking Geography courses that Geography is simply about memorizing places and facts about the world.
or even locating the United States itself! As John Fahey, chairperson and chief executive officer of the National Geographic Society, remarks: “Geographic illiteracy impacts our economic well-being, our relationships with other nations and the environment, and isolates us from the world.”

Having a Geography major at the College of Staten Island will increase the college’s visibility and reputation. A Geography major will prepare CSI graduates for the competitive job market, as the Bureau of Labor Statistics projects employment for geographers to grow at a rate of 35%, which they deem “much faster than average.” According to an occupation profile, the average annual wage for Geographers in the New York area is $98,500 (high), $80,300 (median), and $49,300 (low) respectively. Furthermore, a Geography major will offer students exposure and training in Geographic Information Systems, more commonly referred to as GIS. GIS blends together computerized cartography, geospatial and statistical analyses, and database technologies, enabling the storing, manipulation, layering, and analysis of data. Some of the more common and increasingly ubiquitous applications of GIS are to be found on the Internet, on websites such as MapQuest and Google Maps, but also in sites analyzing voting patterns or the impact of Hurricane Sandy. GIS skills offer one of the fastest growing, and lucrative, employment opportunities in the current job market.

GIS specialists work in a variety of fields, including marketing, business and environmental consulting, government agencies, and urban and transportation planning. Furthermore, many jobs requiring GIS will not explicitly state that they are looking for a “Geographer.” Thus, the employment market for Geographers with GIS training is much bigger than as captured in jobs officially categorized as specifically for Geographers.

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5 They currently list 1,600 jobs, with an additional 600 jobs to be created in the next decade. Also 130 annual job openings are forecasted. See: http://bls.gov/ooh/life-physical-and-social-science/geographers.htm and http://www.careerinfonet.org/occ_rep.asp?optstatus=011000000&soccode=193092&id=1&nodeid=2&stfips=36&search=Go.

6 Currently, geography majors are required to take 1 GIS course, but if they are interested can take several more as elective options within the major. Dr. Aaron Gilbreath, our GIS specialist hired in Fall 2013, will also develop several new upper division GIS courses, including advanced, practical, and topical courses, over the next few years, further diversifying our GIS course options. This will enable students who want extended training in GIS skills to take a number of courses that will allow graduates to succeed in the GIS job market.

8 Geospatial technology, of which GIS is a central component, was highlighted as an emerging, high-demand industry by the US Department of Labor. Also see http://www.doleta.gov/brg/jobtraininitiative/.
No college on Staten Island offers the opportunity for students to major in geography. In fact, there are only a limited number of universities in the NY/NJ/CT area that offer a BA in Geography (i.e. two in New York City, at Hunter and Lehman, two in Long Island, and three in New Jersey). A geography major at CSI will serve to fill this gap. It seems especially apt for CSI, since Staten Islanders every day confront the consequences of spatial logic that flows from its smaller (relative to the other boroughs) population and island location; Staten Islanders feel the effects of centrality and remoteness in terms of commuting time and sharing of resources, yet the academic field that would help them analyze the situation is only available on a limited basis. Students interested in broadening their perspective and learning to see the world with geographic tools and concepts will now have another local option. Since there are not many schools in the region that offer a geography major, having one at CSI will fulfill this need, not only in Staten Island, which has no college level geography major, but in the tri-state area.

3. Student Interest and Enrollment

The number of students taking Geography classes has risen steadily in the last several years (see Table 1).

Table 1. Enrollment in Geography Courses (2005-2013)

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of sections offered</th>
<th>Number of students enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>5</td>
<td>191</td>
</tr>
<tr>
<td>2006-2007</td>
<td>9</td>
<td>343</td>
</tr>
<tr>
<td>2007-2008</td>
<td>11</td>
<td>400</td>
</tr>
<tr>
<td>2008-2009</td>
<td>16</td>
<td>534</td>
</tr>
<tr>
<td>2009-2010</td>
<td>23</td>
<td>659</td>
</tr>
<tr>
<td>2010-2011</td>
<td>22</td>
<td>704</td>
</tr>
<tr>
<td>2011-2012</td>
<td>24</td>
<td>735</td>
</tr>
<tr>
<td>2012-2013</td>
<td>26</td>
<td>752</td>
</tr>
</tbody>
</table>
Geography classes consistently reach their enrollment cap. Given its traditional function as a service discipline at CSI, Geography’s mission has been limited to introducing students to geographical knowledge rather than allowing full education in the discipline through advanced work in a major. All courses satisfy major or pre-major requirements in the interdisciplinary programs of African American Studies; American Studies; International Studies; and Science, Letters, and Society. Cross-listed courses fulfill major requirements in Economics; Political Science; History; Philosophy; and Women’s, Gender, and Sexuality Studies. The majority of seats in Geography courses are occupied by students majoring in Science, Letters and Society; they are interested in teaching in elementary schools and a Geography course is a pre-major requirement.

The most likely source of majors are students who take the Introduction to Geography course (GEG 100). A 2010-2011 survey, spanning three semesters, of 90 students who took this course provides a useful indication of future Geography majors and minors, as the majority of students taking this course do so early in their academic careers, before they have selected a major. As Table 2 indicates, roughly 9 out of 10 students show interest in taking more Geography courses; if a major were offered, they would be the base on which to build a successful program. The typical progression for majors has students take an introductory class in which students’ interests are piqued, and then students take a second course. Continued interest leads to a third or fourth course, as part of a minor or major.

Table 2. Table of student interest (only Introduction to Geography sections):

<table>
<thead>
<tr>
<th>Question</th>
<th>Percentage of Students Replying Positively</th>
<th>Number of Students Replying Positively</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would you be interested in finding out more information about a Geography major?</td>
<td>58%</td>
<td>52</td>
</tr>
<tr>
<td>Would you be interested in finding out more information about a Geography minor?</td>
<td>73%</td>
<td>66</td>
</tr>
<tr>
<td>Would you be interested in majoring in Geography?</td>
<td>56%</td>
<td>50</td>
</tr>
<tr>
<td>Would you want to take another Geography course?</td>
<td>87%</td>
<td>78</td>
</tr>
</tbody>
</table>
Current and former students have communicated their interest in a Geography major. A recent graduate of CSI sent a letter lamenting how she wished there had been a Geography major option when she was a student, as she would have chosen that as her major. During the 2010-2011 academic year, a number of students personally contacted members of the department to express their interest in majoring in Geography and disappointment that it is not an option at CSI, with some investigating the possibility of transferring to another college in order to pursue a Geography major.

There is considerable interest in Geography among students who either have declared their major or are on their way to other majors. We administered Student Interest Surveys to twelve Geography classes in the Fall of 2010 and Spring of 2011. A total of 262 students were polled (in 4 sections of Introduction to Geography, 3 sections of Cultural Geography, 3 sections of Economic Geography, 1 section of Place, Race, and Racism, and 1 section of Political Geography). As indicated in Table 3, 40% of the students expressed an interest in majoring in Geography if that option were available to them. There was also interest in minoring in Geography, and 70% of students, based on their experience in the course they were taking, would take another Geography course. This latter point is crucial in building minors and majors, as having the exposure to a second course in the discipline often translates to even more enrollments in the future. It also speaks to the perceived value of the field since many of the students surveyed are majoring in Science, Letters, and Society. These highly motivated students (this is a large major, with over 600 students, and has a GPA requirement of 2.75) have a particularly large number of required courses for completion of the major and education certificate, and are further tracked for courses in either Elementary Education (Childhood Education) or Early Childhood Education, leaving them without the ability to take on an additional minor.

When considering students in the Introduction to Geography course alone (see Table 2), the numbers rise dramatically in all cases. Fifty-six percent of students replied they are interested in majoring in Geography, 58% wanted to find out more information about a Geography major, and nearly three-fourths (73%) showed an interest in finding out more information about a Geography minor. The data found in Table 2 and Table 3 suggest there is considerable interest from the student body for the formation of the Geography major and enhancement of the Geography minor at CSI.
Table 3. Table of student interest (all sections):

<table>
<thead>
<tr>
<th>Question</th>
<th>Percentage of Students Replying Positively</th>
<th>Number of Students Replying Positively</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would you be interested in finding out more information about a Geography major?</td>
<td>45%</td>
<td>119</td>
</tr>
<tr>
<td>Would you be interested in finding out more information about a Geography minor?</td>
<td>55%</td>
<td>145</td>
</tr>
<tr>
<td>Would you be interested in majoring in Geography?</td>
<td>38%</td>
<td>100</td>
</tr>
<tr>
<td>Would you want to take another Geography course?</td>
<td>70%</td>
<td>183</td>
</tr>
</tbody>
</table>

The Geography program has been expanding. Between 1994 and 2008 there was only one full-time faculty member in Geography at CSI, which seriously limited the possibility of offering a broad range of courses that could generate appreciation of the variety of options in the field for students of Geography. With the hiring of two new full-time faculty members in 2008, bringing the total to three full-time faculty members, Geography at CSI can now consistently offer a range of Geography courses and recruit students to minor and major in Geography. A fourth tenure track faculty member, specializing in GIS, has been hired and began in the Fall of 2013. Three new courses have already been approved and are regularly taught, further increasing the selection of Geography courses available for students at CSI.
Table 4. Table of projected enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>Continuing Students</th>
<th>New Students</th>
<th>Graduating Students</th>
<th>Students lost to attrition</th>
<th>Total Majors Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014 – 15</td>
<td>0</td>
<td>12</td>
<td>N/A</td>
<td>N/A</td>
<td>12</td>
</tr>
<tr>
<td>2015 – 16</td>
<td>12</td>
<td>18</td>
<td>0</td>
<td>2</td>
<td>28</td>
</tr>
<tr>
<td>2016 – 17</td>
<td>28</td>
<td>27</td>
<td>3</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>2017 – 18</td>
<td>50</td>
<td>32</td>
<td>4</td>
<td>5</td>
<td>73</td>
</tr>
<tr>
<td>2018 – 19</td>
<td>73</td>
<td>38</td>
<td>9</td>
<td>7</td>
<td>95</td>
</tr>
</tbody>
</table>

4. Curriculum

The Geography major is defined as 39-43 credits in Geography, with a minimum of 4 classes (16 credits) taken at the 300 or 400 level. Geography majors will be required to maintain a 2.5 GPA. Students will have the opportunity to graduate with honors provided they have a 3.5 GPA in Geography courses; they take GEG 490 (Senior Seminar), and complete a thesis or other project that is agreed upon with their faculty advisor.

Students who major in Geography must complete the following requirements:

*Pre-Major Requirements*

GEG 100 Introduction to Geography 3 credits

OR

GEG 101 World Regional Geography 3 credits

*Major Requirements*
4 Required Courses:

*GEG 102 People and Their Environment 3 credits
GEG 212 Introduction to Geographic Information Systems (GIS) 4 credits
*GEG 4xx Geographical Imaginations 4 credits
any 213 level language course (or demonstrated proficiency through the 213 level in a foreign language) 0-4 credits

At least 2 Topics Courses, selected from the following:

GEG 225 Cultural Geography 4 credits
GEG 252/ECO 252 Economic Geography 4 credits
GEG 260 Urban Geography 4 credits
GEG 264/POL 264 Political Geography 4 credits
GEG 275/AFA 275 Place, Race, and Racism 4 credits
*GEG 3xx Geopolitics of the United States 4 credits

At least 1 Regional Course, selected from the following:

GEG 220 Geography of Western Europe 4 credits
GEG 222/AMS 222 Geography of the United States 4 credits
HST 223/GEG 223 American Landscapes 4 credits
*GEG 2xx Geography of East Asia 4 credits

At least 1 Environmental Course, selected from the following:

GEG 250 Conservation and Humanity 4 credits
PHL 266/GEG 266 Environmental Ethics 4 credits
SOC 312/ANT 312/WGS 312/GEG 312 Food, Self, and Society 4 credits
HST 324/GEG 324 Environmental History 4 credits

In the major, a total of 27-31 credits accrue from the above 8 required courses. An additional twelve credits of courses should be chosen from courses listed below. Two courses (8 credits out of the 12 credits) may be taken outside of Geography with the permission of the Geography major advisor. These courses might be offered in the disciplines of History; Economics; Philosophy; African American Studies; Political Science; Geology; Women’s, Gender, and Sexuality Studies; Sociology; or Anthropology. Furthermore, up to 4 credits (out of the 12 credits) may be completed as an independent study with a CSI faculty member based upon a topic approved by the Geography major advisor.

Geography Courses

GEG 100 Introduction to Geography 3 credits
*GEG 101 World Regional Geography 3 credits

9 New courses are demarcated with a * before the course title.
*GEG 102 People and Their Environment  3 credits
GEG 220 Geography of Western Europe  4 credits
GEG 212 Introduction to Geographic Information Systems (GIS)  4 credits
AMS 222/ GEG 222/ Geography of the United States  4 credits
HST 223/ GEG 223/ American Landscapes  4 credits
GEG 225 Cultural Geography  4 credits
GEG 250 Conservation and Humanity  4 credits
GEG 252/ ECO 252 Economic Geography  4 credits
GEG 260 Urban Geography  4 credits
GEG 264/ POL 264 Political Geography  4 credits
PHL 266/ GEG 266 Environmental Ethics  4 credits
GEG 275/ AFA 275 Place, Race, and Racism  4 credits
*GEG 2xx Geography of East Asia  4 credits
*GEG 3xx Intermediate Geographic Information Systems (GIS)  4 credits
SOC 312/ ANT 312/ WGS 312/ GEG 312 Food, Self, and Society  4 credits
HST 324/ GEG 324 Environmental History  4 credits
*GEG 3xx Geopolitics of the United States  4 credits
*GEG 3xx Special Topics in Geography  4 credits
*xGEG 4xx Advanced Geographic Information Systems (GIS)  4 credits
*xGEG 4xx Geographical Imaginations  4 credits
ECO 490/ POL 490/ PHL 490/ GEG 490/ Senior Seminar in Political Science, Economics, and Philosophy  4 credits

**Recommended Courses Outside of Geography**

AFA/ POL 253 African Politics  4 credits
AMS 222 The City in American Culture  4 credits
ANT/ COM 225 Multicultural Literacy  4 credits
ANT 331/ SOC/ WMS 330 Women and Work  4 credits
ANT 365 Political Anthropology  4 credits
CIN 240 Third World Cinema  4 credits
CIN 407 European Cinema  4 credits
CIN 408 Global Cinema  4 credits
ECO 251 International Political Economy  4 credits
ECO 253 United States Economic History  4 credits
ECO 291 Political Economy of War and Peace  4 credits
GEO 100 Physical Geology  3 credits
GEO 101 Physical Geology Lab  1 credit
GEO 105 Environmental Geology  4 credits
HON 122 The Peopling of New York  4 credits
HST 235 The Modern Middle East  4 credits
HST 254 History of Staten Island  4 credits
HST 264 The African Diaspora  4 credits
HST 266/ AFA 247 Peoples and Cultures of Africa  4 credits
HST/ AFA 269 Blacks in Urban America  4 credits
HST 330 Nationalist Movements and the Process of Independence in Africa  4 credits
INT 201 Latin American Perspectives  4 credits
INT 367 Globalization and World Systems  4 credits

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10 Please note this course will be developed next year by the new GIS hire.
11 Please note this course will be put forward next semester (it is a course change of an existing course).
ITL 325 Italian Experience in the Americas 4 credits
POL 244 From the Soviet Union to the CIS 4 credits
PSY 217 Psychology and Chinese Culture 4 credits
SOC 270 The Community 4 credits
SPN 480 Literature of the Hispanic Caribbean 4 credits

New Courses to be created

*GEG 102 People and Their Environment 3 credits
*GEG 2xx Geography of East Asia 4 credits
*GEG 3xx Intermediate Geographic Information Systems (GIS) 4 credits
*GEG 3xx Geopolitics of the United States 4 credits
*GEG 3xx Special Topics in Geography 4 credits
*GEG 4xx Advanced Geographic Information Systems (GIS) 4 credits
*GEG 4xx Geographical Imaginations 4 credits

Geography Pre-major and Major credits: 42-46
Elective & Other credits: 74-78
Total Credits required: 120
Table 5: Sample Full-Time Program (42-46 credit hours: Geography pre-major and major requirements)

<table>
<thead>
<tr>
<th>YEAR ONE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GEG 100 Intro to Geography (3)</td>
<td>*GEG 102 People and Their Environment (3) GEG 225 Cultural Geography (4)</td>
</tr>
<tr>
<td>GEG 212 Introduction to Geographic Information Systems (GIS) (4)</td>
<td>*GEG 3xx Intermediate Geographic Information Systems (GIS)(4)</td>
</tr>
<tr>
<td>GEG 222/AMS 222 Geography of the United States (4)</td>
<td>PHL 266/GEG 266 Environmental Ethics (4)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR THREE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>*GEG 3xx Geopolitics of the United States(4) 213 Any Language Course (4)</td>
<td>HST 324/GEG 324 Environmental History (4)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR FOUR</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GEG 264/POL 264 Political Geography (4)</td>
<td>*GEG 4xx Geographical Imaginations (4)</td>
</tr>
</tbody>
</table>

Table 6: Sample Part-Time Program (42-46 credit hours: Geography pre-major and major requirements)

<table>
<thead>
<tr>
<th>YEAR ONE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GEG 100 Intro to Geography (3)</td>
<td>GEG 225 Cultural Geography (4)</td>
</tr>
<tr>
<td>*GEG 102 People and Their Environment (3)</td>
<td>GEG 222/AMS 222 Geography of the United States (4)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR THREE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GEG 212 Introduction to Geographic Information Systems (GIS) (4)</td>
<td>GEG264/POL264 Political Geography (4)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR FOUR</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>*GEG 3xx Intermediate Geographic Information Systems (GIS) (4)</td>
<td>*GEG 3xx Geopolitics of the United States (4)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR FIVE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HST 324/GEG 324 Environmental History (4)</td>
<td>213 Any Language Course (4)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR SIX</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PHL 264/GEG 266 Environmental Ethics (4)</td>
<td>*GEG 4xx Geographical Imaginations (4)</td>
</tr>
</tbody>
</table>
5. Faculty Bios

**Deborah Popper** (Professor of Geography, College of Staten Island and on the graduate faculty in Earth and Environmental Science, hired in 1994) holds a Master’s Degree in Geography and a Ph.D. in Geography, both from Rutgers University. She also teaches as a visiting professor at Princeton University’s Environmental Institute. She was Director of CUNY’s Macaulay Honors College at the College of Staten Island for the last five years. With her husband Frank Popper (Rutgers University), she has analyzed the American Great Plains and invented the concept of the Buffalo Commons, a way to inhabit the region’s rural areas in a sustainable manner. Their ideas about the future of the Great Plains region have stimulated a national debate. The Poppers’ Great Plains work was the subject of Anne Matthews’ book *Where the Buffalo Roam* (1992), one of four finalists for the 1993 Pulitzer Prize for nonfiction; a second edition of the book was published in 2002. Symposia on the Buffalo Commons have appeared in the *American Geographical Society’s Focus* (Winter 1993), the *Forum for Applied Research and Public Policy* (Winter 1994), and *North Dakota Quarterly* (Fall 1996). In 1997 the Poppers received the American Geographical Society’s Paul P. Vouras Medal for regional geography for their work on the Great Plains. Professor Popper is also working on urban adjustments to severe population decline and, with Frank Popper has written about shrinking, or a term they coined, subtracted cities, and the need for smart decline planning. She has also written on transformations of the American frontier, both in its current incarnation as the American West and its earlier, more Eastern embodiment. She is an associate fellow of the Center for Great Plains Studies at the University of Nebraska and on the advisory board of Ecocity Builders. She has spoken frequently around the country on her work. Professor Popper serves on the governing boards of the American Geographical Society, the country’s oldest national geographic organization, the National Center for Frontier Communities, and the Staten Island Greenbelt Conservancy. She was an Associate Fellow at Rutgers University’s Center for Historical Analysis for 2001-2002.

**Peter Kabachnik** (Associate Professor of Geography, hired in 2008, appointed in 2011 as a member of the graduate faculty at the Graduate Center in Earth and Environmental Sciences) received his M.A. in Geography from Rutgers University and his Ph.D. in Geography from the University of California-Los Angeles (UCLA) in 2007. Prior to joining the Political Science and Global Affairs Department at CSI he was a
postdoctoral associate at the Center for European Studies at Rutgers University, and he held Visiting Scholar status there from 2008-2010. He is a political and cultural geographer, and his areas of research include: discrimination against nomadic Gypsy and Traveler groups in the UK; mobility; displacement; internally displaced persons (IDPs) in the Republic of Georgia; national identity construction and state building practices in Abkhazia; geopolitics in the Caucasus; Roma rights; race and racism. He has published several journal articles on Gypsy and Traveler issues as well as on displacement in Georgia.

Cary Karacas (Assistant Professor of Geography, hired in 2008) received his M.A. in Geography from San Francisco State University and his Ph.D. in Geography from the University of California – Berkeley. He is a cultural and urban geographer who specializes in modern Japan, East Asian urbanization, issues related to how memories of catastrophic loss are inscribed upon the urban landscape and the civilian experience of aerial bombing during war. His current research centers on the effects of the bombing of urban Japan during World War II. In addition to developing the online digital archive JapanAirRaids.org in order to disseminate information and encourage further research on this topic, he is writing a book about ways in which Tokyo was affected by war and firebombing in 1945, and co-editing a book entitled Cartographic Japan, to be published by University of Chicago Press in 2014.

Aaron Gilbreath (Assistant Professor of Geography, hired in 2013) received his M.A. in American Studies (2007) and his Ph.D. in Geography (2012) from the University of Kansas. Aaron’s primary interests lie in the human/cultural side of the discipline, where he combines historical geography with economic theory and GIS to study the drug trade. His research to date has focused on the history of the production, distribution, and use of methamphetamine in the United States. Moving forward, Aaron is interested in studying the evolution of two different forms of organized crime, outlaw motor cycle gangs and Mexican drug-trafficking organizations.

In addition to its fulltime professors, the department of Political Science and Global Affairs has several adjunct Geography faculty. Kumari Navaratne received a B.A. and M.A. in Geography from Sri Jayawardanapura University in Nugegoda, Sri Lanka. She then pursued her Master of Regional Science degree from the University of Queensland in Australia. She obtained her Ph.D. in Geography from Kent State University, specializing in regional and economic planning. Her dissertation analyzed inter-regional
commodity flows and developed a model to better understand these processes. She teaches Introduction to Geography (GEG 100) and Economic Geography (GEG 252). Elizabeth Chesebrough obtained a B.A. in Environmental Science from Skidmore College and received her Master’s in Earth and Environmental Resource Management from the University of South Carolina. She is currently pursuing a PhD from the CUNY Graduate Center in Earth and Environmental Science. She is interested in integrated watershed management, which incorporates economic and social factors into traditional watershed management, intending to apply this concept to tropical glaciated watersheds in the South American Andes. She regularly teaches Conservation of the Environment (GEG 250). Ryan Ehrhart received his Ph.D. from the CUNY Graduate Center in Earth and Environmental Science. He teaches Introduction to Geography (GEG 100), Cultural Geography (GEG 225), and Urban Geography (GEG 260). His field research in the rural Philippines has focused on agrarian change, agricultural policies and practices, food security, food sovereignty, neoliberalism, geographic scale, and the construction of gender and class. There are several full time faculty members in other programs who currently teach courses or plan to propose new courses that are/will be cross-listed with Geography, thus expanding Geography course offerings for potential majors. For example, John Wing, Assistant Professor of History, is now teaching Environmental History, a course cross-listed in History and Geography; Richard Flanagan, Associate Professor of Political Science, is developing a Global Cities course that will be cross-listed with Geography; also Lisa Manne, Assistant Professor of Biology, is developing a 400-level Biogeography course that will be cross-listed with Geography as well.
6. Cost Assessment

Faculty

Additional courses will need adjunct faculty at a cost of $4,620 per course, including fringe benefits. The total faculty costs for 2014-2015 is $23,100; for 2015-2016 the costs will be $27,720; for 2016-2017 the costs will be $36,960; for 2017-2018 the costs will be $46,200; and for 2018-2019 the costs will be $55,440.

Facilities and Equipment

With GIS being such a high demand course and skill, suitable facilities must be provided in terms of a computer lab and the necessary GIS software and programs to offer a successful GIS course. CSI already has all of the necessary technological infrastructure to offer a GIS course. CSI has a license for ESRI GIS products (e.g. Arc GIS), the leading GIS software program, as well as a classroom (4N 219) designed to accommodate GIS teaching and student training. There is also a full size, sixty inch, cartography-capable printer available for use (located in 6S-308). All these facilities and resources can be further maximized through a Geography major. Fully maximizing GIS technology also supports the college’s Strategic Direction (#6) regarding utilization of technologies.

Library and Instructional Materials

Other costs will include the purchase of instructional materials (e.g., books, journal subscriptions, videos) at a rate of $3,000 for the 2015-2016 year. Many materials are already available in the CSI library. The capacity and willingness of the campus to support the Geography program is demonstrated by the fact that, in 2009-2010, we were able to secure approximately $5,000 from CSI’s head librarian for Geography-related book and DVD acquisitions, which will serve as a base for building a suitable geography collection over the coming years. This resource will benefit students taking Geography courses as a wide range of recently published books by Geographers covering a plethora of topics are now available on campus.
Table 7. Budget Estimate

<table>
<thead>
<tr>
<th></th>
<th>Faculty Salary Costs</th>
<th>Equipment Costs (Computers, etc.)</th>
<th>Other Costs</th>
<th>Capital Expenses</th>
<th>Total Costs</th>
<th>Tuition Revenue</th>
<th>Net Revenue (loss)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>$23,100</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>$23,100</td>
<td>$74,280</td>
<td>$51,180</td>
</tr>
<tr>
<td>2015-2016</td>
<td>$27,720</td>
<td>0</td>
<td>$3,000</td>
<td>0.00</td>
<td>$30,720</td>
<td>$164,383</td>
<td>$133,663</td>
</tr>
<tr>
<td>2016-2017</td>
<td>$36,960</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>$36,960</td>
<td>$310,934</td>
<td>$273,974</td>
</tr>
<tr>
<td>2017-2018</td>
<td>$46,200</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>$46,200</td>
<td>$459,365</td>
<td>$413,165</td>
</tr>
<tr>
<td>2018-2019</td>
<td>$55,440</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>$55,440</td>
<td>$607,732</td>
<td>$552,292</td>
</tr>
</tbody>
</table>

For the 2014-2015 academic year, tuition revenue is based on $6,158 per year for in-state students times the total number of students. For each additional academic year, there will be an annual increase in tuition of $300 per year, based on New York State law.\(^{12}\) In 2014-15, there will be 12 students enrolled in the Geography program. The tuition revenue will total $74,280. In 2015-16, there will be 28 students enrolled in the Geography program. The tuition revenue will total $164,383. In 2016-2017, there will be 50 students enrolled in the Geography program. The tuition revenue will total $310,934. In 2017-2018, there will be 73 students enrolled in the Geography program. The tuition revenue will total $459,365. In 2018-2019 (and forward), there will be 95 students enrolled in the Geography program. The tuition revenue will total $607,732.

New courses to be taught in the major will be covered by the full time faculty. As the Geography faculty members currently teach Geography courses as 94 percent of their annual course load, the new major will not adversely impact other departments. Since the number of Geography majors will increase gradually, and students will be at different stages of their coursework, we anticipate needing to increase our course offerings by only 1 or 2 upper level sections (courses with mainly Geography students enrolled) per year (especially in the first 5 or 6 years of the program). This would leave intact most of the remaining Geography

\(^{12}\) This law expires in 2017, but the assumption was made that the increase would continue through the 2017-2018 academic year.
courses that fulfill requirements for SLS majors. The shortfall can be filled by adjunct faculty teaching the additional sections of 200 level Geography courses.

For the past few years, full time faculty members (Dr. Popper, Dr. Karacas, and Dr. Kabachnik) have taught on average 4 courses per academic year. The ability of full time faculty to teach geography courses will increase as of Fall 2013. A new full-time faculty member (Dr. Gilbreath) will teach 4-5 courses per academic year. Additionally, Dr. Karacas and Dr. Kabachnik have exhausted their credit release hours from their start up packages, and will teach 5-6 courses per year, rather than 4-5. This translates to our ability to offer 4-9 additional sections taught by full time faculty starting in the Fall 2013.

7. Evaluation

<table>
<thead>
<tr>
<th>Goal</th>
<th>Outcome</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A graduate of the program will grasp core concepts and principles of the National Council for Geographic Education’s eighteen “National Geography Standards” that fall under the categories of The World in Spatial Terms, Places and Regions, Physical and Human Systems, Environment and Society, and Uses of Geography.</td>
<td>80% of graduates will demonstrate competency in “National Geography Standards.”</td>
<td>A random sample of exam questions from 100 and 200 level courses will be evaluated.</td>
</tr>
<tr>
<td>A graduate of the program will possess basic knowledge of Geographic Information Systems</td>
<td>90% of students are able to demonstrate competency in creating GIS files and accessing public data sets.</td>
<td>A random sample of final exams from the GEG 212 course will be evaluated.</td>
</tr>
<tr>
<td>A graduate of the program will demonstrate map reading ability, basic world geography map literacy, and spatial and cartographic analytical proficiency</td>
<td>70% of students will be proficient in spatial and cartographic analysis, 80% will show basic knowledge of world geography, and 60% will show advanced knowledge of world geography.</td>
<td>A random sample of map quizzes and map reading questions from exams from classes will be evaluated to determine the effectiveness of the program in terms of providing critical spatial and cartographic skills.</td>
</tr>
<tr>
<td>Graduates of Geography will be able to enter into appropriate commercial enterprise.</td>
<td>Within 5 years of graduation, 80% of graduates wishing to work in commercial enterprise will find a position in which geographic skills</td>
<td>A five-year survey of graduates will be undertaken to track employment of graduates of the program.</td>
</tr>
<tr>
<td>Goal</td>
<td>Outcome</td>
<td>Assessment</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
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<tr>
<td>Graduates will be able to critically examine global issues through</td>
<td>90% of students demonstrate proficiency.</td>
<td>A random sample of exams and papers from 300 and 400 level courses will be evaluated.</td>
</tr>
<tr>
<td>a critical geographic lens, e.g. applying concepts and offering sound argumentation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduates will be able to demonstrate an understanding of major</td>
<td>90% of students demonstrate proficiency.</td>
<td>A random sample of exams and papers from the GEG 4xx course will be evaluated.</td>
</tr>
<tr>
<td>geographic concepts and of the history of geography as a discipline.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduates will be able to enter into graduate studies</td>
<td>90% of graduates who wish to pursue graduate studies are accepted to an accredited graduate program.</td>
<td>Data will be kept on students who ask for letters of recommendation for graduate studies. Files will be kept on these students to track their initial acceptance or rejection into schools. The departmental five-year survey of graduates will help track later student entrance into graduate school.</td>
</tr>
</tbody>
</table>

Data gathered will be used to improve the program.
Appendix A:
Course Descriptions for Required Courses
GEG 100 Introduction to Geography
Course Number: GEG 100
Course Title: Introduction to Geography
Credits and hours: 3 hours; 3 credits
Description: This course provides an overview to the field of geography. It approaches the central issues of the discipline through a systematic fashion, exploring the basics of such themes as: physical geography, climate change, political geography, cultural geography, urban geography, economic geography, agriculture, globalization, and resources and development.
Prerequisites: None.

GEG 101 World Regional Geography
Course Number: GEG 101
Course Title: World Regional Geography
Credits and hours: 3 hours; 3 credits
Description: Introduction to the major world geographic regions with emphasis on population, place, location, environment, and economic development.
Prerequisites: None.

*GEG 102 People and Their Environment
Course Number: GEG 102
Course Title: People and Their Environment
Credits and hours: 3 hours; 3 credits
Description: Introduction to the Earth as home to human beings. Course first surveys physical geography in order to understand various natural processes (weather and climate, formations of soils and biological systems; hydrologic cycle) that allowed for emergence of human civilization. The second part examines the advent of the Holocene, the current epoch in which human beings are transforming the planet.
Prerequisites: None.

GEG 212 Introduction to GIS
Course Number: GEG 212
Course Title: Introduction to GIS
Credits and hours: 4 hours; 4 credits
Description: The course introduces the Geographic Information Systems (GIS) production process from data modeling and acquisition to editing, analysis, and cartographic output. It is divided between lectures that introduce the theory and implications of GIS and lab exercises to familiarize students with the many applications of the software. (social science)
Prerequisites: ENG 111.

*GEG 2xx Geography of East Asia
Course Number: GEG 2xx
Course Title: Geography of East Asia
Credits and hours: 4 hours; 4 credits
Description: This course provides an introduction to the physical and human geography of China, Japan, and Korea. After a focus on climatic and geomorphological features, biogeography, and distribution of natural resources, the course will cover human geographic features including cultural landscapes, demography, industrialization, urbanization, and globalization.
Prerequisites: ENG 151 and COR 100.
GEG 220 Geography of Western Europe
Course Number: GEG 220
Course Title: Geography of Western Europe
Credits and hours: 4 hours; 4 credits
Description: Demographic, economic, and political effects on the nations of Western Europe of the intraregional variations in such fundamental geographic factors as geomorphic position, climate, soils, minerals, and elevation. Emphasis on selected nations in the context of 20th-century industrial development.
Prerequisites: None.

GEG 222 Geography of the United States
(Also AMS 220)
Course Number: GEG 222
Course Title: Geography of the United States
Credits and hours: 4 hours; 4 credits
Description: This course explores the geographic variety of the United States. The country’s physical characteristics are regionally diverse and provide an array of resources. Different populations have put them to use in various ways. The course traces who lives where, why, what they have found there, what have they done with it. Emphasis is placed on the contrasting threads of regional variation and national homogenization. (social science)
Prerequisite: ENG 111 and COR 100.

GEG 223 American Landscapes
(Also HST 223)
Course Number: GEG 223
Course Title: American Landscapes
Credits and hours: 4 hours; 4 credits
Description: A study of American landscapes through historical geography and history. This course examines the making of American landscapes, including not only the "natural" processes but also the social, cultural, and ideological forces that have shaped them. (social science)
Prerequisites: ENG 111, COR 100, and any college-level history course.

GEG 225 Cultural Geography
Course Number: GEG 225
Course Title: Cultural Geography
Credits and hours: 4 hours; 4 credits
Description: This course will provide a global context to explore various cultural issues while highlighting the role of human impact on places, landscapes, and the planet. Students will develop an understanding of the basic concepts of cultural geography, including those related to population, migration, religion, ethnicity, urbanization, agriculture, nature and environment, resource use, and territoriality. (cont. wld.)
Prerequisites: ENG 151 and COR 100.

GEG 250 Conservation and Humanity
Course Number: GEG 250
Course Title: Conservation and Humanity
Credits and hours: 4 hours; 4 credits
Description: Analysis of the nature and extent of pollution and depletion of essential resources of humankind, with emphasis on food, water, and oxygen. Study will include inquiry into economic, legal, and political problems of control, detection, and prevention of pollution and depletion of resources. (cont. wld.)
Prerequisites: ENG 151 and COR 100.
GEG 252 Economic Geography
(Also ECO 252)
Course Number: GEG 252
Course Title: Economic Geography
Credits and hours: 4 hours; 4 credits
Description: Examination of how geographic factors influencing economic activity, and culture, technology, resources, location, and labor intersect to produce different economic environments, and how globalization and local conditions interact. (cont. wld.)
Prerequisites: ENG 151 and COR 100.

GEG 260 Urban Geography
Course Number: GEG 260
Course Title: Urban Geography
Credits and hours: 4 hours; 4 credits
Description: A study of urbanization, urban growth, and urban form, both within the metropolitan area and as part of a system. The course examines how societies shape space to employ their human and physical resources to develop their urban landscapes and how old patterns are replaced by new ones as a result of economic, political, and social transformations. The course will cover urban geography in several societies. (cont. wld.)
Prerequisite: ENG 151 and COR 100.

GEG 264 Political Geography
(Also POL 264)
Course Number: GEG 264
Course Title: Political Geography
Credits and hours: 4 hours; 4 credits
Description: All politics are embedded in geographical space. This course examines the ways in which people have territorially arranged the Earth’s surface, internal and external relationships of politically organized areas, the effects of political actions on social and economic conditions, and the significance of geographical factors behind political situations, problems, and conflicts within and between different territories. (cont. wld.)
Prerequisite: ENG 151 and COR 100.

GEG 266 Environmental Ethics
(Also PHL 266)
Course Number: GEG 266
Course Title: Environmental Ethics
Credits and hours: 4 hours; 4 credits
Description: This course provides a critical forum to examine the roots and results of our attitudes toward the environment. How should we view the apparent connections between pollution, economic development, and poverty; what (if anything) do we owe future generations; how should we consider non-human animals in the environment; is there justice or injustice in environmental civil disobedience? The course will draw on issues related to philosophy, geography, biology, economics, geology, and political science; and will challenge the exercise of global consciousness in "real-world" terms.
Prerequisites: A 100-level course in philosophy or sophomore standing; ENG 151 and COR 100.

GEG 275 Place, Race, and Racism
(Also AFA 275)
Course Number: GEG 275
Course Title: Place, Race, and Racism
Credits and hours: 4 hours; 4 credits
Description: This course explores how race is socially constructed and the role that place plays in the construction of racial and ethnic identities. From the formation of racialized places such as ghettos and
Chinatowns to media coverage of school shootings in suburbs, we will examine the how, why, and where of racism and discrimination. The focus will be on racial issues in the United States, coupled with case studies from other regions for comparative purposes. (social science) (p&d).

Prerequisites: ENG 151 and COR 100.

GEG 312 Food, Self, and Society
(Also SOC 312/ANT 312/WGS 312)
Course Number: GEG 312
Course Title: Food, Self, and Society
Credits and hours: 4 hours; 4 credits
Description: A sociological, anthropological, and geographical examination of the ways in which the production and consumption of food shape and are shaped by the self and the social world. A major theme of the course will be the gendering of food through topics such as women’s traditional roles as home cooks, women laborers in global food production, and female body image. Particular attention will be given to the meaning of practices of eating; preparing and sharing food for the individual, family, community, and nation; and how these practices are influenced by larger forces such as social inequality and globalization. Students are expected to conduct primary research.
Prerequisites: ENG 151, ANT 201 or SOC 201.

*GEG 3xx Intermediate GIS
Course Number: GEG 3xx
Course Title: Intermediate GIS
Credits and hours: 4 hours; 4 credits
Description: A study of intermediate concepts in Geographic Information Systems (GIS). Utilizing both raster and vector applications, this course will focus on how to generate spatial data through geographical analysis. It is divided between lectures that introduce advanced theories and implications of GIS and lab exercises to familiarize students with the many applications of the software. Attention will be given to various real world applications of GIS through several case studies.
Prerequisites: GEG 212 and (MTH 102, MTH 113, or MTH 123)

GEG 324 Environmental History
(Also HST 324)
Course Number: GEG 324
Course Title: Environmental History
Credits and hours: 4 hours; 4 credits
Description: An examination of the field of environmental history throughout the world, which is broadly defined as the study of humanity's relationships with the rest of nature over time. The course takes a global approach to the important problems, questions, and topics addressed by environmental historians, including landscape change, property regimes, deforestation, pollution, colonialism, disease, urbanization, resource conflict, climate change, natural disasters, conservation, preservation, sustainability, environmentalism, and environmental justice. For history majors and minors, this is designated as a world history course. (liberal arts & science)
Prerequisites: Any 200-level history course and ENG 151.

*GEG 3xx Geopolitics of the United States
Course Number: GEG 3xx
Course Title: Geopolitics of the United States
Credits and hours: 4 hours; 4 credits
Description: This course will analyze geopolitical concepts and strategies. Analysis of America’s geopolitical discourses and practices around the world. The course will offer a critical overview and analysis of US foreign interventions, the debates and justifications regarding them, and their implications.
Prerequisites: ENG 151 and COR 100.

*GEG 3xx Special Topics in Geography
Course Number: GEG 3xx
Course Title: Special Topics in Geography
Credits and hours: 4 hours; 4 credits
Description: Contemporary global issues examined from a geographical perspective. Examination of major environmental, social, political, and economic trends that involve the restructuring of society and space at a variety of scales. Themes vary from semester to semester. Specific topics will be announced at time of registration.
Prerequisites: ENG 151 and COR 100.

*GEG 4xx Geographical Imaginations
Course Number: GEG 4xx
Course Title: Geographical Imaginations
Credits and hours: 4 hours; 4 credits
Description: Analysis and history of trends and themes in the discipline of geography. Explores major geographical traditions in research and pedagogy. Training in various geographic research methods and skills.
Prerequisites: Geography major or minor and senior standing.

GEG 490 Senior Seminar in Political Science, Economics, and Philosophy
(Also POL 490/ECO 490/PHL 490)
Course Number: GEG 490
Course Title: Senior Seminar in Political Science, Economics, and Philosophy
Credits and hours: 4 hours; 4 credits
Description: Selected topics in which ideas and approaches from economics, political science, philosophy, and geography either mesh or collide will be explored. Required of all students expecting to graduate with honors in Political Science, Economics, Philosophy, or Geography, but not limited to these students.
Prerequisites: Senior standing and completion of at least 16 credits in intermediate and advanced social science courses and permission of the instructor.
Appendix B:
Syllabi for New Courses
INTRODUCTION TO GEOGRAPHY

FROM:
COURSE NO.: GEG 100
TITLE: Introduction to Geography
PREREQUISITES: None.
COREQUISITIES: None.
CREDITS: 3 credits
HOURS: 3 hours

DESCRIPTION: Fundamental relationships between people and Earth are explored through examination of different world regions. The course covers variations in climate, agriculture, resources, economic, cultural, and political phenomena. (social science)

REQUIREMENT DESIGNATION: LIBERAL ARTS: Yes [X] No [ ]
COURSE ATTRIBUTE: N/A

GENERAL EDUCATION COMPONENT: The General Education Committee approved this course on 12/3/2012.

TO:
COURSE NO.: GEG 100
TITLE: Introduction to Geography
PREREQUISITES: None.
COREQUISITIES: None.
CREDITS: 3 credits
HOURS: 3 hours

DESCRIPTION: This course provides an overview to the field of geography. It approaches the central issues of the discipline through a systematic fashion, exploring the basics of such themes as: physical geography, climate change, political geography, cultural geography, urban geography, economic geography, agriculture, globalization, and resources and development. (social science)
REQUIREMENT DESIGNATION: LIBERAL ARTS: Yes [X] No [ ]

COURSE ATTRIBUTE: N/A

GENERAL EDUCATION COMPONENT: Social Science

COURSE OBJECTIVES AND EXAMPLES EVIDENCE THAT OBJECTIVE CAN BE MET:

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Example of Evidence That Objective Can Be Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students should be able to illustrate the grasp core concepts and principles of</td>
<td>Students will be required to write about these themes as discussed in lecture and through their assigned</td>
</tr>
<tr>
<td>the National Council for Geographic Education’s eighteen “National Geography</td>
<td>readings in response papers. The amount of students showing evidence of comprehension and of accurately</td>
</tr>
<tr>
<td>Standards” that fall under the categories of *The World in Spatial Terms, Places</td>
<td>locating these themes in the course material will be recorded.</td>
</tr>
<tr>
<td>and Regions, Physical and Human Systems, Environment and Society, and *Uses of</td>
<td></td>
</tr>
<tr>
<td>Geography.*</td>
<td></td>
</tr>
<tr>
<td>Students should be able to locate different countries, regions, and cities on</td>
<td>Students will be quizzed 6 times on different regions throughout the semester and the amount of students</td>
</tr>
<tr>
<td>a map as well understand the basics of maps and map reading.</td>
<td>possessing strong map skills will be documented.</td>
</tr>
<tr>
<td>Students should be able to illustrate and explain the various approaches,</td>
<td>Students will be tested with multiple choice, short answer, and essay questions in 4 exams that will</td>
</tr>
<tr>
<td>theories, and perspective presented to them in the course.</td>
<td>require strong analytical and writing skills. The amount of students scoring adequately on these exams will</td>
</tr>
<tr>
<td></td>
<td>be recorded and analyzed.</td>
</tr>
</tbody>
</table>

ROLE IN CURRICULUM: This course serves as an introductory course that provides a systematic overview of the issues central to geography.

RATIONALE: This is a current course regularly taught in the department. This change request is to alter the course description to more adequately describe the course. The previous description is better suited for a new course we are currently devising, World Regional Geography. As we continue to move forward to build a geography major at CSI, we will offer both the systematic (Introduction to Geography) and the regional (World Regional Geography) approaches to introduce to students to geography and to fulfill new general education requirements.

SUBMISSION TO COMMITTEE CHAIR: 11/26/12

APPROVAL: General Education Committee 12/3/12

CONSULTATION: N/A

EFFECTIVE: Fall 2014

Syllabus

*Introduction to Geography*

Evaluation
Attendance 5%
Response Papers (3) 15%
Map Quizzes 11%
Project 15%
Exam #1 13%
Exam #2 13%
Exam #3 13%
Final Exam 15%

Course Texts:

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Example of Evidence That Objective Can Be Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students should be able to illustrate the grasp core concepts and principles of the National Council for Geographic Education’s eighteen “National Geography Standards” that fall under the categories of <em>The World in Spatial Terms, Places and Regions, Physical and Human Systems, Environment and Society</em>, and <em>Uses of Geography</em>.</td>
<td>Students will be required to write about these themes as discussed in lecture and through their assigned readings in response papers. The amount of students showing evidence of comprehension and of accurately locating these themes in the course material will be recorded.</td>
</tr>
<tr>
<td>Students should be able to locate different countries, regions, and cities on a map as well understand the basics of maps and map reading.</td>
<td>Students will be quizzed 6 times on different regions throughout the semester and the amount of students possessing strong map skills will be documented.</td>
</tr>
<tr>
<td>Students should be able to illustrate and explain the various approaches, theories, and perspective presented to them in the course.</td>
<td>Students will be tested with multiple choice, short answer, and essay questions in 4 exams that will require strong analytical and writing skills. The amount of students scoring adequately on these exams will be recorded and analyzed.</td>
</tr>
</tbody>
</table>

Week 1 Physical Geography
Readings Ch. 1

Week 2 Climate Change
Readings Gore, Pages 1-177

Week 3 Climate Change
Readings Gore, Pages 178-321

Week 4 Population Geography
Readings Ch. 3

Week 5 Geographies of Agriculture; Exam #1
Readings Ch. 8

Week 6 Cultural Geographies of Language and Religion
Readings Ch. 4; Ch. 7
Week 7  Folk and Popular Cultures  
Readings  Ch. 2

Week 8  Geographies of Race and Ethnicity  
Readings  Ch. 5

Week 9  Political Geography  
Readings  Ch. 6

Week 10  Urban Geography; Exam #2  
Readings  Ch. 10

Week 11  Urban Geography  
Readings  Ch. 11

Week 12  Economic Geography  
Readings  Ch. 9

Week 13  Development and Globalization  
Readings  Ch. 9

Week 14  Course Conclusion; Exam #3

2.

FOOD, SELF, AND SOCIETY

FROM:

COURSE NO.: SOC 312/ANT 312/WGS 312

TITLE: FOOD, SELF, AND SOCIETY

PREREQUISITES: ENG 151, ANT 201 or SOC 201

COREQUISITIES: None.

CREDITS: 4 credits

HOURS: 4 hours

DESCRIPTION: A sociological and anthropological examination of the ways in which the production and consumption of food shape and are shaped by the self and the social world. A major theme of the course will be the gendering of food through topics such as women’s traditional roles as home cooks, women laborers in global food production, and female body image. Particular attention will be given to the meaning of practices of eating; preparing and sharing food for the individual, family, community, and nation; and how these practices are influenced by larger forces such as social inequality and globalization. Students are expected to conduct primary research.
COURSE NO.: SOC 312/ANT 312/WGS 312/GEG 312
TITLE: FOOD, SELF, AND SOCIETY
PREREQUISITES: ENG 151, ANT 201 or SOC 201
COREQUISITIES: None.
CREDITS: 4 credits
HOURS: 4 hours

DESCRIPTION: A sociological, anthropological, and geographical examination of the ways in which the production and consumption of food shape and are shaped by the self and the social world. A major theme of the course will be the gendering of food through topics such as women’s traditional roles as home cooks, women laborers in global food production, and female body image. Particular attention will be given to the meaning of practices of eating; preparing and sharing food for the individual, family, community, and nation; and how these practices are influenced by larger forces such as social inequality and globalization. Students are expected to conduct primary research.

COURSE OBJECTIVES AND EXAMPLES EVIDENCE THAT OBJECTIVE CAN BE MET:

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Example of Evidence That Objective Can Be Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will gain a deeper understanding of sociological, anthropological, and geographical methods of research and analysis.</td>
<td>Two research projects: a) a mini ethnography on an ethnic restaurant or grocery store. This assignment will require students to conduct field observations and interviews. b) a class project comparing the food choices in high-income and low-income neighborhoods. This assignment will ask each student to make some ethnographic observations in their neighborhood of choice and to research and interpret demographic data (via Infotrac) about that neighborhood.</td>
</tr>
<tr>
<td>Students will apply these methods in order to identify and explain ways in which individual food choices are influenced by cultural and social forces.</td>
<td>A food journal in which students record their food practices and their reflections about those practices in light of class discussions.</td>
</tr>
<tr>
<td>Students will gain familiarity with concerns about globalized food</td>
<td>A food memoir in which students will explore how food has shaped their personal identities in relation to family, community, and nation.</td>
</tr>
</tbody>
</table>
Students will develop a greater awareness of where their food comes from and of their relationship to food and to the larger social world. A final exam (part in-class, part take-home), which will ask students to define key concepts and to apply those concepts in an essay.

ROLE IN CURRICULUM: This course will provide an upper division course for Geography students to explore the food system and its impact.

RATIONALE: This change request is to alter the course description to more adequately describe the course and to cross-list the course with the Geography program. As we continue to build towards the geography major, this course will fulfill the current gap of upper division geography offerings.

SUBMISSION TO COMMITTEE CHAIR: November 26, 2012.

APPROVAL: Sociology, Anthropology, and Social Work Department 12/3/12; Women’s, Gender, and Sexuality Studies Program 2/20/13

CONSULTATION: N/A

EFFECTIVE: Fall 2014

Syllabus

Food, Self, and Society

Course Overview

Food is a basic and integral aspect of human life. The process by which food travels from the farm to the fork is no longer as simple and safe as it used to be. This course will examine the state of America’s food system today, following food as it travels from its origins as a crop or an animal to its processing, transportation, and eventual consumption. Topics will include the local/organic movement, conventional farming, governmental involvement and regulation, nutrition, and food’s impact on culture, including meals themselves. Questions we will consider include: In what ways does food shape our identities? What are the symbolic meanings of food? How have the meanings of food and food categories, and the ways that we understand eating, been shaped and transformed? What is the impact of examining the geographies of food production? What places impact our experience and understandings of food (i.e. restaurants, farms, etc.)?

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Students will apply these methods in order to identify and explain ways in which individual food choices are influenced by cultural and social forces.

A food journal in which students record their food practices and their reflections about those practices in light of class discussions.

Students will gain familiarity with concerns about globalized food production and its effects on consumers and laborers.

A food memoir in which students will explore how food has shaped their personal identities in relation to family, community, and nation.

Students will develop a greater awareness of where their food comes from and of their relationship to food and to the larger social world.

A final exam (part in-class, part take-home), which will ask students to define key concepts and to apply those concepts in an essay.

Evaluation

Class Participation 10 %
Response Papers/Journal 20 %
Project #1 15%
Project #2 15%
Memoir 15%
Final Paper 25 %

Textbooks

Friedberg, Susanne. 2009. Fresh: A Perishable History


Pollan, Michael. 2007. The Omnivore’s Dilemma: A Natural History of Four Meals.

All other readings will be available on blackboard or online.

Week 1 Course Introduction: The human relationship to food
Readings:
Everyone Eats:
- Understanding Food and Culture by E.N. Anderson [available electronically]
- “The Arts (Fine and Culinary) of Nineteenth Century America” by M.F.K. Fisher NY Times, September 15, 1974

Week 2: History of Eating; Food and the Self
Overview of eating patterns and the impact of identity and sense of self

Week 3: The Omnivorous American; Place: The Restaurant
General characteristics of America’s food system today according to Michael Pollan, as well as history of food in America leading up to its state today
Readings:
- An Omnivore’s Dilemma by Michael Pollan
- Unhappy Meals by Michael Pollan, NY Times, January 28, 2007
- “Chapter 1 in Colonial and Federal America the United States by Sandra Oliver

Week 4: Agriculture and Agrarian Society
Agricultural history from the perspective of an agricultural economist. developments of agriculture in America, beginning with the Green Revolution [nitrogen fertilizer, mechanized equipment, pesticides], will provide historical context for the rest of course so that we may understand where the origins of our food system. We will also consider broader environmental and economic impacts.
Readings
- American Agriculture in the Twentieth Century: How it Flourished and What It Cost by Bruce L. Gardner
- “A Food and Agricultural Policy for the Twenty-First Century” in Curse of American Abundance by Willard Cochrane
- “Renewing Husbandry” by Wendell Berry in Crop Science May/June 2005 45(3)

Week 5: Commodity Chains; The Feminization of Agriculture; Transportation and Distribution in a global food system; Exam #1
The structure of the food system, the organization of the commodity chain
Readings
- “As American as Budweiser and Pickles: Nation-Building in American Food Industries” by Donna Gabaccia in Food Nations: Selling Taste in Consumer Societies
- Chapters from From Columbus to Conagra edited by A. Bonanno, et. al.
- “Local Knowledge in the Age of Information” by Wendell Berry in Hudson Review Autumn 2005 88(3)

Week 6: Foods
We will examine histories of specific foods, like eggs, fruit, and chocolate.
Film: Food, Inc.

Week 7: Industrialization; Places: The Factory Farm; Places: The Slaughterhouse
From battery cages to the industrialized slaughterhouse, this class will consider the factory farm across America and conventional food. We will also look at QSR and fast food restaurants.
Readings chapters from:
- The Jungle by Upton Sinclair
- Animal Liberation and The Way We Eat by Peter Singer
- Cutting into the Meatpacking Line by Deborah Fink, chapters 1 and 4

Week 8: Food – Fast and Slow; Organic Agriculture and Environmental Impacts
This class will cover the history of the organic movement from the first use of the word by the Rodale Institute to describe their biodynamic practices leading to the creation of the USDA Organic label. We will also examine the growth of Whole Foods and “big organic.” If there is time, we might debate the benefits of local vs. organic food.
Readings
- Fast Food Nation by Eric Schlosser
- Organic, Inc.: Natural Foods and How They Grew, by Samuel Fromartz
- “Our Forgotten Pollinators” by Ingram, Buchmann, and Nabhan “[Fatal Harvest]
- “Can Agriculture and Biodiversity Exist? By Catherine Badgley [Fatal Harvest]
- “Uncle Ben: Goin’ Organic Just Like We Used To” by Jim Hightower [Fatal Harvest]
- “Ever since Hightower: The Politics of Agricultural Research Activism in the Molecular Age” by Frederick H. Buttel in Agriculture and Human Values Spring 2005 22: 273-283. (available online)
Film: Super Size Me

Week 9: Government Regulations I: Food Politics; Exam #2
We will examine lobbyists and farm subsidies in the United States – the large corporation, company, and factory – perhaps the Farm Bill?
Readings
- Food Politics by Marion Nestle
- Browse the Environmental Working Group site, especially for their work on farm subsidies: www.ewg.org
- Food, Inc. by Peter Pringle

Week 10: Government Regulations II: Safety, Labelling, and GMOs
We will consider the GMO debate, as well as government regulation in food production, such as cheese-making [the raw milk debate] and food labeling [why this country opposes place of origin labels, etc.]
Readings
Desire in The Botany of Desire by Michael Pollan
- ”Epoisses: Satan in a Poplar Box” in The Devil’s Picnic by Taras Grescoe
- “Grades and Standards in the Social Construction of Safe Food” by Lawrence Busch in The Politics of Food.

Week 11: Nutrition: Obesity of Epidemic Proportions
We will trace the infiltration of high fructose corn syrup and palm oil into the food we eat, as well as the increase in portion size. We might also consider the problems with school lunches as we ease out of the two weeks on Government policy.
Readings
- Food Fight: The Inside Story of the Food Industry, America’s Obesity Crisis, and What We Can Do About It by Kelly Brownell
- “For World of Woes, We Blame Cookie Monsters” by Gina Kolata, New York Times, October 29, 2006

Week 12: Overview of Research Papers

Week 13: Future of the food system – what needs to change, what will it look like in 50 years, making it more sustainable (according to each element we’ve studied)
Readings:
- Meals to Come by Warren Belasco

Week 14: Course Summary and Review; Exam #3
We will consider what types of foods are healthiest, perhaps looking at the grass-fed beef debate, consider organic food and whether it’s healthier, as well as other discussions in the field of nutrition. This discussion will consider “What to eat?”
Readings:
- Real Food by Nina Planck
- Website of the National Cattlemen’s Association http://www.beef.org/
- “Victual Vicissitudes: Consumer Deskilling and the (Gendered) Transformation of Food Systems” by JoAnn Jaffee and Michael Gertler in Agriculture and Human Values June 2006, 23 (2).

New Course Applications

1.

   NEW COURSE PROPOSAL

DEPARTMENT/PROGRAM: Political Science, Economics, and Philosophy Department
CAREER: [X] Undergraduate [ ] Graduate
ACADEMIC LEVEL: [X] Regular [ ] Compensatory [ ] Development [ ] Remedial
SUBJECT AREA: Geography
COURSE NUMBER: Assigned by Registrar’s office; GEG 1XX
COURSE TITLE: People and Their Environment

CATALOG DESCRIPTION: Introduction to the Earth as home to human beings. Course first surveys physical geography in order to understand various natural processes (atmosphere, weather and climate, formations of soils and biological systems) that allowed for emergence of human civilization. The second part examines the advent of the Anthropocene, the current epoch in which human beings are transforming the planet.

PRE/REQUISITES: None
CREDITS: 3
CONTACT HOURS: 3
LIBERAL ARTS: [X] Yes [ ] No
COURSE ATTRIBUTE: N/A
GENERAL EDUCATION COMPONENT: N/A

SCHEDULING: It will be taught once every two semesters, at a minimum.

ENROLLMENT: The course will be one of the foundational courses that students majoring in Geography are required to take.

CAPACITY: 45

EQUIPMENT: A smart classroom (projector).

COURSE OBJECTIVES AND EXAMPLES EVIDENCE THAT OBJECTIVE CAN BE MET:

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Example of Evidence That Objective Can Be Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify world’s major regions and the countries located therein.</td>
<td>• Assessment: Six regional maps quizzes throughout the semester</td>
</tr>
<tr>
<td>Identify and apply the fundamental concepts and methods of physical geography</td>
<td>• Assessment: Midterm exam and final exam</td>
</tr>
<tr>
<td>Understand the physical principles and processes governing the circulation and characteristics of the atmosphere and climates on Earth</td>
<td>• Assessment: 1) climate and weather pattern exercise; 2) midterm exam and final exam</td>
</tr>
<tr>
<td>Understand the distribution and dynamics of organisms and their environments</td>
<td>• Assessment: 1) writing assignment #2 (3-page project examining an issue related to effects of anthropogenic stresses on a particular ecosystem); 2) midterm exam and final exam</td>
</tr>
<tr>
<td>Identify the major factors which contribute to global climate systems, and predict in general how perturbations in these factors result in changes in climate.</td>
<td>• Assessment: 1) writing assignment #1 (3-page project examining an issue related to effects of climate change on a particular country); 2) final exam.</td>
</tr>
<tr>
<td>Articulate and evaluate the empirical evidence supporting theory of climate change</td>
<td>• Assessment: 1) writing assignment #3 (3-page project examining actions that a particular individual, group, or country is taking to address the issue of climate change); 2) climate change exercise; 3) final exam.</td>
</tr>
</tbody>
</table>

ROLE IN CURRICULUM: People and Their Environment will be a required geography course for geography majors at the College of Staten Island.

RATIONALE: A course which covers the basics of physical geography is a fundamental part of any program that offers a major in Geography.
GEG 102
People and Their Environment
Syllabus

Course Description
Introduction to the Earth as home to human beings. Course first surveys physical geography in order to understand various natural processes (atmosphere, weather and climate, formations of soils and biological systems) that allowed for emergence of human civilization. The second part examines the advent of the Anthropocene, the current epoch in which human beings are transforming the planet.

Course Readings

- Readings posted to Blackboard

Evaluation
Attendance 5%
Map Quizzes: 10%
Writing Assignments 15%
Exercises 25%
Midterm Exam 20%
Final Exam 25%

Map quiz
There will be six regional map quizzes in which you will need to locate designated countries, cities, and physical features (islands, mountain ranges, deserts, seas, and rivers). Lists of map quiz items are posted to Blackboard.

Writing Assignments
Students will read and evaluate arguments related to 1) an issue related to effects of climate change on a particular country, 2) an issue related to effects of anthropogenic stresses on a particular ecosystem, and the 3) concerted actions that a particular individual, group, or country is taking to address the issue of climate change. Each assignment should be 3 pages (double spaced; one inch margin on all sides; Times New Roman font). Articles for reading assignments are located on Blackboard.

**Exercises**
Students will carry out three take-home exercises related to 1) climate and weather patterns; 2) ecosystems; 3) and climate change. Detailed instructions for each exercise will be distributed in class.

**Midterm Exam**
The midterm exam will consist of multiple choice, true/false, short answer, and one essay question.

**Cumulative Final Exam**
Composed of multiple choice, true/false, short answer, and essay questions, the exam will take place during final exam week.

**Course Outcomes**

**Outcome:** Students will identify world’s major regions and the countries located therein. **Assessment:** Six regional maps quizzes throughout the semester.

**Outcome:** Students will identify and apply the fundamental concepts and methods of physical geography. **Assessment:** Midterm exam and final exam.

**Outcome:** Students will understand the physical principles and processes governing the circulation and characteristics of the atmosphere and climates on Earth. **Assessment:** 1) climate and weather pattern exercise; 2) midterm exam and final exam.

**Outcome:** Students will understand the distribution and dynamics of organisms and their environments. **Assessment:** 1) writing assignment #2 (3-page project examining an issue related to effects of anthropogenic stresses on a particular ecosystem); 2) midterm exam and final exam.

**Outcome:** Students will identify the major factors which contribute to global climate systems, and predict in general how perturbations in these factors result in changes in climate. **Assessment:** 1) writing assignment #1 (3-page project examining an issue related to effects of climate change on a particular country); 2) final exam.

**Outcome:** Students will articulate and evaluate the empirical evidence supporting theory of climate change. **Assessment:** 1) writing assignment #3 (3-page project examining actions that a particular individual, group, or country is taking to address the issue of climate change); 2) climate change exercise; 3) final exam.

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**Course Schedule – People and Their Environment**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Introduction to Physical Geography</td>
<td><em>Geosystems</em> - Chapter 1</td>
</tr>
<tr>
<td></td>
<td>Earth-sun relationship; atmosphere</td>
<td>Geosystems – Chapter 2, 3</td>
<td>Map Quiz1</td>
</tr>
<tr>
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</tr>
<tr>
<td>3</td>
<td>Atmospheric circulations and water</td>
<td>Geosystems - Chapter 6, 7</td>
<td>Exercise1</td>
</tr>
<tr>
<td>4</td>
<td>Weather and climate</td>
<td>Geosystems - Chapter 8, 10</td>
<td>Map Quiz2</td>
</tr>
<tr>
<td>5</td>
<td>Biogeography and Ecosystems</td>
<td>Geosystems -</td>
<td>Writing 1</td>
</tr>
<tr>
<td>6</td>
<td>Review, Midterm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Soils and Agriculture</td>
<td>Geosystems - Chapter 18</td>
<td>Map Quiz3</td>
</tr>
<tr>
<td>8</td>
<td>Agriculture and Industrialization</td>
<td>Articles posted to</td>
<td>Writing 2</td>
</tr>
<tr>
<td>9</td>
<td>Deforestation and land clearance</td>
<td>Kolbert - Chapter 3, 4</td>
<td>Exercise3</td>
</tr>
<tr>
<td>10</td>
<td>Species extinction</td>
<td>Kolbert - Chapter 5</td>
<td>Map Quiz4</td>
</tr>
<tr>
<td>11</td>
<td>Carbon dioxide and global warming</td>
<td>Henson, Chapters 1-4</td>
<td>Writing 3</td>
</tr>
<tr>
<td>12</td>
<td>Water shortages and droughts</td>
<td>Henson, Chapters 7-8</td>
<td>Map Quiz5</td>
</tr>
<tr>
<td>13</td>
<td>Science and the search for solutions</td>
<td>Articles posted to</td>
<td>Exercise4</td>
</tr>
<tr>
<td>14</td>
<td>Future environments and review</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.

NEW COURSE PROPOSAL

DEPARTMENT/PROGRAM: Political Science, Economics, and Philosophy Department

CAREER: [X] Undergraduate [ ] Graduate

ACADEMIC LEVEL: [X] Regular [ ] Compensatory [ ] Development [ ] Remedial

SUBJECT AREA: Geography

COURSE NUMBER: Assigned by Registrar’s office; GEG 2XX

COURSE TITLE: Geography of East Asia

CATALOG DESCRIPTION: This course provides an introduction to the physical and human geography of China, Japan, and Korea. After a focus on climatic and geomorphological features, biogeography, and distribution of natural resources, the course will cover human geographic features including cultural landscapes, demography, industrialization, urbanization, and globalization.

PRE/COREQUISITES: ENG 151 and COR 100

CREDITS: 4

CONTACT HOURS: 4

LIBERAL ARTS: [X] Yes [ ] No

COURSE ATTRIBUTE: N/A
GENERAL EDUCATION COMPONENT: N/A

SCHEDULING: It will be taught once every two semesters, at a minimum.

ENROLLMENT: The course is expected to fill with students from several disciplines. It will be one of the main regional geography courses that students majoring in Geography may take. Also, students pursuing a Certificate in Modern China Studies will also be able to take the course.

CAPACITY: 35

EQUIPMENT: A smart classroom (projector).

COURSE OBJECTIVES AND EXAMPLES EVIDENCE THAT OBJECTIVE CAN BE MET:

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Identify and apply the fundamental concepts and methods of physical and human geography as applied to East Asia.</td>
<td>Students will identify countries, cities, and major geographic features within East Asia, as well as apply the National Council for Geographic Education’s eighteen “National Geography Standards” to an understanding of East Asia as a region. Via reading, lectures, and class discussion, students will gather, interpret, and assess information regarding various aspects of the geography of East Asia, including: the components (such as climate, landforms, ecosystems, and plate tectonics) that constitute the physical geography of China, Japan, and Korea (Topic 1); the development of past and current cultural landscapes in China, Japan, and Korea (Topic 2); changing demographics and economics brought about by phases of industrialization and migration (Topic 4); and the role of East Asia as a region within the context of ongoing globalization (Topic 5). Assessment: One map quiz (week 3) and three in-class exams that include questions related to application of the “National Geography Standards” to an understanding of East Asia as a region (week 6, 10 and finals week).</td>
</tr>
<tr>
<td>Evaluate evidence and arguments critically or analytically.</td>
<td>Students will evaluate arguments related to the historical and current role of China as regional hegemon in East Asia (portions of Topic 2 and Topic 5); the effects of Western and Japanese imperialism on East Asia (Topic 3); and the demographic and economic future of East Asia due to the region’s low birth rate and aging population (Topic 4). Assessment: Three writing assignments on the above topics, due weeks 6, 10, and 13.</td>
</tr>
<tr>
<td>Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
<td>Students will make their own written arguments related to the historical and current role of China as regional hegemon in East Asia (portions of Topic 2 and Topic 5); the effects of Western and Japanese imperialism on East Asia (Topic 3); and the demographic and economic future of East Asia due to the region’s low birth rate and aging population (Topic 4). Assessment: Three writing assignments on the above topics, due weeks 6, 10, and 13.</td>
</tr>
</tbody>
</table>

ROLE IN CURRICULUM: Geography of East Asia will be one of the regular regional geography courses offered at the College of Staten Island. It will be an elective for students majoring and minoring in Geography, as well as for students pursuing a Certificate in Modern China Studies.
RATIONALE: Regional geography courses are a fundamental part of any program that offers a major in Geography.

SUBMISSION TO COMMITTEE CHAIR: 11/26/12.

APPROVAL: N/A


EFFECTIVE: Fall 2014

GEG 2XX
Geography of East Asia
Syllabus

Course Description
This course provides an introduction to the physical and human geography of China, Japan, and Korea. After a focus on climatic and geomorphological features, biogeography, and distribution of natural resources, the course will cover human geographic features including cultural landscapes, demography, industrialization, urbanization, and globalization.

Course Objectives:

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| Students will make their own written arguments related to the historical and current role of China as regional hegemon in East Asia (portions of Topic 2 and Topic 5); the effects of Western and Japanese imperialism on East Asia (Topic 3); and the demographic and economic future of East Asia due to the region’s low birth rate and aging population (Topic 4). Assessment: Three writing assignments on the above topics, due weeks 6, 10, and 13. |

**Course Readings**


Additional readings will be posted to Blackboard.

**Evaluation**

<table>
<thead>
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<th>Evaluation</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Map Quiz:</td>
<td>5%</td>
</tr>
<tr>
<td>Writing Assignments</td>
<td>15%</td>
</tr>
<tr>
<td>Research Project</td>
<td>25%</td>
</tr>
<tr>
<td>Exam #1</td>
<td>15%</td>
</tr>
<tr>
<td>Exam #2</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Map quiz**

There will be a map quiz in which you will need to locate designated countries, cities, and physical features (islands, mountain ranges, deserts, seas, and rivers). A list of map quiz items is posted to Blackboard.

**Writing Assignments**

Students will read and evaluate arguments related to 1) the effects of Western and Japanese imperialism on East Asia; 2) the historical and current role of China as regional hegemon in East Asia; and 3) the demographic and economic future of East Asia due to the region’s low birth rate and aging population. Each assignment should be 3 pages (double spaced; one inch margin on all sides; Times New Roman font). Articles for reading assignments are located on Blackboard.

**Research Project**

Students will analyze one specific aspect of how globalization has affected or is affecting East Asia. This semester-long research assignment requires students to submit: 1) List of possible research questions; 2) an annotated bibliography; and 3) a final 5-page paper.

**Exams 1 and 2**

Exams will consist of multiple choice, true/false, short answer, and essay questions.

**Cumulative Final Exam**

Composed of multiple choice, true/false, short answer, and essay questions, the exam will take place during final exam week.
Course Outcomes

Outcome: Students will be able to identify countries, cities, and major geographic features within East Asia, as well as apply the National Council for Geographic Education’s eighteen “National Geography Standards” to an understanding of East Asia as a region. Assessment: One map quiz and three in-class exams.

Outcome: Students will display an understanding of various aspects of the geography of East Asia, including: the components (such as climate, landforms, ecosystems, and plate tectonics) that constitute the physical geography of China, Japan, and Korea; changing demographics brought about by phases of industrialization and migration; the development of past and current cultural landscapes in China, Japan, and Korea; the changes brought by economic development to the region; and the place of East Asia within the context of ongoing globalization. Assessment: Three in-class exams throughout the semester that will include questions related to the topic.

Outcome: Students will display an understanding of the major events related to the historico-geographical development of China, Japan, and Korea. Assessment: Three in-class exams throughout the semester that will include questions related to the topic.

Outcome: Students will evaluate arguments and make their own written arguments related to 1) the historical and current role of China as regional hegemon in East Asia; 2) the effects of Western and Japanese imperialism on East Asia; and 3) the demographic and economic future of East Asia due to the region’s low birth rate and aging population. Assessment: Three 2-page writing assignments (double-spaced, 12-point font, 1-inch margins) on the above topics.

Outcome: Students will analyze one specific aspect of how globalization has affected or is affecting East Asia. Assessment: Semester-long research assignment that requires students to formulate a research question; gather, read, and analyze bibliographic sources; and write a 5-page paper (double-spaced, 12-point font, 1-inch margins) on the topic.

GEG 2xx
Geography of East Asia

Week 1 Explaining geography and situating the region of East Asia

Topic 1: The Physical Geography of China, Japan, and Korea

Week 2 East Asian climates, biomes, and geomorphology
Week 3 Physical geography and natural resources of China
Map Quiz
Week 4 Physical geography and natural resources of Korea
Due: List of possible research questions related to “East Asia and Globalization”
Week 5 Physical geography and natural resources of Japan

Topic 2: Past and Present Cultural Landscapes of East Asia

Week 6 Exam 1/ China as Traditional East Asian Hegemon
Writing Assignment #1 Due
Week 7 Cultural Geographies of China
Week 8  Cultural Geographies of Korea  
Week 9  Cultural Geographies of Japan  
**Due: Annotated Bibliography related to “East Asia and Globalization” theme**

**Topic 3:** Effects of Imperialism on East Asia

Week 10  **Exam 2/Spaces of European and Japanese Imperialism**  
**Writing Assignment #2 Due**

**Topic 4:** Industrialization, Urbanization, and Population Dynamics

Week 11  Japan  
Week 12  Korea  
Week 13  China  
**Writing Assignment #3 Due**

**Topic 5:** Ongoing Globalization and East Asia as a Region in the 21st Century

Week 14  **Due: Five-page paper on “East Asia and Globalization” theme**

3.  

**NEW COURSE PROPOSAL**

**DEPARTMENT/PROGRAM:** Political Science, Economics, and Philosophy Department

**CAREER:** [X] Undergraduate [ ] Graduate

**ACADEMIC LEVEL:** [X] Regular [ ] Compensatory [ ] Development [ ] Remedial

**SUBJECT AREA:** Geography

**COURSE NUMBER:** Assigned by Registrar’s office; GEG 3XX

**COURSE TITLE:** Intermediate GIS

**CATALOG DESCRIPTION:** A study of intermediate concepts in Geographic Information Systems (GIS). Utilizing both raster and vector applications, this course will focus on how to generate spatial data through geographical analysis. It is divided between lectures that introduce advanced theories and implications of GIS and lab exercises to familiarize students with the many applications of the software. Attention will be given to various real world applications of GIS through several case studies.

**PRE/COREQUISITES:** GEG 212 and (MTH 102, MTH 113, or MTH 123)

**CREDITS:** 4

**CONTACT HOURS:** 4

**LIBERAL ARTS:** [ ] Yes [X] No
COURSE ATTRIBUTE: N/A

GENERAL EDUCATION COMPONENT: N/A

SCHEDULING: It will be taught once every two semesters, at a minimum.

ENROLLMENT: The course is expected to fill with students from several disciplines. GIS is a geographical technique that has application for many fields, and the course is open to non-majors.

CAPACITY: Capped at lab capacity of 20.

EQUIPMENT: GIS Computer Lab.

COURSE OBJECTIVES AND EXAMPLES EVIDENCE THAT OBJECTIVE CAN BE MET:

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Example of Evidence That Objective Can Be Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master advanced GIS concepts and techniques.</td>
<td>The percentage of students responding correctly to definitional questions on exams.</td>
</tr>
<tr>
<td>Be able to use and find publicly accessible data sets.</td>
<td>The percentage of students successfully importing data from data sites.</td>
</tr>
<tr>
<td>Be able to create appropriate GIS files.</td>
<td>Percentage of students successfully creating files and maps using GIS programs.</td>
</tr>
</tbody>
</table>

ROLE IN CURRICULUM: The course provides further, more specialized training in GIS. GIS can apply to social science, science, and policy issues and is a skill that is highly valued by employers.

RATIONALE: With the rapid expansion of GIS, in both a variety of fields and through multifarious uses, students require development and grounding in relevant critical theory and spatial concepts, as well as computer software training that enable one to manage, analyze, and gather geographic data in Geographic Information Systems (GIS). This course will build on the basic principles and techniques learned in Introduction to Geographic Information Systems (GEG 212), enabling students to gain further training and expertise.

SUBMISSION TO COMMITTEE CHAIR: 11/26/12

APPROVAL: N/A

CONSULTATION: Computer Science Department 12/4/12; Engineering Science and Physics Department 11/30/12; Business Department 11/21/12.

EFFECTIVE: Fall 2014

GEG 3xx
Intermediate GIS

Recently, the use and application of geographic information has proliferated in a wide variety of disciplines, including urban and transportation planning, marketing, criminology, ecology, and geography. Thus, students require development and grounding in relevant critical theory and spatial concepts, as well as computer software training that enable one to manage, analyze, and gather geographic data in Geographic Information Systems (GIS). This course will build on the basic principles and techniques learned in Introduction to Geographic Information Systems (GEG 212) and it focuses on applied GIS, focusing on case studies and
specific examples to augment your conceptual understanding of GIS with real world practical applications. Students in this course will have the opportunity to explore these applications and theories through a combination of hands-on skills and theoretical knowledge in spatial analysis research.

**Course format**
Classroom lecture, discussion, and computer lab exercise.

**Evaluation**
- Attendance and class participation: 15%
- Assignments: 25%
- Exam 1: 15%
- Exam 2: 15%
- Final Project: 30%

**Textbooks**
There are two required textbooks for this course.

There will be some additional articles that you will be required to read. PDFs of the articles will be posted on blackboard.

**Course Objectives**

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</thead>
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<tr>
<td>Master intermediate level GIS concepts and techniques.</td>
<td>The percentage of students responding correctly to definitional questions on exams.</td>
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<td>Be able to use and find publicly accessible data sets.</td>
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</tr>
<tr>
<td>Be able to create appropriate GIS files.</td>
<td>Percentage of students successfully creating files and maps using GIS programs.</td>
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</table>

**Final Project**
You will work on a topic of your choice, with consent of the instructor, throughout the semester. This will culminate in a final in-class presentation based on your research and analysis.

**Course Schedule**
Week 1: Course Introduction and Software Overview; Projections and reference system design
Longley et al., Pages 3-33; Bolstad, Ch. 1-2
Week 2: Geodesy and Geo-referencing; Projections and reference system design
Longley et al., Ch. 5; Bolstad, Ch. 3-4
Week 3: Data quality and standards
Longley et al., Ch. 6; Bolstad, Ch. 14
Week 4: Uncertainty and Error Propagation; Decision Strategy Analysis
Bolstad, Ch. 7
Week 5: Decision Making II: Multicriteria/multiobjective: Criteria Development and Boolean Analysis, Multicriteria Evaluation: Weighted Linear Combination
Longley et al., Pages 378-382. Bolstad, Pages 435-454
Week 6: Digital Elevation Models, Triangulation
Bolstad, Ch. 10; Longley et al., Ch. 15
Week 7: Surface Analysis: Terrain Analysis; Midterm Exam
Bolstad, Ch. 11
Week 8: Spatial Pattern Analysis, Surface density Crime Mapping
Bolstad, Ch. 12; Longley et al., Ch. 16
Week 9: Spatial Pattern Analysis; Introduction to Land Change analysis
Bolstad, Ch. 13
Week 10: Change Analysis: Markov and cellular automata, Spatial regressions; Individual Project Meetings
Bolstad, Ch. 14
Week 11: Spatial regression and spatial autocorrelation
Bolstad, Pages 409-415; Longley et al., Ch. 13
Week 12: GIS and Society; Participatory GIS
Bolstad, Ch. 15; Longley et al., Ch. 20
Week 13: Student Presentations
Week 14: Student Presentations/Final Exam

Schedule is subject to change

Useful websites for more information on GIS and applied GIS in research
1. US University Consortium for Geographic Information Science
   http://www.ucgis.org
2. International conference series on GIScience
   http://www.giscience.org
3. The Varennius Project: Website showing developments is GIScience.
   http://www.ncgia.org
4. Integrated approach to participatory development: Participatory GIS.
   http://www.iapad.org/
   http://www.icpsr.umich.edu/NACJD/cmintro.html

4. NEW COURSE PROPOSAL

DEPARTMENT/PROGRAM: Political Science, Economics, and Philosophy Department

CAREER: [X] Undergraduate [ ] Graduate

ACADEMIC LEVEL: [X] Regular [ ] Compensatory [ ] Development [ ] Remedial

SUBJECT AREA: Geography

COURSE NUMBER: Assigned by Registrar’s office; GEG 3xx

COURSE TITLE: Special Topics in Geography

CATALOG DESCRIPTION: Contemporary global issues examined from a geographical perspective. Examination of major environmental, social, political, and economic trends that involve the restructuring of society and space at a variety of scales. Themes vary from semester to semester. Specific topics will be announced at time of registration.

PRE/COREQUISITES: ENG 151, COR 100
CREDITS: 4

CONTACT HOURS: 4

LIBERAL ARTS: [X] Yes [ ] No

COURSE ATTRIBUTE:N/A

GENERAL EDUCATION COMPONENT: N/A

SCHEDULING: This course will be added to existing courses. It will be taught once every three or four semesters.

ENROLLMENT: The expected enrollment is 25-30 students. This expectation is based upon the fact that the issues covered in this course are topical and very relevant to the experiences of students. Depending on the particular topic, students from other disciplines may be interested in the subject and register for the course. The course is open to non-majors.

CAPACITY: 30, to ensure that proper discussion can be facilitated.

EQUIPMENT: A smart classroom (projector).

COURSE OBJECTIVES AND EXAMPLES EVIDENCE THAT OBJECTIVE CAN BE MET:

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Example of Evidence That Objective Can Be Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students should be able to illustrate and explain the major concepts and theories of the course.</td>
<td>Students will be tested with short answer questions and essay questions that will require strong analytical and writing skills. The amount of students scoring adequately on these exams will be recorded and analyzed.</td>
</tr>
<tr>
<td>Students should be able to write a literature review based on their research topic.</td>
<td>The amount of students successfully completing a literature review will be documented.</td>
</tr>
<tr>
<td>Students should be able to write a paper based on independent research.</td>
<td>The percentage of students exhibiting independent research will be calculated.</td>
</tr>
</tbody>
</table>

ROLE IN CURRICULUM: As we continue to build towards a geography major, this course will provide another upper division offering for Geography students (and others).

RATIONALE: This course allows instructors flexibility in choosing a particular topic. This provides students with course themes that will be timely, being generated by recent current events, e.g. political conflicts, environmental disasters and the corresponding societal responses, and social movements, among others.

SUBMISSION TO COMMITTEE CHAIR: 11/26/12

APPROVAL: N/A

CONSULTATION: N/A

EFFECTIVE: Fall 2014
GEG 3xx
Special Topics in Geography:
Space, Place and Gender in the Middle East

Introduction:
The course examines the complex interplay of gender, place, and space in the contemporary Middle East. Each week's lectures and readings draw together critical geographical writings on gender and sexuality with various case studies from the region. Some of the things we will look at in Middle East are: women's organizations and activism, Islam and spatialities of veiling, spaces of masculinities, gender and citizenship, and gendered dynamics in conflict areas. Rather than simply describing the gendered situation in the region, the agenda aims to be provocative in establishing the links between feminist spatialities and Middle East studies today.

Required Readings:
You will have to purchase Gender and Citizenship in the Middle East edited by Suad Joseph (2000) Syracuse University Press, ISBN: 0815628641. $49.95. All other readings will be available online on blackboard.

Course Requirements and Grades:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>% of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>25%</td>
</tr>
<tr>
<td>Exam #1</td>
<td>15%</td>
</tr>
<tr>
<td>Exam #2</td>
<td>15%</td>
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<tr>
<td>Exam #3</td>
<td>15%</td>
</tr>
<tr>
<td>Presentation</td>
<td>10%</td>
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<tr>
<td>Final Paper</td>
<td>20%</td>
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</table>

Final Paper: In the second week, I will provide guidelines for your final paper. You will work on this topic throughout the semester.

Presentation: You will be required to give a 6-8 minute presentation based on your research for the final paper.

Exams: There will be three exams during the semester.

Participation: Class participation is very important for this class. The classes will always involve discussions. Please make sure you do the readings prior to the class period for which they are assigned.

Course Objective:

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Example of Evidence That Objective Can Be Met</th>
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</thead>
<tbody>
<tr>
<td>Students should be able to illustrate and explain the</td>
<td>Students will be tested with short answer</td>
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<tr>
<td>major concepts and theories of the course.</td>
<td>questions and essay questions that will</td>
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<td>require strong analytical and writing skills.</td>
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<td></td>
<td>The amount of students scoring adequately</td>
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<td>on these exams will be recorded and analyzed.</td>
</tr>
<tr>
<td>Students should be able to write a literature review</td>
<td>The amount of students successfully completing</td>
</tr>
<tr>
<td>based on their research topic.</td>
<td>a literature review will be documented.</td>
</tr>
</tbody>
</table>
Students should be able to write a paper based on independent research.
The percentage of students exhibiting independent research will be calculated.

Course Outline:

Week 1: **Introduction to the Course; Situating the Middle East**

Readings:
- Fromkin, David, “How the Modern Middle East Map Came to be Drawn” *Smithsonian* 1991
- Kandiyoti, Deniz *Gendering the Middle East: Emerging Perspectives*, 1996
- Abu-Lughod, Lila “Orientalism and the Middle East” in *Feminist Studies* Spring 2001 Vol. 27 Iss. 1

Week 2: **Feminist Geographer’s Examine the Middle East**

Readings:
- Falah and Nagel, “Introduction,” in *Geographies of Muslim Women*, 2005
- Halvorson, Sarah J. “Growing up in Gilgit: Exploring the Nature of Girlhood in Northern Pakistan” in *Geographies of Muslim Women*, 2005

Week 3: **Spaces of the State: Public Citizens?**

Readings:

Week 4: **Masculinities; Exam #1**

Readings:
- “Preface” by Moris Farhi in *Imagined Masculinities: Male Identity and Culture in the modern Middle East* (2000)
- Kaplan, Danny “The Military as Second Bar Mitzvah: Combat Service as Initiation to Zionist Masculinity” in *Imagined Masculinities: Male Identity and Culture in the Modern Middle East*

Week 5: **Veiled, Unveiled, Re-veiled: Embodied Islam**

Readings:
- Karimi “Women’s Portable Habitats” in *ISIM* newsletter December 2003, (2 pages)
- Herrera and Moors “Banning Face Veiling: the Boundaries of Liberal Education” in *ISIM* Newsletter 13 December 2003, (2 pages)
- Fazila-Yacoobali “Veiled Politics Rethinking the Debate on Hijab” in *ISIM* newsletter December 2003, (1 page)

Week 6: **Spaces of Resistance I: Gender and Conflict Sites**
Readings:

Week 7: **Spaces of Resistance II: Religion and Identity; Individual Meetings about Final Paper**
Readings:
- Tohidi, Nayereh “Gender and Islamic Fundamentalism: Feminist Politics in Iran”

Week 8: **Spaces of Resistance III: Islam, Feminism and Activism; Exam #2**
Readings:
- El Saadawi, Nawal “Women’s Resistance in the Arab World and in Egypt” in *Women in the Middle East: perceptions, realities, and struggles for liberation*, edited by Haleh Afshar

Week 9: **Sexuality and Power: Women’s Bodies**
Readings:
- Accad, Evelyne “Sexuality and Sexual Politics: Conflicts and Contradictions for Contemporary Women in the Middle East”
- Ali, Kamran Asdar, Selected Sections from *Planning the Family in Egypt* 2002
- Ilkkaracan, Pinar Selected Sections from *Women and Sexuality in Muslim Societies* ed. by Pinar Ilkkaracan, 2000

Week 10: **Queering the Middle East?**
Readings:
- Hayes, Jarrod Selected Sections from *Queer Nations Marginal Sexualities in the Maghreb*

Week 11: **Student Presentations**

Week 12: **Student Presentations**

Week 13: **Transnational Practices and Politics**
Readings:
- Freeman, Amy. Re-locating Moroccan Women’s Identities in a Transnational World: the ‘woman question’ in question” in *Gender, Place, Culture* Vol.11 No.1 March 2004 (18 – 41)

Week 14: **Course Summary, Exam Review; Exam #3**
NEW COURSE PROPOSAL

DEPARTMENT/PROGRAM: Political Science, Economics, and Philosophy Department

CAREER: [X] Undergraduate [ ] Graduate

ACADEMIC LEVEL: [X] Regular [ ] Compensatory [ ] Development [ ] Remedial

SUBJECT AREA: Geography

COURSE NUMBER: Assigned by Registrar’s office; GEG 3xx

COURSE TITLE: Geopolitics of the United States

CATALOG DESCRIPTION: This course will analyze geopolitical concepts and strategies. Analysis of U.S. geopolitical discourses and practices around the world. The course will offer a critical overview and analysis of U.S. foreign interventions, the debates and justifications regarding them, and their implications.

PRE/COREQUISITES: ENG 151, COR 100

CREDITS: 4

CONTACT HOURS: 4

LIBERAL ARTS: [X] Yes [ ] No

COURSE ATTRIBUTE: N/A

GENERAL EDUCATION COMPONENT: N/A

SCHEDULING: This course will be added to existing courses. It will be taught once every three or four semesters.

ENROLLMENT: The expected enrollment is 30 students. This expectation is based upon the fact that the issues covered in this course are topical and very relevant to the experiences of students. The course is open to non-majors.

CAPACITY: 30, to ensure that proper discussion can be facilitated.

EQUIPMENT: A smart classroom (projector).

COURSE OBJECTIVES AND EXAMPLES EVIDENCE THAT OBJECTIVE CAN BE MET:

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<tr>
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<tbody>
<tr>
<td>Students should be able to illustrate and explain the geopolitical theories that</td>
<td>Students will be tested with short answer questions and essay questions that will require strong analytical</td>
</tr>
<tr>
<td>produce, and are used to justify, U.S. foreign policy.</td>
<td>and writing skills. The amount of students scoring adequately on these exams will be recorded and analyzed.</td>
</tr>
<tr>
<td>Students should be able to write a literature review based on a case of U.S.</td>
<td>The amount of students successfully completing a literature review will be documented.</td>
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</table>


Students should be able to write a paper based on independent research. The percentage of students exhibiting independent research will be calculated.

ROLE IN CURRICULUM: This course will provide an upper division course for Geography students (as well as others) to explore U.S. geopolitical practices, discourses, and strategies around the world.

RATIONALE: As we continue to build towards a geography major, this course will fill the current gap of an upper division political geography offering.

SUBMISSION TO COMMITTEE CHAIR: 11/26/12

APPROVAL: N/A

CONSULTATION: History Department 11/30/12

EFFECTIVE: Fall 2014

Geopolitics of the United States

Textbooks:


Week 1: Course Introduction; Core Concepts in Geopolitical Theory
Readings: Dodd Ch. 1, Ch. 2 (pages 1-51); Zinnet. al. pages 1-72

Week 2: History of Geopolitics
Readings: Dodd Ch. 3 (pages 52-82); Zinnet. al. pages 73-135

Week 3: Imperialism
Readings: Dodd Ch. 5 (pages 115-144); Kinzer pages 1-110

Week 4: Cold War; Vietnam
Readings: Zinnet. al. pages 136-203

Week 5: Cold War continued; Exam #1
Readings: Kinzer pages 111-218

Week 6: Post-Cold War Geopolitics; Russia, Kosovo, and the Georgia-Russia War
Readings: Dodd Ch. 4 (pages 83-114)
Week 7: SOAS and South America  
Readings: Zinnet. al. pages 204-263

Week 8: Geopolitics of the Middle East; Gulf War I  
Readings: Dodd Ch. 6 (pages 145-172)

Week 9: Osama Bin Laden and Saddam Hussein: From Allies to Enemies; The Case for Invading Iraq  
Readings: Kinzer pages 219-259

Week 10: Invading Iraq; Iran, Israel, and the Nuclear Issue  
Readings: Kinzer pages 260-299  
Film Screening: Argo (2012)

Week 11: Future Dilemmas; Exam #2  
Readings: Kinzer pages 300-322

Week 12: Summary of Research Projects and Discussion

Week 13: Summary of Research Projects and Discussion

Week 14: Summary of Research Projects and Discussion; Course Summary

Evaluation
30% Attendance and Participation  
5% Assignment #1  
5% Assignment #2  
10% Literature Review  
20% Research Project  
10% Exam #1  
10% Exam #2  
10% Take Home Final Exam

Attendance and Participation.  
Attendance will be taken at the beginning of each class. If you just show up to every class, even if you have done the reading, but don’t speak, that will equate to a grade of 70, or a C. Most class meetings will have time reserved for discussion. It is important for everyone to offer their own perspectives and experiences, as well as ask any questions that they have. Lively discussion helps facilitate learning, and I aim to provide a place of mutual respect and support. I expect the same of you. Reading the assigned articles prior to the class meeting is the single most important element of this class. If you have difficulty speaking in class please see me so that we can set up an alternate grading scheme based on response papers and office hour visits.

Exam #1 and #2.  
These exams will consist of short answer/identifications and essays.

Take Home Final.  
This will be due during the final exam period, in my mailbox. The questions will be posted online one week before. More details will be given when the questions are posted.

Research Project.
This project will have several steps. Your choice of topic will be graded as a separate assignment (see Assignment #1 below). Please use the book by Steven Kinzer, Overthrow: America’s Century of Regime Change from Hawaii to Iraq (2007), and the book by William Blum, Killing Hope: US Military and CIA Interventions Since World War 2 (2003), (on reserve at the library) to select your topics. During the semester you are to provide me with several progress reports/drafts to ensure that your research is ongoing. You will need to discuss your research with me during office hours at least once as well. Full guidelines for the project will be provided Week 2.

**Literature Review.**  
Once your research paper topic has been selected and approved, you are to begin to collect library and online materials as your bibliography for the paper. You are to select, at a minimum, 2 books (select one or two chapters that are relevant), 2 academic journal articles, 2 newspaper/magazine articles (these can be online newspapers/magazines), and 1 online source, for a total of 7 citations. You are to provide a brief overview of each source and an explanation of how it is relevant to your project and why you find it compelling or worthy of critique.

Assignment #1 – Topic selection for your project and summary.  
This will be due at the beginning of class on Tuesday February 5th.  
1-2 pages, 12 point font, Times New Roman, double-spaced.

Assignment #2.  
This will be announced during the semester and will consist of a 3 page paper answering questions that I will assign. Due dates will be posted on blackboard.

**Course Objectives**

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</tr>
<tr>
<td>produce, and are used to justify, American foreign policy.</td>
<td>writing skills. The amount of students scoring adequately on these exams will be recorded and analyzed.</td>
</tr>
<tr>
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<td>The amount of students successfully completing a literature review will be documented.</td>
</tr>
<tr>
<td>intervention/war/regime support</td>
<td></td>
</tr>
<tr>
<td>Students should be able to write a paper based on independent research.</td>
<td>The percentage of students exhibiting independent research will be calculated.</td>
</tr>
</tbody>
</table>

**Expectations**  
We will be critically examining many issues that may be very important to you. If you feel uncomfortable or unsure of what is being discussed in class and why, please let me know as soon as possible. This course requires a significant amount of reading. You are expected to complete all of the assigned articles before the class meeting. You should be prepared, punctual, and respectful of others.

Please make an appointment to speak with me before the end of the first two weeks of class to discuss any learning related challenges. There are only two excuses that warrant missing an exam or quiz:

1. A Dean’s Excuse
2. A Signed and Dated Medical Practitioner's Excuse (Doctor, Dentist, etc.)
NEW COURSE PROPOSAL

DEPARTMENT/PROGRAM: Political Science, Economics, and Philosophy Department

CAREER: [X] Undergraduate [ ] Graduate

ACADEMIC LEVEL: [X] Regular [ ] Compensatory [ ] Development [ ] Remedial

SUBJECT AREA: Geography

COURSE NUMBER: Assigned by Registrar’s office; GEG 4XX

COURSE TITLE: Geographical Imaginations

CATALOG DESCRIPTION: Analysis and history of trends and themes in the discipline of geography. Explores major geographical traditions in research and pedagogy. Training in various geographic research methods and skills.

PRE/Corequisites: Geography major or minor and senior standing.

CREDITS: 4

CONTACT HOURS: 4

LIBERAL ARTS: [X] Yes [ ] No

COURSE ATTRIBUTE: N/A

GENERAL EDUCATION COMPONENT: N/A

SCHEDULING: This course will be added to existing courses. It will be taught once every three or four semesters (potentially more frequently, depending upon student demand).

ENROLLMENT: The expected enrollment is 10-20 students. This expectation is based upon the fact that this will be a required seminar for Geography majors their senior year. The course is open to non-majors.

CAPACITY: 20, to ensure that proper discussion can be facilitated.

EQUIPMENT: A smart classroom (projector).

COURSE OBJECTIVES AND EXAMPLES EVIDENCE THAT OBJECTIVE CAN BE MET:

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Example of Evidence That Objective Can Be Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students should be able to illustrate and explain major geographical concepts, theories, methods, and approaches central to the history of geographic thought.</td>
<td>Students will be tested with short answer questions and essay questions that will require strong analytical and writing skills. The amount of students scoring adequately on these exams will be recorded and analyzed.</td>
</tr>
<tr>
<td>Students should be able to write a literature review based on their original research topic</td>
<td>The amount of students successfully completing a literature review will be documented.</td>
</tr>
<tr>
<td>Students should be able to write a paper based</td>
<td>The percentage of students exhibiting independent research</td>
</tr>
</tbody>
</table>
ROLE IN CURRICULUM: This will be the capstone course for Geography students. All majors will be required to take this 400-level seminar.

RATIONALE: As we continue to build towards the geography major, this will fulfill the need to have a seminar dedicated for geography students, covering disciplinary issues, providing an opportunity for sustained research, and learning many skills that will prepare them upon graduation.

SUBMISSION TO COMMITTEE CHAIR: 11/26/12

APPROVAL: N/A

CONSULTATION: N/A

EFFECTIVE: Fall 2014

GEG 4xx
Geographical Imaginations

Textbooks:

All other readings will be available on blackboard.

Week 1 Course Introduction
Readings
William L. Pattison, “The Four Traditions of Geography”
Susan Cutter *et al.*, “The Big Questions in Geography”

Week 2 Geographical Traditions, Part 1
Readings
Livingstone, Ch. 1-4

Week 3 Geographical Traditions, Part 2
Readings
Livingstone, Ch. 5-8

Week 4 Geography Journal Overview; Landscape
Readings
Jonathan Phillips, “The Perfect Landscape”
J.B. Jackson and D.W. Meinig, “The Interpretation of Ordinary Landscapes”

Week 5 Space; How to give an academic presentation
Readings
Michael Curry, “Discursive Displacement and the Seminal Ambiguity of Space and Place.”
Week 6  Place; Mobility; Exam #1
Readings
Gary Bridge and Robyn Dowling, “Microgeographies of Retailing and Gentrification.”
Tim Cresswell, “In Place/Out of Place.”
Peter Kabachnik, “Nomads and Mobile Places”

Week 7  Job skills and CV workshop; Environmental Issues and Debates
Readings
Thomas Veblen, “An Introduction to Key Issues in Fire Regime Research for Fuels Management and Ecological Restoration”

Week 8  Physical Geography
Readings
Will Graf, “Damage Control: Restoring the Physical Integrity of America’s Rivers,”
B.L. Zimmerman and R.O. Bierregaard, “Relevance of the Equilibrium Theory of Biogeography to Conservation”
Tim Burt, “Scale: Upscaling and Downscaling in Physical Geography”

Week 9  Geographic Methods: Quantitative and Qualitative
Readings
Haydee Salmun & Andrea Molod, “Progress in Modelling the Impact of Land Cover Change on Global Climate”

Week 10 Geographic Methods: Quantitative and Qualitative
Readings
Livingstone, Ch. 9
Bryman, Alan, James J. Teevan, and Edward Bell. Social Research Methods, Chapter 9 “Ethnography and Participant Observation”
Bryman, Alan, James J. Teevan, and Edward Bell. Social Research Methods, Chapter 10,“Interviewing in Qualitative Research

Week 11 Geographic Technologies and Debates; Exam #2
Readings
Dawn J. Wright, Michael F. Goodchild and James D. Proctor, “Demystifying the Persistent Ambiguity of GIS as ‘Tool’ Versus ‘Science
Laura M. Kracker, “The Geography of Fish: The Use of Remote Sensing and Spatial Analysis Tools in Fisheries Research.”

Week 12  Class Presentations

Week 13  Class Presentations

Week 14  Course Summary
Readings
Livingstone, Ch. 10

Evaluation
Attendance and Participation. 
Attendance will be taken at the beginning of each class. If you just show up to every class, even if you have done the reading, but don’t speak, that will equate to a grade of 70, or a C. Most class meetings will have time reserved for discussion. It is important for everyone to offer their own perspectives and experiences, as well as ask any questions that they have. Lively discussion helps facilitate learning, and I aim to provide a place of mutual respect and support. I expect the same of you. Reading the assigned articles prior to the class meeting is the single most important element of this class. If you have difficulty speaking in class please see me so that we can set up an alternate grading scheme based on response papers and office hour visits.

Projects
There will be several projects due covering topics such as: do a journal overview; report on methodological pilot study; and

Exam #1 and #2.
These exams will consist of short answer/identifications and essays.

Take Home Final.
This will be due during the final exam period, in my mailbox. The questions will be posted online one week before. More details will be given when the questions are posted.

Research Project.
This project will have several steps. Your choice of topic will be graded as a separate assignment (see Assignment #1 below). During the semester you are to provide me with several progress reports/drafts to ensure that your research is ongoing. You will need to discuss your research with me during office hours at least once as well. Full guidelines for the project will be provided Week 2.

Literature Review.
Once your research paper topic has been selected and approved, you are to begin to collect library and online materials as your bibliography for the paper. You are to select, at a minimum, 2 books (select one or two chapters that are relevant), 2 academic journal articles, 2 newspaper/magazine articles (these can be online newspapers/magazines), and 1 online source, for a total of 7 citations. You are to provide a brief overview of each source and an explanation of how it is relevant to your project and why you find it compelling or worthy of critique.

Assignment #1 – Topic selection for your project and summary.
This will be due at the beginning of class on Tuesday February 5th.
1-2 pages, 12 point font, Times New Roman, double-spaced.

Assignment #2.
This will be announced during the semester and will consist of a 3 page paper answering questions that I will assign. Due dates will be posted on blackboard.
Course Objectives

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Example of Evidence That Objective Can Be Met</th>
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</thead>
<tbody>
<tr>
<td>Students should be able to illustrate and explain major geographical concepts,</td>
<td>Students will be tested with short answer questions and essay questions that will require strong analytical and writing skills. The amount of students scoring adequately on these exams will be recorded and analyzed.</td>
</tr>
<tr>
<td>theories, methods, and approaches central to the history of geographic thought.</td>
<td></td>
</tr>
<tr>
<td>Students should be able to write a literature review based on their original</td>
<td>The amount of students successfully completing a literature review will be documented.</td>
</tr>
<tr>
<td>research topic</td>
<td></td>
</tr>
<tr>
<td>Students should be able to write a paper based on independent research based on a</td>
<td>The percentage of students exhibiting independent research will be calculated.</td>
</tr>
<tr>
<td>core geographic topic.</td>
<td></td>
</tr>
</tbody>
</table>

Expectations

We will be critically examining many issues that may be very important to you. If you feel uncomfortable or unsure of what is being discussed in class and why, please let me know as soon as possible. This course requires a significant amount of reading. You are expected to complete all of the assigned articles before the class meeting. You should be prepared, punctual, and respectful of others.

Please make an appointment to speak with me before the end of the first two weeks of class to discuss any learning related challenges.

There are only two excuses that warrant missing an exam or quiz:

1. A Dean's Excuse
2. A Signed and Dated Medical Practitioner's Excuse (Doctor, Dentist, etc.)

New Course Syllabi (Course currently under review)

1. World Regional Geography (GEG 101); The General Education Committee approved this course on 10/22/2012.

GEG 101

WORLD REGIONAL GEOGRAPHY

COURSE DESCRIPTION: Introduction to the major world geographic regions and countries with emphasis on population, place, location, environment, and economic development.


COURSE GRADE BREAKDOWN:

- Reading assignments: 15%
- Map quizzes: 10%
- Midterm exam: 25%
- Final exam: 30%
- Research presentation and related assignments: 20%

Grading Scale: A 93% to 100%; A- 90 to 92; B+ 87 to 89; B 83 to 86; B- 80 to 82; C+ 77 to 79; C 73 to 76; C- 70 to 72; D+ 67 to 69; D 63 to 66; D- 60 to 62
COURSE OUTCOMES:
Outcome 1: Students should understand and be able to illustrate the core concepts and principles of geography as outlined in the National Council for Geographic Education’s eighteen “National Geography Standards” that fall under the categories of The World in Spatial Terms, Places and Regions, Physical and Human Systems, Environment and Society, and Uses of Geography.
Assessment: Students will be required to write about and answer questions on these themes as discussed in lecture and through assigned readings. Evaluation will take place via writing assignments, exam questions, and a semester-long research project.
Outcome 2: Students should be able to locate different countries, regions, and cities on a map as well understand the basics of maps and map reading. Assessment: Students will be take six regional make quizzes throughout the semester.
Outcome 3: Students will gather and assess information from a variety of sources. Assessment: As part of their semester-long research project, students will investigate a geographically-oriented theme - selected from among the National Council for Geographic Education’s eighteen “National Geography Standards” - related to a particular issue and region of their choosing. Via CUNY library holdings, CUNY library website databases, and appropriate external websites, students will gather secondary sources that directly relate to their research topic. Students will submit detailed notes and comments on the sources, briefly explaining how each source relates to their chosen geographically-oriented theme.
Outcome 4: Students will evaluate evidence and arguments. Assessment: As part of their semester-long research project, students will submit an annotated bibliography – accompanied by a more detailed description of the relationship between the source material and their chosen geographically-oriented theme - of their gathered secondary sources. The annotated bibliography will include the student’s evaluation of the author’s arguments from the standpoint of the National Council for Geographic Education’s eighteen “National Geography Standards”.
Outcome 5: Students will produce well-reasoned oral arguments using evidence to support conclusions. Assessment: As part of their semester-long research project, students will submit a detailed preliminary outline of the argument they plan to make for their class presentation. At the end of the semester, students will present their research to the class in the form of a 10-minute PowerPoint presentation.

READING ASSIGNMENTS: Students are required to turn in a reading assignment, based on the regions under discussion for the given week, by the beginning of lecture on the designated date as noted in the Class Schedule portion of the syllabus. Incorporating one of the National Council for Geographic Education’s eighteen “National Geography Standards” and at least one outside source of related information, students will write a 2-paragraph critical response to a theme addressed in the chapter. The response must be printed out with double-spacing, New Times Roman or Ariel font, 12-point size, one-inch margins on all sides of the paper, and a one-inch (1 tab press) indentation for the first line of each paragraph.

MAP QUIZZES: There will be six regional map quizzes throughout the semester:
1. Europe
2. Russian Federation/Caucuses/Central Asia
3. Southwest Asia (Middle East) and North Africa
4. Sub-Saharan Africa
5. Latin America
6. East Asia, Southeast Asia, South Asia
Lists of places you will need to know for each regional map quiz, along with outline maps, are located on Blackboard. For each map quiz, you will need to locate around ten countries, cities, and physical features such as seas and mountain ranges on a blank regional map. In addition to world atlases that you can use at in the CSII library, you can locate the list of locations online at websites that include: Wikipedia, CIA Factbook; Google Earth; http://worldatlas.com/; and http://go.hrw.com/atlas/norm.htm/world.htm. A great way to study for the map quizzes is via the Geography Games website: http://www.sheppardsoftware.com/Geography.htm

MIDTERM EXAM: The exam will consist of multiple choice questions, identification/short answer questions, definitions, and one essay question related to the effects of globalization on a particular region.

FINAL EXAM: The cumulative final exam will consist of multiple choice questions, identification/short answer questions, definitions, and one essay question related to the effects of globalization on a particular region.

RESEARCH ASSIGNMENT: Students will carry out a semester-long research project related to a particular geographic issue and region of their choosing. As designated by dates on the course schedule, students will submit: 1) a research proposal; 2) a list of secondary sources; 3) an annotated bibliography; and 4) a presentation outline. The final part of the project consists of a ten-minute PowerPoint presentation before the class at the end of the semester.

Course Schedule – World Regional Geography

Week 1: Introduction to Geography
Week 2: Chapter 1, A World of Regions
Week 3: Chapter 2, Europe
DUE: Research project - potential topics and preliminary sources
Week 4: Chapter 3, The Russian Federation, Central Asia, and the Transcaucasus
Week 5: Chapter 4, Middle East and North Africa
DUE: List of research project bibliographic sources with notes
Week 6: Chapter 5, Sub-Saharan Africa
Week 7: Exam review; Midterm Exam
Week 8: Chapter 6, United States and Canada
DUE: Annotated bibliography
Week 9: Chapter 7, Latin America
Week 10: Chapter 8, East Asia
Week 11: Chapter 9, Southeast Asia
DUE: Presentation outline
Week 12: Chapter 10, South Asia
Week 13: research presentations
Week 14: research presentation and course wrap-up
Appendix C:
Undergraduate Program Schedule for Geography Bachelor’s Degree
Appendix C: Undergraduate Program Schedule for Geography Bachelor's Degree

- Indicate academic calendar type: _X_Semester __Quarter __Trimester __Other (describe)
- Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show how a typical student may progress through the program; copy/expand the table as needed.

<table>
<thead>
<tr>
<th>Term: Semester One</th>
<th>Course Number &amp; Title</th>
<th>Cr</th>
<th>LAS</th>
<th>Maj</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111 Introduction to College Writing</td>
<td>3</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
<td>CUNY Assessment Test in Reading and Writing</td>
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<tr>
<td>COR 100 US: Issues, Ideas &amp; Institutions</td>
<td>3</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
<td>ENG 111</td>
</tr>
<tr>
<td>PED 190 Fitness for Life</td>
<td>1</td>
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<td></td>
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<td></td>
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<tr>
<td>ANT 100 Understanding Our Worlds</td>
<td>3</td>
<td>Y</td>
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<tr>
<td>CSC 115 Introduction to Computer Technology</td>
<td>3</td>
<td>N</td>
<td>MTH 015 or MTH 020 or an appropriate score on the CUNY Proficiency Exam</td>
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<tr>
<td>CSC 117 Introduction to Computer Technology Lab 1</td>
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Term credit total: 15

<table>
<thead>
<tr>
<th>Term: Semester Two</th>
<th>Course Number &amp; Title</th>
<th>Cr</th>
<th>LAS</th>
<th>Maj</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 151 College Writing</td>
<td>3</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
<td>ENG 111</td>
</tr>
<tr>
<td>MTH 102 or MTH 121</td>
<td>3</td>
<td>Y</td>
<td>MTH 015 or MTH 020 or an appropriate score on the CUNY Proficiency Exam</td>
<td></td>
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<tr>
<td>GEO 100 Physical Geology</td>
<td>3</td>
<td>Y</td>
<td>MTH 020 or an appropriate score on the CUNY Proficiency Exam</td>
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<tr>
<td>GEO 101 Physical Geology Lab</td>
<td>1</td>
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<tr>
<td>GEG 100 Introduction to Geography</td>
<td>3</td>
<td>Y</td>
<td>Pre-major requirement</td>
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<tr>
<td>Any language at the first level</td>
<td>3</td>
<td>Y</td>
<td>CUNY Assessment Test in Reading and Writing</td>
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Term credit total: 16

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<th>Term: Semester Three</th>
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<th>Maj</th>
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<th>Prerequisite(s)</th>
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<tr>
<td>ART 100 Introduction to Visual Arts</td>
<td>3</td>
<td>Y</td>
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<tr>
<td>AMS 205 Modern Art in Latin America</td>
<td>4</td>
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<tr>
<td>Any language at the second level</td>
<td>4</td>
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<td>Language at 113 level</td>
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<tr>
<td>GEG 102 People and Their Environment</td>
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Term credit total: 14

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<th>New</th>
<th>Prerequisite(s)</th>
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<tbody>
<tr>
<td>GEG 225 Cultural Geography</td>
<td>4</td>
<td>Y</td>
<td>Y</td>
<td></td>
<td></td>
<td>ENG 151, COR 100</td>
</tr>
<tr>
<td>GEG 212 Introduction to Geographic Information Systems</td>
<td>4</td>
<td>N</td>
<td>Y</td>
<td></td>
<td></td>
<td>ENG 111</td>
</tr>
<tr>
<td>Any language at the third level</td>
<td>4</td>
<td>Y</td>
<td>Language at 114 level</td>
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<tr>
<td>Elective</td>
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<th>Prerequisite(s)</th>
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<tr>
<td>ANT/COM 225 Multicultural Literacy</td>
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<td></td>
<td>ENG 151, COR 100, and any 100 level ANT, COM, HST, POL, SOC, or WGS course</td>
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Term credit total: 16

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<th>Term: Semester Six</th>
<th>Course Number &amp; Title</th>
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<th>Maj</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEG 264 Political Geography</td>
<td>4</td>
<td>Y</td>
<td>Y</td>
<td></td>
<td></td>
<td>ENG 151, COR 100</td>
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</tbody>
</table>

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<th>Maj</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEG 3xx Special Topics in Geography</td>
<td>4</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>ENG 151, COR 100</td>
</tr>
<tr>
<td>GEG 222 Geography of the United States</td>
<td>4</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>ENG 111, COR 100</td>
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<tr>
<td>Elective</td>
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<td>Y</td>
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<tr>
<td>Elective</td>
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**Term: Semester Seven**

**Term credit total:** 16

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<tr>
<th>Course Number &amp; Title</th>
<th>Cr</th>
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<th>Maj</th>
<th>New</th>
<th>Prerequisite(s)</th>
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<tbody>
<tr>
<td>GEG 3xx Intermediate Geographic Information Systems</td>
<td>4</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>GEG 212 and MTH 102, or MTH 113, or MTH 123</td>
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<tr>
<td>Elective</td>
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<td>Y</td>
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<tr>
<td>Elective</td>
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**Term: Semester Eight**

**Term credit total:** 15

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<th>Course Number &amp; Title</th>
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<th>New</th>
<th>Prerequisite(s)</th>
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<tbody>
<tr>
<td>Elective</td>
<td>4</td>
<td>Y</td>
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<td></td>
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</tr>
<tr>
<td>GEG 4xx Geographical Imaginations</td>
<td>4</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Geography major or minor and senior standing</td>
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<tr>
<td>Elective</td>
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**Term credit total:** 12

**Program Totals:**

- **Credits:** 120
- **Liberal Arts & Sciences:** 106
- **Major:** 43
- **Elective & Other:** 77

**Prerequisite(s):** list prerequisite(s) for the noted courses

**Cr:** credits  
**LAS:** liberal arts & sciences  
**Maj:** major requirement  
**New:** new course
Appendix D:
Full-Time Faculty
Appendix D: Full-Time Faculty

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are **full-time at the institution** and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
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</thead>
<tbody>
<tr>
<td>Deborah Popper, Professor</td>
<td>GEG 100, GEG 101, GEG 102, GEG 222, GEG 223, GEG 250, GEG 260, GEG 4xx, GEG 490</td>
<td>100%</td>
<td>PhD, Rutgers University</td>
<td>Experience teaching environmental history and cultural geography, and a regional specialty on the US.</td>
</tr>
<tr>
<td>Cary Karacas, Assistant Professor</td>
<td>GEG 100, GEG 101, GEG 102, GEG 225, GEG 252, GEG 260, GEG 2xx, GEG 312, GEG 3xx, GEG 4xx, GEG 490</td>
<td>100%</td>
<td>PhD, University of California – Berkeley</td>
<td>Experience teaching cultural and urban geography, and an east Asian regional specialty.</td>
</tr>
<tr>
<td>Peter Kabachnik, Assistant Professor</td>
<td>GEG 100, GEG 101, GEG 102, GEG 220, GEG 225, GEG 252, GEG 264, GEG 275, GEG 312, GEG 3xx, GEG 3xx, GEG 4xx, GEG 4xx, GEG 490</td>
<td>100%</td>
<td>PhD, University of California-Los Angeles (UCLA)</td>
<td>Experience teaching cultural and political geography, and an European regional specialty.</td>
</tr>
<tr>
<td>Aaron Gilbreath, Assistant Professor</td>
<td>GEG 100, GEG 101, GEG 212, GEG 222, GEG 223, GEG 3xx, GEG 4xx, GEG 4xx, GEG 490</td>
<td>100%</td>
<td>PhD, University of Kansas</td>
<td>Experience teaching GIS, methods, and statistics, and an US and Latin American regional specialty.</td>
</tr>
<tr>
<td>John Wing, Assistant Professor</td>
<td>HST/EGG 324, HST/ GEG 223</td>
<td>Full Time but Part Time in</td>
<td>PhD, University of Minnesota</td>
<td>Experience teaching environmental history.</td>
</tr>
</tbody>
</table>
Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are **full-time at the institution** and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
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<td></td>
<td></td>
<td>Program</td>
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Appendix E: 
Part-Time Faculty
Appendix E: Part-Time Faculty

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title</th>
<th>Program Courses to be Taught</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
</table>
| Elizabeth Chesebrough, Adjunct | GEG 250                     | MA, University of South Carolina  
(Currently an adjunct, supervised by Peter Kabachnik, currently co-Coordinator of the Geography program) |                                                                                                    |
| Amy Hannon, Adjunct          | GEG 266                     | PhD, Boston College  
(Currently an adjunct, supervised by Peter Simpson, currently Coordinator of the Philosophy program) |                                                                                                    |
| Kumari Navaratne, Adjunct    | GEG 252                     | PhD, Kent State University  
(Currently an adjunct, supervised by Cary Karacas, currently co-Coordinator of the Geography program) |                                                                                                    |
| Ryan Ehrhart, Adjunct        | GEG 100, GEG 225, GEG 260   | PhD, CUNY Graduate Center  
(Currently an adjunct, supervised by Cary Karacas, currently co-Coordinator of the Geography program) |                                                                                                    |
Appendix F:
Faculty to be Hired
Appendix F: Faculty to be Hired

If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

<table>
<thead>
<tr>
<th>Title/Rank of Position</th>
<th>No. of New Positions</th>
<th>Minimum Qualifications (including degree and discipline area)</th>
<th>F/T or P/T</th>
<th>Percent Time to Program</th>
<th>Expected Course Assignments</th>
<th>Expected Hiring Date</th>
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</table>
Appendix G:
New Resources
Appendix G: New Resources

List new resources that will be engaged specifically as a result of the new program (e.g., a new faculty position or additional library resources). New resources for a given year should be carried over to the following year(s), with adjustments for inflation, if they represent a continuing cost.

<table>
<thead>
<tr>
<th>New Expenditures</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td></td>
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<tr>
<td>Library</td>
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<td>3,000</td>
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<tr>
<td>Equipment</td>
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<tr>
<td>Laboratories</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Supplies &amp; Expenses</td>
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<tr>
<td>(Other Than Personal Service)</td>
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<td></td>
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<tr>
<td>Capital Expenditures</td>
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<tr>
<td>Other</td>
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</tr>
<tr>
<td><strong>Total all</strong></td>
<td>0</td>
<td>3,000</td>
<td>0</td>
</tr>
</tbody>
</table>
Appendix H:

Application for Registration of New Programs
Programs Leading to Certification in Teacher Education
Programs Leading to an Initial or Initial/Professional Certificate and/or Extensions/Annotations

N/A
Appendix I:
Evidence of Demand
Appendix I: Evidence of Demand

The attached 12 job announcements are a sampling of job advertisements that require geography that appeared in the New York Times, Monster.com, careerbuilder.com, and ecoemploy.com websites in November 2012 and July 2013. The jobs are grouped into three areas: General, GIS-entry level, and GIS-advanced/programming. The latter group would not be positions that all Geography majors could apply for; however, those students who wish to attain advanced GIS skills can take several GIS courses and, with advisement from Dr. Gilbreath and the computer science department, a number of other courses that will prepare the student for GIS programming positions. Please also see Appendix K for several letters of support from employers.

General

1. Easement Program Stewardship Specialist

Watershed Agricultural Council
Walton, New York State

Responsibilities
The Watershed Agricultural Council, a non-profit organization working to protect the New York City Watershed while supporting farm and forest land uses, is seeking an Easement Program Stewardship Specialist to assist in the stewardship of agricultural conservation easements designed to protect agricultural and forestry viability and water quality.

Qualifications
Bachelor's Degree in supporting field; Three years of related experience in land conservation or natural resource management; as well as additional requirements further detailed in position description available at www.nycwatershed.org.

Compensation
Salary: High $40,000s

Closing Date
Review of applications will begin December 10, 2012.

2. Development and Events Manager

The Land Conservancy of New Jersey
Montville, New Jersey

Introduction
The Land Conservancy of New Jersey is accepting resumes for a Development and Events Manager. The Land Conservancy of New Jersey is seeking an outgoing, passionate, and entrepreneurial individual for the position of Development and Events Manager. This new position will manage The Land Conservancy's signature fundraising events as well as assist in all aspects of the Development Program, including Membership, Corporate and Foundation Development, Major Gifts, Planned Giving, and writing for our marketing materials. The ideal candidate will have experience in special event fundraising and event planning, excellent writing skills, a passion for land conservation and preserving special natural areas, a can-do attitude, and a commitment to expanding the organization's donor base throughout the state.

The Land Conservancy of New Jersey is a nonprofit land trust based in Montville, New Jersey. To date the organization has permanently preserved 19,450 acres. The Development and Events Manager will join a committed staff and will have the opportunity to assist in all areas of development and fundraising. The position will be based in our Montville office, which is located within a municipal park.
Responsibilities
Assume primary responsibility for development-related special events
Develop successful strategies for increasing event participation, revenue growth, community awareness and volunteer engagement
Coordinate event logistics and planning
Secure community support in sponsorships and event underwriting
Work with the Membership/Outreach Manager to coordinate membership development efforts at outreach events
Develop written content for letters, newsletters and other marketing materials
Assist with the management and implementation of our corporate giving program, including prospecting, cultivation, and solicitation
Assist with the management of foundations, including researching, writing, monitoring, and reporting on grant initiatives
Assist with the development and implementation of a major donor program, including planned giving
Represent the organization to individuals and groups as needed
Support the President, Development Director, Board, and Development Committee as needed

Qualifications
A passion for land conservation and preserving special natural places, and an understanding of conservation's importance to the community
Bachelor's degree
3-5 years of fundraising, event management or sales experience strongly preferred. Non-profit event planning experience a plus
Exceptionally strong interpersonal, verbal and written communication skills with an outgoing, friendly, and passionate demeanor
Strong organizational skills and a disciplined approach to work and problem solving
Strong motivation and work ethic, with a commitment to succeed
Ability to achieve development benchmarks and expand The Land Conservancy's fundraising base
Must have own transportation for work related travel
Ability to attend evening meetings

About Us
The Land Conservancy of New Jersey is an accredited, non-profit member supported organization that has been preserving land and protecting water resources in New Jersey for over 30 years. The Land Conservancy has helped preserve 19,450 acres of land. We are currently working on 100 land preservation projects and own four natural area preserves and two working farms. The organization is committed to land conservation, stewardship and education. We are a 1300 member organization working throughout the State of New Jersey protecting open space for recreation, conservation, farmland protection, and watershed preservation.

Compensation
This full-time position is open immediately. The Land Conservancy of New Jersey offers a competitive salary, flexible work hours, and excellent benefits package.

Closing Date
November 30, 2012

3. Database Specialist

About the Job
AMEC Environment & Infrastructure (AMEC) is a leading full-service environmental engineering and construction/remediation services firm across the globe, providing environmental and geotechnical engineering and scientific consulting services.
AMEC is a focused supplier of consultancy, engineering and project management services to its customers in the world's oil and gas, minerals and metals, clean energy, environment and infrastructure markets. With annual revenues of some £3.3 billion, AMEC designs, delivers and maintains strategic and complex assets and employs over 29,000 people in around 40 countries worldwide. See amec.com. AMEC shares are traded on the London Stock Exchange where the company is listed in the Oil Equipment and Services sector (LSE: AMEC.L). Since 2000, Engineering News Record magazine has ranked AMEC among the top International Design Firms. AMEC has also ranked at the top of its sector in the Dow Jones Sustainability Index since 2005.

AMEC offers competitive salaries along with a complete benefits package including: medical, vision, & dental coverage, 401K Matching, Educational Reimbursement, and a variety of Training and Development Programs to help you develop the skills you need to succeed in your chosen career path. Additional information can be obtained from our website at www.amec.com.

Are you a Database Specialist with 3 – 5 years + of database experience? Are you looking for an opportunity to work with an established environmental consulting firm that values its employee’s enthusiasm and technical contributions? We encourage you to apply for this opportunity. We are dedicated to providing the atmosphere to allow individuals to grow their career.

Key Responsibilities
· Database Specialist needed to join our environmental engineering and science team in Hamilton, NJ.
· Responsible for maintaining the EQuIS Pro software platform.
· Manage the database that is queried by the EQuIS Pro program.
· Responsible for creating New Jersey Department of Environmental Protection (NJDEP) deliverables related to site remediation.
· Will create high quality maps and data for reports to support environmental, engineering and construction projects utilizing the EQuIS Pro data management program.

Basic/Required Qualifications
· BS/BA degree in Computer Science, Information Science, Geography, Environmental Science or related technical field.
· 3 – 5 years + of Database experience. GIS related experience is a plus.
· Our ideal candidate has experience working with a third party environmental data management applications such as EQuIS.
· A strong background in Database Management. Environmental Science and GIS (or fields closely related to these two disciplines) is a plus.
· Knowledge and experience using Microsoft Reporting Services and SQL Programming language with the ability to create SQL queries required, proficiency with Microsoft Access and Microsoft Excel, and knowledge of the ESRI Object Data Model a plus.
· A strong background and experience managing a large quantity of data and the ability to utilize problem solving skills to negate problems and errors associated with large quantity of data.
· A high proficiency and understanding of computer mapping.
· Our ideal candidate is a self-starter, requires minimal supervision, works well under pressure and performs to schedules and deadlines.
· Must possess good organizational skills.
· Must be consistent and highly accurate in project work.
· Adept in basic document and spreadsheet applications.
· Ability to work both independently and as part of a team.
· Flexibility to work outside of normal business hours, if required.
· Must pass drug test, background check and must have a satisfactory driving record in accordance with the Company’s driving (MVR) policy.
Preferred Qualifications
· Our ideal candidate is proficient in the EQuIS Pro software package.
· Ability to learn/apply new technology

AMEC is committed to the principle of equal opportunity in employment.

4. Policy Manager, Smart Power Initiatives

With world attention focused on both the environment and the economy, Environmental Defense Fund (EDF) is where policymakers and business leaders turn for win-win solutions. This leading green group, with programs from Boston to Beijing, has tripled in size over the past decade by focusing on strong science, uncommon partnerships and market-based approaches. You can be part of a vibrant workplace that welcomes diverse perspectives, talents and contributions, where innovation and a focus on results are a way of life.

Posted:
July 8, 2013
Type:
Regular Full-Time
Location:
New York, NY

EDF Smart Power
Electric utilities are poised to invest up to $2 trillion in infrastructure over the next two decades to modernize our aging, inefficient energy infrastructure, creating a once-in-a-century opportunity to revolutionize how we generate, distribute and use electricity. These choices will be influenced by stricter Clean Air Act standards and the availability of low-cost natural gas, two factors that have combined to create a rare moment of dynamism in the power sector. Environmental Defense Fund’s Smart Power experts are working with state Public Utility Commissions, policymakers and other key stakeholders to seize this opportunity to modernize our antiquated electricity grid and spur investments in and break down the regulatory and financial barriers to broad-scale adoption of renewable energy, energy efficiency and other innovative ways to generate and use energy. These approaches can answer the need for power, spur economic development, lessen our carbon footprint and help America gain a global leadership position in the multi-trillion dollar clean energy economy.

Overall Function
Environmental Defense Fund is seeking a Policy Manager for our New York regional Smart Power program to manage policy research and development, legislative research and campaigns, and outreach and education. The manager, reporting to the Director, Smart Power Initiatives, will be responsible for developing policies and executing strategies in support of the EDF Smart Power agenda including energy efficiency, distributed generation and renewable energy, as well as building relationships with key energy policymakers and stakeholders (e.g., legislators, agency staff and NGOs). This position will also be the point person for all external inquiries relating to legislation and policy outside of Smart Power.

Key Responsibilities
Advocacy and legislative

- Collaborate with regional and national Smart Power team to develop a regional Smart Power advocacy agenda
- Develop and maintain relationships with key legislative and executive policymakers and their staffs as well as government agencies with primary responsibility for developing and implementing energy policy
Research and Policy Analysis

- Conduct background research, environmental and policy analysis in support of the EDF Smart Power agenda
- Analyze and develop energy policy proposals and legislation
- Manage EDF’s New York regional research and decision-making process for joining non-EDF legislation and other efforts where relevant

Partnerships and Collaboration

- Maintain and establish new partnerships with other stakeholder groups, including other environmental organizations

Communications support

- Support EDF’s marketing and communications team through preparation of materials for the media, policymakers and other stakeholders including blogging, media outreach, press releases and op-eds, public education materials and action alerts

Qualifications

- The ideal candidate will be able to develop and implement aggressive policy and campaign strategies to achieve EDF’s Smart Power goals.
- Bachelor’s Degree required (advanced degree preferred)
- Minimum seven years relevant experience in government affairs, legislative campaigns and communications.
- Some knowledge of and experience with energy systems, issues and regulatory processes necessary
- Some knowledge of political, legislative and budget processes in New York City and New York State with a willingness to engage in New Jersey and Connecticut
- Demonstrated ability to lead outreach and education efforts
- Possess strong organizational and people skills, be a self-starter, but thrive in a team environment
- Ability to mobilizing and direct scientific, legal, economic and other experts to explain public policy initiatives
- Comfortable managing diverse, fast-paced workload
- Strong written and verbal skills with the expertise to communicate complex technical and regulatory issues to a non-technical audience

Note: This position requires some travel.

5. The Trust for Public Land

**Associate Director of City Park Development**

**Location: New York**

**Position Summary**

The Associate Director of City Park Development works with the Senior Vice President/Director to support the development of The Trust for Public Land’s urban programs throughout the United States.

**Essential Functions**
• Work with urban teams throughout the Trust for Public Land, to gather urban practices, ensure information is shared and develop and administer best practices
• Develop, manage and monitor park design and development, greenways and trails, playgrounds, fitness zones, gardens and green infrastructure
• Identify and develop funding sources for Urban Work. Ensure urban teams are aware of sources and are actively engaged in development of those sources
• Identify training needs and opportunities for urban teams. Develops and delivers training programs
• Manage information associated with urban work: develop database for information to share, be resource for questions from urban staff on initiatives, stay abreast of urban work developments external to TPL and share information accordingly.
• Develop city park development discipline, including career tracks for urban personnel
• Work with local jurisdictions throughout the United States to facilitate the execution of urban work

Qualifications
• Bachelor’s Degree, Master’s preferred in urban design, landscape architecture, planning or a related field
• 6+ years’ experience working in an environment dedicated to urban work: park development, urban design and development, and/or public space evolution
• Knowledge of and experience with public funding sources for urban work
• Knowledge of the grant process and experience using grants to fund work, specifically urban work.
• Experience working with political jurisdictions at all levels (city, state and federal), and the ability to build partnerships and facilitate positive working relationships
• Experience in public speaking
• Experience in developing and leading training
• Excellent written and verbal communication skills.
• Willingness to travel frequently: the Associate Director of City Parks Development should expect to travel outside of the New York office up to 50% of the time.

6. SSRC

Search Social Science Research Council
One Pierrepont Plaza, 15th Floor
Brooklyn, NY 11201

Program Assistant | Inter-Asia Program

Summary

The Social Science Research Council (SSRC), an independent, nonprofit international organization, seeks applications for the position of Program Assistant to the Inter-Asia Program.

Description

The SSRC is an independent, nonprofit international organization devoted to the advancement of interdisciplinary research in the social sciences. It does this through a variety of workshops and conferences, fellowships and grants, summer training institutes, scholarly exchanges, and publications.
The SSRC invites applications for the position of Program Assistant to the Inter-Asia Program. The SSRC's Inter-Asia initiative seeks to reconceptualize Asia as a dynamic and interconnected formation spanning the Middle East (including Turkey), Central Asia, Russia, South Asia, Southeast Asia, and East Asia. Program activities so far have included three international conferences—in Dubai, Singapore, and Hong Kong—and plans are currently underway for a fourth that will take place in Istanbul (October 2013). Discussions at the first three events focused on ways to move beyond the territorial fixities of area-studies research without discounting the importance of contextually grounded, place-based knowledge. Program activities also include a Postdoctoral Research Fellowship competition, which aims to support innovative trans regional research, and a newly launched collaborative research initiative focused on the interrelation of media, activism, and politics.

Qualifications

• Bachelor of arts or bachelor of sciences degree

• Previous work experience with or detailed knowledge of countries in Asia—including the Middle East and Turkey, Central Asia, Russia, South Asia, Southeast Asia, and East Asia

• Proficiency in one or more languages of the region (preferred)

• Excellent interpersonal, written, and oral communication skills and a high degree of professionalism

• Excellent organizational skills with strong attention to detail

• Experience or familiarity with website and database development (preferred)

• Demonstrated ability to take initiative and respond flexibly to changing demands

• Proficiency in MS Office (including Word, Excel, and Outlook), database management, and Internet applications

• Ability to multitask and prioritize daily activities to meet competing deadlines

• 1–2 years administrative, research, or related work experience in a nonprofit or academic environment (preferred)

• Ability to travel internationally (5%–10%)

Responsibilities

• Support program staff with overall administration of the program.

• Maintain and develop the program’s online presence, including managing program pages, drafting website content, and maintaining social media account(s).

• Aid in the selection process of committee members, including maintaining a database of and correspondence with potential members.

• Assist in production of advertising and program outreach materials.

• Draft program correspondence.

• Assist in the production of publications, including web publications that arise from program-funded activities.

• Serve as liaison to Inter-Asia workshop and conference participants, program fellows, and other program researchers.
• Plan on- and off-site workshops and meetings; this includes handling logistical support, agenda preparation, and all related correspondence with workshop participants, as well as supporting program participants.

• Provide additional support for program workshops and meetings (e.g., take meeting notes, write up meeting summaries, etc.).

• Assist with financial budgets and expenses.

• Conduct library, archival, and other research support tasks for related projects (papers, books, presentations, blogs, etc.).

• Research key developments in the Middle East, Central Asia, Russia, South Asia, Southeast Asia, and East Asia.

Administrative tasks include but not limited to preparing meeting materials; maintaining files, databases, and spreadsheets; and updating program websites and materials. Additional responsibilities and projects may be assigned as directed, depending on interest and capacity.

Terms, Salary and Benefits

Annual salary is $30,000. Comprehensive benefits include health, dental, vision, disability, life, and gym reimbursement; $1,500 annual tuition and/or student loan reimbursement; outstanding pension plan and tax savings programs; generous vacation and sick leave; and more.

Application Information

To apply, please send resume and cover letter to applications@ssrc.org (with “Inter-Asia PA Search” in the title of your e-mail)

*The Social Science Research Council is an Equal Opportunity Employer*

**GIS-entry level**

**7. GIS BUSINESS RESEARCH ANALYST - REAL ESTATE**

This position will be responsible for all data analysis within Toys R Us pertaining to the Company’s real estate expansion program. This individual works closely with the respective real estate director and managers to ensure sites submitted support the overall real estate strategic plan. We are seeking a Business Research Analyst to contribute to best in class that differentiates Toys’R’Us and builds and maintains a competitive advantage in the marketplace through market expertise, analysis, and insight. The Business Research Analyst will have primary responsibility for tracking and analyzing all aspects of U.S Census Department data and leveraging that knowledge proactively for expansion, and business development efforts.

Responsibilities:

- Responsible for data analysis that leads to new store opportunities in line with the strategic plan
- Manipulation and analysis of demographic and segmentation data
- Market research and analysis of data for research projects
• Acquisition of company data through 'R' Reports and Cognos files
• Support GIS mapping and demographic analysis
• Provide cross-functional business partners with data and analysis for special projects
• Run reports for company data extracts for analysis

Job Requirements
• B.S. degree - Finance, Geography or Business preferred
• 2-3 years' experience in relevant Business Statistics and Analytics, retail experience preferred
• Experience within a market research department for a retail company or real estate research firm is ideal
• Proficiency with GIS software (ESRI or MapInfo) required; working knowledge of Acteryx a plus
• Must be data oriented and have proven ability to interpret and synthesize data, making recommendations to drive business decisions
• Experience and proficiency in database management & organization or business intelligence tools (e.g. Cognos).
• Proven ability to transform raw data into analysis that drives business decision-making
• Excellent understanding of Microsoft applications (Excel, Microsoft, PowerPoint, and Access).
• Ability to multi task, gather data from multiple sources, prioritize, and manage/manipulate data

8. GIS Analyst

Weston Solutions, Inc. (WESTON®) has an exceptional opportunity in our Edison office for a GIS Analyst.

Weston Solutions, Inc. is seeking an environmental professional with demonstrated proficiency in the areas of Geographical Information Systems (GIS) and Data Management. The position is located in the Edison, NJ Corporate office, and may require travel to project sites located in New Jersey as well as nationwide.

Candidate will support multi-faceted projects involving the loading and maintenance of analytical data into central relational databases, conducting database and GIS spatial queries and analysis, preparing analytical data for documents and presentations (maps, data tables, graphics), and general project support. The candidate may be required to support field data collection activities including environmental sampling, geographic mapping (GPS and other survey techniques), and the operation and maintenance of field data collection technologies including PDAs and TabletPCs. Candidate must possess good GIS practices and techniques, general ability to employ logical thought processes, capability to learn rapidly, and the ability to communicate effectively.

Although the primary responsibility of the position would be for GIS and Data Management, the candidate should also be willing to perform non-IT related tasks such of environmental sampling, field oversight of contractors, and other task involved with Environmental Investigations. Candidate will be expected to perform this additional type of work in order to allow for a well-rounded skillset. The position will require 40 HAZWOPER training and standard medical monitoring.
EOE, M/F/D/V. Smoke/drug-free workplace. Drug screening/ background checking employer. 

Job Requirements
Minimum Requirements:

• Bachelor's degree with a GIS emphasis (e.g., Environmental Science, Geology, Ecology, Computer Sciences)
• 2 years of relevant experience with GIS and relational databases
• Experience directly involving ESRI's suite of products (ArcGIS 9.x and/or 10.x) including ArcMap, ArcCatalog, ArcToolbox, and other extensions
• Ability and willingness to perform field duties as required
• Well organized, detail-oriented and self-motivated

Additional Desired Skills:

• Fundamental knowledge of Microsoft Access and other Microsoft Office products (MS Word, MS Excel, MS PowerPoint)
• Experience with AutoCAD and mapping techniques
• Environmental sampling
• OSHA 40-hour HAZWOPER Training
• Programming skills
• GPS knowledge (Trimble Pathfinder Office, TerraSync or similar)

GIS-advanced/programming

9. GIS ProgrammerLangan Engineering & Environmental Services

Langan Engineering & Environmental Services is an award-winning ENR Top 500 Design Firm, is one of CE News Best Civil Engineering Firms to Work For, and has been recognized as a Top 100 Green Design Firm. Join our team of industry leaders and make a difference on some of the most exciting and interesting projects in the field!

Langan offers integrated engineering and environmental services for both public and private sector clients at sites located throughout the United States and abroad.

Langan has an opening for a full time GIS Programmer / Analyst in our Elmwood Park, NJ office to develop applications for our growing base of web, mobile, and desktop environments. The Programmer/Analyst will be responsible for designing, developing and implementing systems to support existing and future software applications and customized client web sites. Projects will primarily be based on ESRI’s ArcGIS Server 10.x technologies – knowledge of these technologies along with Python, SQL Server, Flex and JavaScript is highly desirable. Individual should possess strong analytical and problem solving skills, and should be self-driven and able to work independently. A solid understanding of applications architecture and best practices for code development and deployment is also required.

Requirements
Skills:
• Demonstrated experience with ESRI products, 10.x or higher including ArcGIS Desktop, ArcGIS Server and ArcSDE on SQL Server;
• Experience programming and developing rich internet web applications using JavaScript (Dojo) and Flash/Flex preferred (Silverlight and open source optional);
• Desired experience with Microsoft Studio.Net, Microsoft SQL Server 2005/2008, VB.NET, Visul Basic 6.0/ for Applications/Script, ArcGIS Enterprise Server and mobile applications (smart phone and handheld GPS);
• Application programming experience with Python, Flex/Flash/ActionScript, JavaScript. VB .NET, HTML 5, ArcXML preferred (Java, C++, C#, Objective C optional);
• Experience with developing and implementing secure GIS applications, especially web security with ArcGIS Server Manager 10.0 and higher and Flex API;
• ArcSDE/Geodatabase model experience, SQL-based preferred; and,
• Proactive and comprehensive troubleshooting and problem solving skills; self-motivated learner who continually keeps up to date with new technology; excellent interpersonal and verbal and written communication skills.

Education/Experience:
• A Bachelor’s Degree in Engineering, Computer Science, Information Systems, or other related discipline is required; Master’s degree a plus;
• Three (3) years of experience in computer programming directly related to the development of tools and applications utilizing technology such as Python, SQL, Flex, JavaScript, VB. Net, Silverlight;

OR

• Six (6) years of experience in computer programming directly related to the development of tools and applications utilizing ESRI technology may be substituted for the required minimum qualifications;

We provide our staff with the opportunity to direct their own career path. If you are a highly motivated self-starter, we can offer you challenge, responsibility, and an environment to grow your career!

We offer employees competitive compensation packages; company paid medical, dental, and vision coverage; life insurance, short- and long-term disability insurance; 401(k) with company match; educational reimbursement; extensive training; and much more!

10. Developer (Geographical Info Sys) - (Java or .NET)

Job Description
Responsibilities: Our client is currently seeking a GIS Developer in Hoboken, New Jersey. You will be responsible for the analysis, design, develop, implementation, and support of business systems and IT infrastructure components. This is a hands-on role that works both independently and collaboratively in a team environment. Candidates must be delivery-focused and possess a broad set of technology skills to actively evaluate and prototype new requirements and build solutions to support new business processes as well as streamline existing business applications.

Main Duties:
• Develop functional and technical system design specifications in accordance with identified business / system requirements
• Perform analysis, design, construction and installation tasks in accordance with system design specifications and in accordance with development methodology and standards
• Perform quality assurance functions (unit test, integration test) on developed components to ensure compliance with established requirements and design specifications
• Address / resolve software deficiencies in support of verification and validation activities
• Contribute to delivery, production and operational readiness of systems
• Contribute to production maintenance and application enhancement activities
• Understand and apply development methodology, including the objectives of each phase and the tasks required to complete that phase
• Complete deliverables required to each phase

Kforce Inc. (Nasdaq:KFRC) is a professional staffing and solutions firm providing flexible and permanent staffing solutions in the skill areas of technology, finance & accounting, clinical research and healthcare. Backed by approximately our associates and consultants on assignment, Kforce is committed to "Great People = Great Results" for our valued clients and candidates. Kforce operates with 65 offices located throughout the United States and two offices in the Philippines.

Job Ref#: 2312~AQG~1202246P1~99

11. CAD Archivist

Job Description

Department: Facilities Fin & Admin Srvcs - 937

Position Summary: The CAD Archivist position is responsible for the development and maintenance of data related to the Space and Property Management Information System (SPMIS) in Facilities. Responsibilities of this position are to provide the University and the Facilities Organization with Computer Aided Design (CAD), Computer-Aided Facility Management (CAFM) and Geographic Information Systems (GIS), knowledge and support. This position is a one year term appointment and will report to the Assistant Manager for the Space and Property Management Information System in Facilities Information Technology. The CAD Archivist will also collaborate with the GIS Analyst about the support, maintenance and the development of the University Space and Property Management Information System which includes, but is not limited to all Princeton holdings and related real estate assets. The CAD Archivist will set and maintain the standard for the integration of digital information into the campus graphical database for buildings and topographic features. This position will also collaborate to the support, maintenance and development of all web based systems and information produced by SPMIS and other Facilities and University departments by providing graphics support on the creation and maintenance of a variety of thematic campus maps and specialized plans.

The CAD Archivist will maintain an inventory of 1500+ AutoCAD floor plans for all campus holdings; which are the basis of the Archibus Space Management System and collaborate with the Archibus administrator about the support and the development of the University Space and Property Management Information System. The CAD Archivist will prepare annual maps and drawing documentation, working with Facilities and University departments to provide graphics support on the creation and maintenance of a variety of thematic campus maps and specialized plans. The CAD Archivist will fulfill requests for the creation of drawings and maps in a variety of formats that include, but not limited to: AutoCAD, Illustrator, PhotoShop, Acrobat and PowerPoint.

This is a one year term, benefits eligible position.

Job Requirements

Experience with computer software including AutoCAD and related AutoDesk software, MS Office Suite and Adobe Products is required. Must be familiar with architectural and engineering disciplines and drawings, and have a working knowledge of building design and construction process. Ability to configure and operate large format plotters, which includes modifying pen and plotter settings utilizing varying plot sizes and media types.

The finalist will be required to successfully pass a background check.

Job Function: Systems Professional

Grade: AIT 030

Standard Hours: Not Applicable
Eligible for Overtime: No

Education Required: High School or Equivalent

12. GIS Developer

About the Job
GIS Developer
Salary: up to $113,000 Commensurate with Experience
Excellent Benefits
Brooklyn, NY

DoITT is responsible for modernizing, unlocking, and innovating to improve IT infrastructure and service delivery in New York City government. Modernizing by implementing state-of-the-art information technology to improve services to New Yorkers. Unlocking by making government more transparent and accountable to New Yorkers. Innovating by employing cutting-edge tools, methods, and relationships to empower New Yorkers.

Job Description:
· Manage, build and host web mapping applications built using Java and open source technologies such as Spring, Hibernate, and OGC standard WFS and WMS implementations such as Geoserver;
· oversee both front-end and back-end development, as well as unit and performance testing;
· Manage special technology projects and initiatives as assigned. The position’s responsibilities include commitment to and compliance with the City’s EEO policy.

Hours/Shift: Day - Due to the necessary technical management duties of this position in a 24/7 operation, candidate may be required to be on call and work various shifts such as weekends and/or evenings.

Essential Skills:
· 4+ years Java development; strong object oriented design (OOD) skills;
· Understanding of MVC architecture;
· Experience and proficiency with developer-written unit tests;
· Strong understanding of agile methodologies and techniques;
· Experience developing SOAP and REST web services;
· Strong working knowledge of RDBMS and SQL, including database design;
· HTML, CSS, JavaScript skills for developing rich AJAX clients for web applications;
· Ability to work within a development team utilizing tools such as Eclipse, Subversion and Maven;
· Ability to manage the software lifecycle through development, testing, staging and production deployment to standard servlet containers such as Tomcat and Sun Java System Web Server;
· Understanding of spatially enabled RDBMS such as Oracle Spatial (SDO), PostGIS, etc.;
· Experience programming with OGC WMS and WFS APIs;
· Experience with the GeoServer and GeoWebCache;
· Experience with web mapping APIs like OpenLayers, Google Maps, Leaflet, CartoDB;
· Load testing of software using LoadRunner; and the ability to manage multiple tasks under tight deadlines.

Qualification Requirements:
BA/BS and 4 years of related technology experience with 18 months in a managerial/lead capacity
-OR-
Education and Experience equivalent.
Appendix J:  
Articulation Agreement

The City University of New York  
Articulation Agreement

Agreement Initiated by (College): College of Staten Island

Sending College: The College of Staten Island

    Department:  
    Program:  Liberal Arts and Sciences Program  
    Degree:  Associates in Arts

Receiving College: The College of Staten Island

    Department:  Political Science Economics and Philosophy  
    Program:  Geography  
    Degree:  B.A. in Geography
## Requirement to Requirement Equivalencies and Transfer Credit Awarded*

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<thead>
<tr>
<th>Sending College</th>
<th>Receiving college</th>
<th>Equivalent (Or Other Evaluation)</th>
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<tbody>
<tr>
<td><strong>Requirement and Title</strong></td>
<td><strong>Cr.</strong></td>
<td><strong>Requirement and Title</strong></td>
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<tr>
<td>ENG 111 Introduction to College Writing</td>
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<td>ENG 111 Introduction to College Writing</td>
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<tr>
<td>ENG 151 College Writing</td>
<td>3</td>
<td>ENG 151 College Writing</td>
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<tr>
<td>MTH 102 or MTH 121</td>
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<td>MTH 102 or MTH 121</td>
</tr>
<tr>
<td>GEO 100 Physical Geology</td>
<td>3</td>
<td>GEO 100 Physical Geology</td>
</tr>
<tr>
<td>GEG 100 Introduction to Geography Or GEG 101 World Regional Geography</td>
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<td>GEG 100 Introduction to Geography Or GEG 101 World Regional Geography</td>
</tr>
<tr>
<td>COR 100 US Issues, Ideas, and Institutions</td>
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<td>COR 100 US Issues, Ideas, and Institutions</td>
</tr>
<tr>
<td>ART 100 Introduction to Visual Arts</td>
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<td>ART 100 Introduction to Visual Arts</td>
</tr>
<tr>
<td>ANT 100 Understanding Our Worlds</td>
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<td>CSC 115 Introduction to Computer Technology</td>
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**Subtotal of General Education Requirement:** 30

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<td>GEO 101 Physical Geology Lab</td>
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<td>AMS 205 Modern Art in Latin America</td>
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<tr>
<td>Any language at the 114 level</td>
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<tr>
<td>SPD 101 Issues in College Life</td>
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<tr>
<td>GEG 212 Introduction to Geographic Information Systems</td>
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<td>GEG 225, 250, 252, 260, 264, 275</td>
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</tr>
<tr>
<td>AFA 264 The African Diaspora</td>
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<tr>
<td>GEG 220, 222, 223</td>
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<tr>
<td>ANT/COM 225 Multicultural Literacy</td>
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**Subtotal of General Education Requirements Subtotal:** 30

**TOTAL:** 60

*Requirement equivalency information will be entered in both the University Requirement Guide database and http://tipps.cuny.edu. When the receiving College awards transfer credit for either a block of Requirements or for an
entire program rather than for individual Requirements, it may not be necessary to list individual Requirement equivalencies.

SENIOR COLLEGE UPPER DIVISION REQUIREMENTS REMAINING FOR BACCALAUREATE DEGREE

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<td>GEG 102 People and Their Environment</td>
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<tr>
<td>Any language at 213 level</td>
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<td>4</td>
</tr>
<tr>
<td>GEG 212 Introduction to GIS</td>
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<td>4</td>
</tr>
<tr>
<td>GEG 225, GEG 252/ECO 252, GEG 260, GEG 264/POL 264, GEG 275/AFA 275, GEG 3xx Topics Course in Geography</td>
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<td>8</td>
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<tr>
<td>GEG 220, GEG 222/AMS 222, GEG 223/HST 223, GEG 2xx Regional Course</td>
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<tr>
<td>GEG 250, GEG 266/PHL 266, GEG 312/SOC 312/ANT 312/WGS 312, HST 324/GEG 324 Environmental Course</td>
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</tr>
<tr>
<td>GEG 300/400 Level</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>GEG 300/400 Level</td>
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<tr>
<td>GEG 300/400 Level</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>GEG 4xx Geographical Imaginations</td>
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<tr>
<td>Electives</td>
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<td><strong>TOTAL:</strong> 120</td>
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Procedures for reviewing, updating modifying or terminating agreement: Parties at both colleges will discuss and agree upon any updates, modifications, or termination.

Procedures for evaluating agreement, e.g., tracking the number of students who transfer under the articulation agreement and their success: Each college will maintain data on agreement's outcomes.

Sending and Receiving College procedures for publicizing agreement, e.g., college catalogs, transfer advisors, Websites, etc.:

Additional Information:

Effective Agreement Date:
Appendix K:
Letters of Support
November 20, 2012

To: Peter Kabachnik  
Dept. of Political Science, Economics and Philosophy  
College of Staten Island CUNY  
2800 Victory Boulevard  
Staten Island, NY 10314

From: Briavel Holcomb, Professor

Re: Geography at College of Staten Island

I write to express my strong support for the development of a major in geography as CSI. I was an external reviewer of the geography program two years ago in 2010 and recommended then that a major be developed. CSI appears to have both the demand, in terms of student numbers, and the faculty – with three strong tenured/tenure track faculty, and the possibility of a fourth – to expand geography to a major in collaboration with other units in the College. Since the external review, the demand for geographers has increased as evidenced by data from the Association of American Geographers. Geographers, especially those with skills in related fields such as Geographic Information Systems, are finding employment in both the public and private sectors as spatial analysts, educators, market researchers and the like. CSI would have relatively minor competition in Greater New York for students seeking to major in geography. I understand that CSI is in process of hiring a full time faculty member in GIS, which we recommended during the external review. The establishment of a Geography Major would encourage potential GIS faculty to invest in its development. I would be happy to discuss this further and can be reached at the contact information listed above. Best wishes.

Dr. Briavel Holcomb
November 30, 2012

To whom it may concern:

I am writing to convey my support for the creation of a geography major at the College of Staten Island. It is important to train students in the skills, concepts, and methods that a geographic education offers. I have been in preliminary discussions with Dr. Peter Kabachnik about creating internship opportunities for geography majors here at the American Geographical Society. Internships will provide valuable experience and networking opportunities, which ultimately make graduates more desirable to employers. Employment opportunities continue to increase for geographers with training in GIS, a highly sought skill by employers. I strongly recommend that the College of Staten Island develop a geography major.

As the Director of the American Geographical Society, I find that it is often difficult to find candidates who possess the necessary geographic background and skills that we require, so having a program nearby where we can both tap into and contribute to the development of persons with such skills would be highly beneficial.

Sincerely,

[Signature]

Timothy Heleniak
Director
February 21, 2013

To whom it may concern,

My name is Dr. Wansoo Im and I am an Assistant Professor at Meharry Medical College in Tennessee, and an Adjunct Faculty at Rutgers, the State University of New Jersey, and Owner of an Interactive Mapping and GIS Consulting company (Vertices, LLC). I am writing this letter in support of the development of a Geography Major at the College of Staten Island-CUNY.

When students are taught how to build and analyze a Geographic Information System (GIS), a key component of a Geography Major, they are equipped with a tangible skill that enables them to create something (Maps, GIS, Geospatial Analysis Reports, etc.) that is valued in many industries. This ability is something that has helped former students of mine find careers in Government Planning Departments, Engineering Firms, Transportation Management, Environmental Conservation and more. This broad applicability is a primary attraction to my courses as students spend their time learning a skill that they can apply to whatever professional direction they may choose. In addition to being widely applicable, the skills gained from such an education are in demand and this demand is only projected to grow as we are still learning what is possible with these tools.

In sum, GIS is a remarkably powerful tool that can communicate enormous amounts of information and allow viewers to digest it easily. This capacity holds value for countless businesses, non profits, government agencies, NGOs, etc., and I believe it would greatly benefit both the College of Staten Island-CUNY and its student body if such a department were created.

Sincerely,

[Signature]

Dr. Wansoo Im
December 2, 2012

Dr. Peter Kabachnik
Assistant Professor of Geography
Department of Political Science, Economics, and Philosophy
College of Staten Island - CUNY
2800 Victory Blvd
Staten Island, NY 10314

Dear Dr. Kabachnik:

On May 20, 2010, I had the opportunity to meet with you and several other faculty members and administrators at the College of Staten Island for the purpose of evaluating the institution’s program in geography. Overall, the experience left me with a very favorable impression of what was happening, both at CSI generally and with its geography program specifically. What follows is my letter of support for the proposal to create the geography major at CSI, a step which was discussed during my visit more than two years ago.

I am exceptionally happy to do this as creation of the major was one of the primary recommendations that I had to offer in my overall evaluation. At that time I identified the absence of the geography major as the primary constraint retarding the development of geographic education at CSI. I commented as follows:

The lack of the geography major: this is perhaps the most serious constraint of all. The student with whom we met identified the creation of the geography major at CSI as the greatest need for the program. I concur. Despite its small size at Hofstra, the geography program has offered the major for several decades and that has allowed both the program and the students in it to establish a stronger identity on campus.

The creation of the major will go a long way toward allowing CSI’s curriculum to evolve with broader events, primarily those related to the processes of globalization that now envelop us for better and for worse. Geography is a central discipline for educating our students about the many complexities of globalization and how it affects all parts of the world, though in differing ways. It provides students with the theoretical and analytical frameworks for analyzing those processes, ranging from their political and economic manifestations to their cultural, social, and migratory outcomes.

The creation of the major should be done with careful consideration of how it will be placed organizationally within the social sciences at CSI. At the point of my visit, it seemed as though a division of the Department of Political Science, Economics, and Philosophy (PEP) was under consideration. Doing so would benefit all of the programs involved, including geography, whose name did not
even appear in the PEP title. In 2010, I suggested that, should a division occur, geography would logically be linked with either economics or political science. And, in any case, the department’s name should include “geography” as doing so would raise the discipline’s visibility and enhance its identity, which would be assets to the newly created major, facilitating recruitment into the program.

In conclusion, I wholeheartedly endorse the plans to create the geography major at CSI that are now being developed. Having such a major will, I feel, improve the college’s ability to expand its already impressive links with the Staten Island community by providing a program that will offer the island’s citizens access to an academic experience that allows them to interpret and analyze contemporary events and processes at the local, regional, national, and global scales.

Thank you very much for your consideration.

Sincerely,

Dr. James Wiley, Professor of Geography
Department of Global Studies and Geography
Hofstra University
Hempstead, NY  11549
Email: james.e.wiley@hofstra.edu
City of New York
Parks & Recreation

Adrian Benepe
Commissioner

The Arsenal
Central Park
New York, New York 10065

Staten Island

Stonehenge
1150 Clove Road
Staten Island, New York 10301

Adena L. Long
Borough Commissioner

(718) 390-8000

December 12, 2012

Deborah Popper
Professor, Geography
College of Staten Island
2800 Victory Blvd.
Staten Island, NY 10314

NYC Parks owns and manages 29,000 acres of parkland throughout New York City. On Staten Island, the Greenbelt is comprised of 2,800 acres of pristine forest and parkland, and is home to the Environmental Education Complex at High Rock Park, the Carousel for All Children at Willowbrook Park, the Greenbelt Nature Center, and the Greenbelt Recreation Center.

As an agency that is responsible for the city’s natural and landscaped environments, NYC Parks is staffed with various experts in the natural sciences, including geographers. The Greenbelt Administration fully supports the development of a Geography major at the College of Staten Island. NYC Parks values individuals who have developed a knowledge and competency in geography, and considers it a valuable asset when hiring staff. It would benefit the Staten Island community and NYC Parks to have more individuals with a strong background in the complex relationships between human and physical systems, and with skills in Geographical Information Systems.

Geography majors utilize their expertise to help understand the various features of the city’s parkland to assist in complex environmental projects. They also assist in using GIS technology to analyze, assess and direct management recommendations of the city’s landscape. NYC Parks supports The College of Staten Island’s vision to create a Geography major to train and equip the next generation of geographers, and we look forward to years of successful collaboration and partnership.

Sincerely,

Steven Cain
Greenbelt Park Administrator

www.nyc.gov/parks