



NATIONAL  
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HUMANITIES

## **Narrative Section of a Successful Application**

The attached document contains the grant narrative and selected portions of a previously-funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the current Landmarks guidelines, which reflect the most recent information and instructions, at <https://www.neh.gov/grants/education/landmarks/highered>

Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: *New York as Port City*

Institution: LaGuardia Community College

Project Director(s): Christopher Schmidt, Karen R. Miller

Grant Program: Landmarks of American History and Culture Higher Education

# NEH Application Cover sheet (BH-293735)

## Landmarks of American History and Culture

### PROJECT DIRECTOR

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**Field of expertise:** American Literature

### INSTITUTION

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Research Foundation of CUNY obo LaGuardia Community College  
New York, NY 10036-7207

### APPLICATION INFORMATION

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**Title:** *New York as Port City*

**Grant period:** From 2023-10-01 to 2024-12-31

**Project field(s):** American Literature

**Description of project:** New York as Port City will support two identical week-long workshops for forty higher education faculty and humanities professionals to explore the histories, cultures, and geographies of New York as a port city. In addition to readings and visiting scholar presentations, our workshop will use the city itself as a classroom, with visits to maritime landmarks, historic waterfront areas, and harbor remediation projects.

### BUDGET

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<b>Outright request</b>	189,985.78	<b>Cost sharing</b>	0.00
<b>Matching request</b>	0.00	<b>Total budget</b>	189,985.78
<b>Total NEH request</b>	189,985.78		

### GRANT ADMINISTRATOR

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## *New York as Port City*

NEH Landmarks of American History and Culture  
Karen Miller, PhD, and Christopher Schmidt, PhD  
LaGuardia Community College, City University of New York

### **Narrative**

#### **Nature of the request**

*New York as Port City* is a proposal for two one-week workshops (June 13–29 and July 7–13, 2024). Each workshop will invite twenty higher education and humanities professionals to explore the maritime histories of New York City and their effects on the present-day city. The *Port City* workshops will conduct site visits to landmarks, including Manhattan’s historic port architectures, museums of maritime and migration history, and shipping infrastructures. Through readings and discussions, walking tours, and four visiting scholar presentations, we will explore how the city’s waterfront has changed in response to shifting economic conditions and ecological crises. The city will serve as a learning lab as we explore the cultural shifts and ecological challenges that have transformed the original port into today’s vibrant and diverse global city.

#### **Intellectual content and significance**

The early history of Manhattan opens up fascinating questions about the city’s relationship to the waterways that have defined it. Indigenous inhabitants used the area’s shores, rivers, and bays for fishing, transportation, and warfare, linking themselves to regional trade in both peace and conflict. Our first invited scholar, Native American historian Evan T. Pritchard, focuses on the overlapping histories of the Lenape and early colonial settlers, bringing a diverse approach to standard histories of New York’s maritime origins. In the seventeenth century, the Dutch West India company established a “factory” and fort at the port of southern Manhattan to facilitate and

defend its own lucrative triangle trade. This included trade in fur with Lenape and other native peoples as well as trade in enslaved people from West Africa into global ports around the Atlantic (Grumet 2011, 21-24). The city's subsequent history as a British naval outpost and its growth as a hub of commercial trade have shaped and been shaped by inequalities. Eighteenth century British immigrants arriving by boat participated in the forcible displacement of indigenous populations (184–186). Africans impressed into slavery and transatlantic travel endured oppressive conditions they would continue to face as residents of the city. Future flows of commodities and people, as well as the industries and labor unions that rose and fell alongside these shifts, have shaped the city as well. How have these multiple histories informed the character of New York and its communities? How are those divisions legible in today's built environment?

In the last half-century, the port's physical infrastructures of maritime trade and naval power have been repurposed to make New York a center of finance, tourism, and real estate development. Political factors like deregulation, rezoning, and the actions of independent agencies like the Port Authority have had a heavy hand in remaking the city, as discussed by two visiting scholars to our workshops, Dr. Marita Sturken and Dr. Angus K. Gillespie. Dr. Gillespie will lead us on a tour of Port Newark, which introduced a containerization shipping model that led to the decline of Manhattan's maritime industries. In the wake of this deindustrialization, various cultural actors—including artists and queers of color seeking safe spaces to organize—occupied the abandoned waterfront piers on Manhattan's west side in the 1970s. These groups played a complicated and often oppositional role in the city's ongoing revaluation of its waterfront, a slow transformation of disused maritime infrastructures into an area of luxury real estate and waterfront amenities (Anderson 2019, 130-158).

Although it looks backward to the city's maritime origins, *New York as Port City* is an urgent response to the rise of sea waters that threaten the city. New York has already been seriously damaged by extreme weather events. Hurricane Sandy in 2012 caused \$19 billion dollars in damage and lost economic activity. The less severe Hurricane Ida in 2021 led to the deaths of 48 people in the New York Metro region. The seriousness of these weather events has awakened the city to problems caused by its location and port histories. What challenges does this create for city planners, and what infrastructural and cultural responses are being developed to reimagine the city's waterfront? A number of proposals have emerged to manage flood risks, including storm-surge barriers and levees, as well as experimental solutions like increasing "green" and natural infrastructures in the harbor. To address these topics, visiting scholar Dr. John Kuo Wei Tchen will discuss his work with the New York City Panel on Climate Change. A scholar of Chinese maritime migration, Dr. Tchen's recent research focuses on the broader ecological impacts of maritime capitalism on New York's estuary. (See the Program Schedule for detailed descriptions of visiting scholars' presentations.)

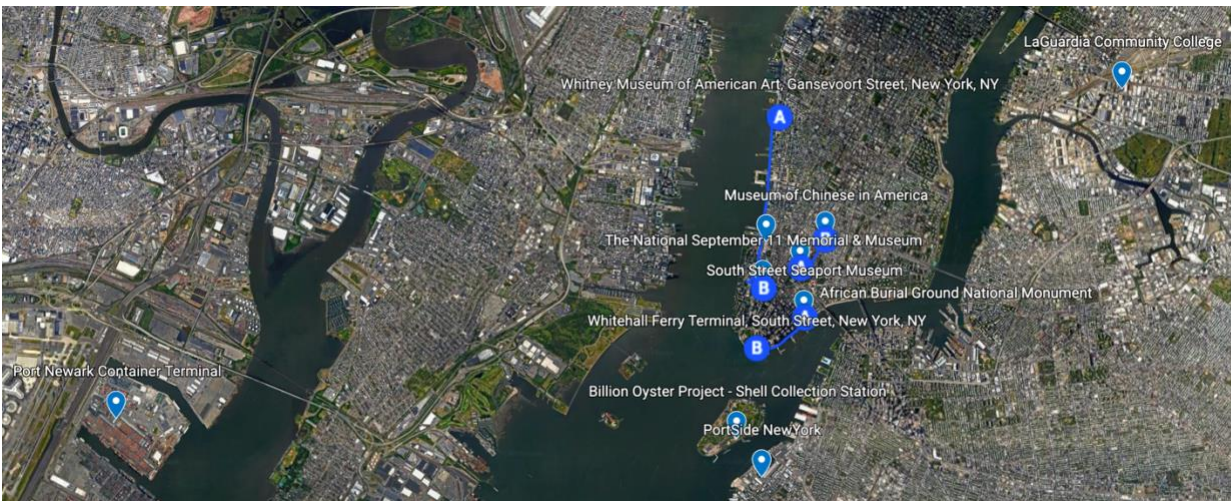
### **Curriculum Relevance and Application**

We envision these workshops will appeal to scholars and humanities professionals across the disciplines, particularly those interested in developing experiential learning activities and incorporating place-based learning into their classrooms. The topic is of clear relevance to maritime historians and scholars of New York Studies but will also appeal to teachers, researchers, and humanities professionals in other fields. Union organizers and labor historians will be eager to explore aspects of the city's stevedore and longshoreman union and waterfront cultures. American Studies and Ethnic Studies scholars will find the discussions of migration,

community, and memory cultures relevant to their teaching. Museum professionals may join the workshop to learn about experiential learning and to expand their place-based educational offerings. The workshops have also been designed with an eye toward the Environmental Humanities, particularly the Blue Humanities, which focus on the ways the oceans and waterways have influenced and altered history, anthropology, literature, and the arts.

## Program of Study

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Map of New York Harbor Highlighting *New York as Port City* Landmark Visits and Walking Tours. See Appendix 3, Program Schedule for a more detailed Program of Study

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The *New York as Port City* workshops will provide structured opportunities to experience the city's maritime histories in site-based learning activities. It will also address the challenges this waterfront city must confront in the face of rising sea levels. While LaGuardia Community College of the City University of New York (CUNY) is the host institution for the grant, the city itself will be our classroom. Every day will involve exploration of the boroughs and New York Harbor, including historic port infrastructures in Manhattan and Brooklyn, as well as the active

port of Newark, New Jersey. We will visit landmark sites that speak to the city's origins and development through maritime trade and naval occupation. These include visits to **South Street Seaport Museum**, the former military base on **Governor's Island**, the **lower Manhattan waterfront**, and the actively used **Port of Newark's Container Terminal**. We will also explore New York's history as a port of entry for migrants by visiting **The African Burial Ground National Monument**, the **Museum of Chinese in America**, and **African-American Maritime Heritage Program at the Mary A. Whalen** retired oil tanker in Red Hook, Brooklyn.

We will tour the harbor and learn of efforts to remediate environmental pollution resulting from waterfront industry and maritime commerce. These include visits to **PortSide** in Brooklyn, a non-profit "living lab" devoted to "better urban waterways," as well as the **Billion Oysters Project** on Governor's Island, a major "green" remediation of New York's polluted harbor. We will also consider the historical impact and political rise of the **Port Authority of New York and New Jersey**, which is proposing a \$52 billion project of sea barriers and levees to guard the city from extreme weather events (Barnard 2022).

In our site visits and reflection sessions throughout the workshop, we will be considering the role of space and site in the telling of history. We will visit landmarks that give testimony to New York's history as a port and consider how the spatial and material artifacts can be read for information that is missing or absent in archive-based histories. We will discuss how to read these sites. We will also consider how experiential learning and spatial analysis can supplement text-based learning in our classrooms and research areas. Taking a broader look at the city in its current form, we will ask, Why have certain sites have been preserved and others lost? What kinds of social and political calculations lead to a higher valuation of some groups' histories over others? How has New York's history as a major port city determined its current demographics,

built environment, and infrastructures? New York is an especially rich site to examine the relationship between the built environment and the daily activities of its people because so much of its life occurs in public spaces, including waterfront walkways and parks on piers. We will explore these spaces in walking tours of downtown Manhattan—the original port area—on the first, second, and fourth days of our workshops.

Influenced by the critical turn toward an Oceanic Humanities or Blue Humanities (Gillis 2013), we will also consider how to read the histories and form of the water itself. How have estuarial phenomena like the tides and water currents affected the built environments of the waterfront, as well as the cultures that have developed along with it? How are the geographies, histories, and tidal patterns of the estuary reflected and reimagined in, say, literary works by Herman Melville and Joseph Mitchell, or in artworks by Maria Thereza Alves or David Hammons? To gain a better sense of the water, we will take a boat tour of New York Harbor on the final day of our workshops, overseen by the American Institute of Architects' New York chapter. In addition to providing us a better sense of the harbor's geography, the tour will also address proposals for more environmentally sustainable transportation options in New York City as well as environmental justice issues affecting the harbor. We expect the boat tour will a fitting way to send off our participants—with a transporting and celebratory journey.

## **Project Team and Participation**

### Co-Directors

**Dr. Karen Miller** (Professor, History and Liberal Studies, LaGuardia Community College and The Graduate Center, CUNY) has been a faculty coordinator and facilitator for the Writing Across the Disciplines Program at LaGuardia since 2004 and has facilitated faculty seminars addressing both Urban Studies and Global Learning. Dr. Miller was a co-writer and faculty



director for two previous NEH Humanities Initiatives at Community Colleges, *Global Cities: Diaspora and Cosmopolis* (2016–19) and *Border Lands, Border Waters* (2022–24). A historian who has written a book about race and twentieth-century Detroit, Dr. Miller's recent research focuses on migration patterns within and between the Philippines and the United States.

**Dr. Christopher Schmidt** (Professor, English and Liberal Studies, LaGuardia and The Graduate Center) is a scholar of U.S. literature and cultural studies and the author of a monograph on literature and the environment, *The Poetics of Waste* (2014). Dr. Schmidt was the Project Director for the NEH Humanities Initiative *Global Cities* (2016–19) and a co-director of the NEH-funded *Border Lands, Border Waters* (2022-24). His latest research project is on the Brazilian artist Maria Thereza Alves and her site-specific work *Seeds of Change*, which focuses on seeds transported in ballast soil across the Atlantic in ships transporting enslaved persons.

#### Visiting Scholars

**Dr. Angus K. Gillespie** is a Professor of American Studies at Rutgers University. He is the author of several books on the cultural implications of civil engineering projects in New Jersey and New York, including *Port Newark and the Origins of Container Shipping* (2022).

**Evan T. Pritchard** is a Professor of Native American History at Marist College. A descendant of the Mi'kmaq people (part of the Algonquin nation), he is the founder of The Center for Algonquin Culture. He is the author of *Native New Yorkers: The Legacy of the Algonquin People of New York* (2002) and *Henry Hudson and the Algonquins of New York* (2009).

**Dr. Marita Sturken** is a Professor of Media, Culture, and Communication at New York University. Her books include *Tourists of History: Memory, Consumerism, and Kitsch in*

*American Culture* (2007) and *Terrorism in American Memory: Memorials, Museums and Architecture in the Post-9/11 Era* (2022), which focuses on lower Manhattan.

**Dr. Jack (John Kuo Wei) Tchen** is the Inaugural Clement A. Price Professor of Public History & Humanities at Rutgers University–Newark and Director of the Clement Price Institute on Ethnicity, Culture & the Modern Experience. He is the author of *The Chinese Laundryman: A Study of Social Isolation by Paul C. P. Siu* (1987); and *New York Before Chinatown: Orientalism and the Shaping of American Culture, 1776–1882* (1999). His recent focus is decolonizing the histories of Newark, New Jersey and studying how climate change threatens the New York estuary.

### **Project Recruitment and Dissemination**

We will draw participants by creating a *New York as Port City* website to promote the workshops on major academic list-servs like H-Net: Social Sciences & Humanities Online. We will also advertise through various academic organizations devoted to the study of history and the environmental humanities, including the American Historical Association and the Association for the Study of Literature and the Environment. Organizations like the National Maritime Historical Society and the American Society of Oceanic History will also be crucial partners in recruitment, and we will advertise the workshops among their members.

We will prioritize scholars and humanities professional outside the New York area and select participants based on the relevance of their research, teaching, and administrative interests to the theme. We will also welcome applications from City University of New York (CUNY) scholars and staff outside the bounds of our home institution, LaGuardia. We expect there will be ample interest, as two previous NEH grants we were awarded for CUNY faculty development (*Global Cities* and *Border Lands, Border Waters*) received more than double the applications for the fellowships available. Both the co-directors have appointments at CUNY Graduate Center

and have been fellows at its Center for Place, Culture, and Politics, and the Center for Humanities. A number of initiatives congruent with our workshops have emerged from these centers, including the Climate Action Lab, and we will advertise through these channels as well.

We will disseminate our research through experiential learning experiences—site visits and walking tours—that participants can take back to their classrooms and institutions. We will provide lesson plans and also ask participants to develop their own experiential learning activities for a “Lightning Talks” presentation and to publish on our website. Through reading lists, short articles, and participant contributions, the website will become a public resource for the study of New York’s maritime history available to those beyond the workshops as well.

### **Institutional Context**

The co-directors are professors at both LaGuardia Community College and the Graduate Center of The City University of New York, the nation’s largest urban public university. LaGuardia requires that all students take an Urban Studies–designated course to graduate, the only cross-curricular requirement of its kind in the nation. The co-directors have long been involved in faculty development for this requirement, leading workshops in experiential learning and using the city as a laboratory. Because LaGuardia is situated adjacent to the Newtown Creek tidal estuary separating the boroughs of Brooklyn and Queens, we have used proximity to a site of environmental remediation as an opportunity to teach our students about environmental issues and the history of industrialization in the city. LaGuardia’s location near this waterway, and its institutional history founded in Urban Studies, has inspired the *New York as Port City* workshop.

This grant also emerges from a broader multi-year program of faculty and co-curricular endeavors to strengthen Global Learning competencies instituted across LaGuardia in 2014. Many of these campus initiatives have been spearheaded by this grant’s co-directors. From 2015

to 2019, Dr. Miller and Dr. Schmidt launched and co-led a multi-year faculty seminar devoted to Global Learning pedagogy that included substantial support for experiential learning. They have also brought a number of outside grants to the college, including a 2015 Learning and Leadership grant from the National Education Association for a study group on Global Learning. They received two NEH Humanities Initiatives at Community Colleges grants to support experiential global learning (*Global Cities* and *Border Lands, Border Waters*). The evolution of these two grants reflects an increasing interest in oceanic and maritime issues in our research and our teaching. In the process, we have been scaling up our professional development from intra-college offerings to University-wide workshops. While the *Global Cities* grant was designed exclusively for LaGuardia faculty, *Border Lands, Border Waters* was open to two-year faculty from across the CUNY system. With their involvement in all these institutional endeavors, the co-directors are well prepared to lead experiential learning activities and to provide feedback for participants' own lesson plans using the port city as a classroom.

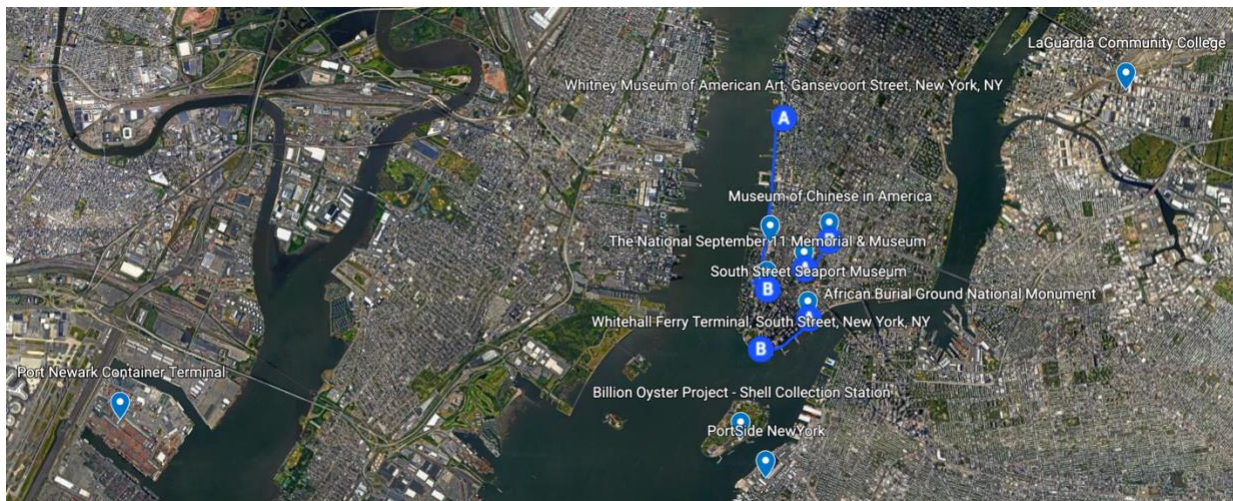
The City University of New York will also offer accommodations for rent at an affordable price to visiting participants. We have reached out to the Head of Housing for CUNY, who put us in touch with the dorm supervisors at City College and Queens College, CUNY. Both indicated they would likely have rooms to offer participants but could not yet quote us a price because they will not know until December 2023 which rooms are available in summer 2024. As indicated in our work plan, we will reach out to these dormitories in December 2023 to confirm their availability.

Finally, participants will be able to take accessible public transportation—subways, buses, and ferries—from their accommodations to all landmark sites and CUNY campuses used for discussion sessions. We have budgeted to provide weekly transit passes for all participants.

## ***New York as Port City* Program Schedule and Reading List**

*New York as Port City* is a proposal for two one-week workshops (June 13–29 and July 7–13, 2024), each with twenty higher education and humanities professionals. Through site visits, scholarly talks, discussion sessions, and assigned readings, we will learn about the maritime and naval histories of this waterfront city. We will also experience and explore the complex politics and ecological challenges this waterfront city faces in the present and near future.

What follows is a program schedule for the intellectual content of the two workshops. Because the two workshops are identical in design, we are providing a single Monday–Friday overview of the program schedule. For exact dates and specific administrative details (participant arrivals and departures, etc.), please see the Work Plan elsewhere in our application.



Map of New York Harbor Highlighting *New York as Port City* Landmark Visits and Walking Tours

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### **Day 1 (Monday) — Orientation, Introductions, and the Origins of New York as Port City**

#### **Guiding Questions:**

- What interests and expertise do participants bring to the workshop, and what do they expect to bring back to their institutions, classrooms, and research projects?
- What is gained from understanding New York City as a port city?

- How do the histories of New York City told by institutions compare to the overlooked or suppressed Native American histories that precede and overlap with them? How can institutions and scholars remedy this gap?
- What can a study of New York's maritime past tell us about U.S. history, as well as current global finance economies centered in the city?

**Readings:** Excerpts from Evan T. Pritchard, *Henry Hudson and the Algonquins of New York*; Kurt Schlichting, *Waterfront Manhattan: From Henry Hudson to the High Line*; Carola Hein, *Port Cities: Dynamic Landscapes and Global Networks*.

The first day of our institute will begin with introductions and orientation in the classroom space of **The South Street Seaport Museum**, which occupies lower Manhattan's Schermerhorn Row, a rare preserved example of 19<sup>th</sup>-century commercial architecture in the historic seaport district. After breakfast and introductions, participants will tour the museum's exhibit, "South Street and the Rise of New York." In this exhibit maps, etchings, photographs, and artifacts give viewers a sense of the long history of New York as a global shipping destination, providing a multifaceted overview of economic and social determinants. Participants will receive a guided tour explaining how the maritime history of New York harbor contributes to the city as we know it today. We will end the tour with a discussion session about the site visit and our readings.

Over lunch we will continue to reflect on issues raised by museum's exhibit and the assigned readings.

In the afternoon we will host a talk by **Evan T. Pritchard**, author of *Henry Hudson and the Algonquins of New York*. Pritchard, a professor of Native American History at Marist College, New York, and a descendant of the Micmac people (part of the Algonquin nations), will talk to us about the overlapping histories of Native and colonial uses of the harbor. This will give us an opportunity to examine the histories told by institutions next to the overlooked or suppressed Native American histories that precede and overlap with them. Q&A and discussion will follow the talk.

We will then break into small groups for structured discussion of participants' own teaching, research, or public history projects related to institute themes. We will explain the format of Thursday's "Lightning Talks" presentation and give participants guidance on how to prepare a three-minute presentation of an experiential learning lesson-plan or some aspect of their own research related to maritime history or New York Studies.

Finally, we will end our day with a short **walking tour through the South Street Seaport Historic District**, which will include former maritime structures repurposed into commercial entities (for example, a luxury food hall). We will end our walk with a reflection at Whitehall Terminal, the active Manhattan docking place for the Staten Island Ferry.

## **Day 2 (Tuesday) —Maritime Migration and the Transatlantic Slave Trade**

### **Guiding Questions:**

- How did waves of maritime and forced migration affect the demographics and built environment of Lower Manhattan?
- In the absence of archives recording the lives of enslaved and indentured workers, what importance can spatial and material forms of research play in reconstructing their histories?
- What perils arise when trying to preserve and memorialize these spaces?

**Readings:** Excerpts from *In the Wake: On Blackness and Being*, Christina Sharpe; *The African Burial Ground in New York City: Memory, Spirituality, and Space* by Andrea E. Frohne; *New York Before Chinatown: Orientalism and the Shaping of American Culture, 1776–1882* by John Kuo Wei Tschén.

Day two of our institute will begin with a visit to the **African Burial Ground Monument and Museum** in downtown Manhattan, including the on-site memorial designed to evoke (and approximate the experience) of a slave ship’s hold. These sacred burial grounds were used from 1630s to 1795 but were only rediscovered during a construction project undertaken in 1991. The monument and on-site museum offer a window into the history of enslavement and its role in the development of New York City, sometimes overlooked as a key site in the transatlantic slave trade. A discussion session will conclude our tour.

Over lunch we will discuss the difficulties of preserving space for memorials in a rapidly developing city, drawing on the assigned readings and our earlier site visit.

Then we will take a short walk from lower Manhattan to Chinatown to visit the **Museum of Chinese in America** where we will view the exhibits and listen to a talk by scholar of Chinese immigration and recent estuarial eco-histories, **Dr. John Kuo Wei Tschén**. Dr. Tschén’s research, in his own words, “links the work of the China trade and the formation of Chinatown to new research tracing the dispossession of Munsee Lunaape from the region and the related

‘importing’ of enslaved labor. These extractivist practices foreshadowed the massive industrialization and manufacturing that was to proliferate in the 19<sup>th</sup> century.” Dr. Tchen will also discuss his work with the New York City Panel on Climate Change and recent research that explores how the impacts of early settler colonialism have led to ecological imbalances in the New York–New Jersey estuary. Linking the histories of immigration with environmental concerns, Dr. Tchen’s talk will offer us an ideal transition between days two and three of our workshop.

### **Day 3 (Wednesday) – Preserving Maritime Histories, Remediating Harbor Ecologies**

#### **Guiding Questions:**

- How have maritime industries affected the demographics of New York City?
- How do communities affected by maritime labor practices understand their relationship to this history and its legacies?
- Can revitalization of the New York’s harbor repair ecological damage?
- Can commercial use of the harbor coexist with ecological remediation?

**Readings:** Excerpts from *Coastal Metropolis: Environmental Histories of Modern New York City* by Carl A. Zimring and Steven H. Corey; *The Big Oyster: History on the Half Shell* by Mark Kurlansky; “Troubled Waters: Risk Perception and the Case of Oyster Restoration in the Closed Waters of the Hudson-Raritan Estuary” by Jason R. Holley, Katherine A. McComas, and Matthew P. Hare.

The third day of our workshop will explore two themes. First, we will read and learn about the labor practices of maritime industries and their effects on the demographics of neighborhoods near port areas. Secondly, we will explore the harbor itself—its histories, its geographies, and the cycles of ecological pollution and remediation it has endured. Our day will begin in Red Hook, Brooklyn, where we will visit a ship called the **Mary A. Whalen**, a retired coastal oil tanker that is home to **PortSide**, a non-profit that is a “living lab for better urban waterways” and that advocates for “more maritime uses on NYC’s waterfront” and a greater “maritime focus to ‘waterfront revitalization.’” We will learn from them about two of their initiatives. The first is their **African-American Maritime Heritage Program**. We will focus on the story of the last slave ship to land in American in 1860 and the trial that ensued. We will also learn about African American participation in maritime work. Between the Revolution and the Civil War, more



African Americans were employed in the maritime trades than in any other industry. The second is their **Resiliency 101 Project**, which focuses on the effects of climate change on the local maritime environment, recovery from Hurricane Sandy, and plans for mitigating future flooding. A discussion session will conclude our visit.

Over lunch, we will continue to reflect on the site visits and assigned readings.

In the afternoon, we will take a short ferry ride from Brooklyn to **Governor's Island** in New York Harbor, which possesses a rich and varied history that reflects the changing dynamics of the region over time. During the American Revolution, it was Britain's headquarters for its North American operations; after the war, it became a fort and military installation for the next two centuries. In 1995, the Coast Guard closed its facilities and the island was handed over to the City of New York. Since the early 2000s, activity on the island has grown enormously, including public and private investments. After visiting some of the historic military bases on the island, we will receive a tour of the **Billion Oyster Project**, a project centered on the island that attempts to restore the health of oyster populations that once flourished in New York Harbor. The oyster farming is not meant to reintroduce extractive shellfish harvesting to the harbor but to use the oysters as a natural means of cleaning pollution from the waters.

After our tour, we will stop for refreshments at one of the island's many eateries and reflect on the ways the harbor's maritime histories may help us understand the destructive legacies of maritime commerce. How might knowing those histories inform plans for the future health of the harbor and the city? We will also ask the participants to share their plans for the next day's "Lightning Talk" presentations.

#### **Day 4 (Thursday) — Port Authority, Memory Cultures, and the Reengineering of New York's Waterfront**

##### **Guiding Questions:**

- How has the city's history as a maritime port affected its development as a major center of finance capital and world trade?
- What pivotal roles has the Port Authority of New York and New Jersey played in the economic development of the harbor area as well as the World Trade Center?
- How have memory culture and architectural memorials contributed to the gentrification of the West Side Piers and Lower Manhattan in the wake of de-industrialization, terrorism, and extreme weather events?

**Readings:**

- Excerpts from *Empire on the Hudson: Entrepreneurial Vision and Political Power at the Port of New York Authority* by Jameson W. Doig; *Mobilizing the Metropolis: How the Port Authority Built New York*, Philip Mark Plotch and Jen Nelles; *Terrorism in American Memory: Memorials, Museum, and Architecture in the Post-9/11 Era* by Marita Sturken; *Cruising the Dead River: David Wojnarowicz and New York's Ruined Waterfront* by Fiona Anderson.

On the fourth day of our workshop, we will learn about the **Port Authority of New York and New Jersey**, the public agency that has been tasked with managing commerce and transportation infrastructures within, across, and beyond those two states since 1921. The Port Authority has also participated in massive development projects related to these infrastructures, including the bridges and tunnels crossing the Hudson and East rivers, as well as the landfill developments of lower Manhattan, including Battery Park City and the World Trade Center. Over time, its leaders' and workers' vision of its mission and sensibilities have shifted. Questions about its purpose, whose interests it serves, and what commerce and transportation even mean, have been reshaped time and again in dialogue with tensions over the city's and region's political, economic, and social forces.

In light of these questions, we will begin the day with a **waterfront walking tour** along the Hudson River from the meatpacking district to the World Trade Center, passing piers that were once actively used for industry and maritime commerce but which fell into disuse in the post-war period. These piers have now been reengineered into parks and other public-private amenities. We will begin our walk at the Whitney Museum where **David Hammons' "Day's End"** sculpture pays homage to the now demolished Pier 52 shed. This and other disused piers were repurposed in the 1970s as a zone for public sex by gay men; Pier 52 was also subject to "anarchitectural" deconstruction by the artist Gordon Matta-Clark in 1975—an artwork that Hammons' sculpture explicitly recalls. This visit will prime our discussion of waterfront cultures, and the ways that minority groups repurposed the city's post-industrial infrastructure to create community and political agency in the ruins of New York's maritime industries (Anderson 2019, 130-158). We will also discuss the complex processes of gentrification and real estate speculation along the Hudson that have emerged in the decades since. Our walk will end with a

tour of the **National September 11 Memorial & Museum**, another site that emerged from ruined architectures of finance and global trade. A discussion session will conclude our walk.

After lunch, we will convene at the Borough of Manhattan Community College, a CUNY school located near the World Trade Center. We will be joined by **Dr. Marita Sturken**, Professor of Media, Culture, and Communication at New York University and author of the book *Terrorism in American Memory: Memorials, Museums, and Architecture in the Post-9/11 Era*. In her talk and discussion, Dr. Sturken will provide further analysis of the Lower Manhattan waterfront, its architecture, and its role in a re-invented post-9/11 world of commerce. She will talk to us about the role of the Port Authority in building the original twin towers, and the roles of real estate development and memory culture in the transformation of lower Manhattan from a port zone into a center of global finance.

After a break we will end the day with three-minute “lightning talk” presentations by participants who wish to share their experiential learning lessons or research projects related to New York City waterways. (Participation will be encouraged but not mandatory.) We will provide feedback in preparation for participants posting these lessons and other materials on our website at the end of our workshop.

## **Day 5 (Friday) — Port Newark and the Future of New York Harbor**

### **Guiding Questions:**

- How did remapping the maritime borders between New York and New Jersey lead to the rise of Port Newark and the decline of New York’s port?
- How did containerization, pioneered in Port Newark, change maritime commerce and global industry? What labor concerns arise in the employment of international seafarers on long-distance shipping routes?
- How did containerization weaken the International Longshoremen’s Association union and subsequently alter the class dynamics of the New York region?
- Port Authority made several engineering interventions to allow mega-sized container ships to access Port Newark. How have these interventions affected the ecological health and future sustainability of the harbor?

**Readings:** Excerpts from *Port Newark and the Origins of Container Shipping* by Angus Kress Gillespie; *Ruling the Waves: The Political Economy of International Shipping* by Alan W. Cafruny; “New York Harbor: Resilience in the Face of Four Centuries of Development” by Judith M. O’Neill, et al.

On our final day, we will take the PATH train to Newark, New Jersey to visit the **Port Newark**, also run by the Port Authority. It is the largest container port in the eastern United States and it handles the vast majority of containerized goods that are shipped into and out of the Northeast. First opened in the early twentieth century, its history tells the story of changes in shipping, manufacturing, and the waning strength of longshoreman unions in New York City. We will invite **Dr. Angus Gillespie**, whose book *Port Newark and the Origins of Container Shipping* examines the construction and expansion of this port, to provide us with a guided tour of the area. He will also discuss containerization from the 1960s to the present, a phenomenon that facilitated the rise of newly global supply chains and “just in time production.” We will end our tour with a discussion of the visit and our assigned readings.

Over lunch we will continue to reflect on the post-war shift from the Port of New York to Port Newark. What were the implications of this shift for labor unions and industrial production in the region?

In the afternoon we will embark on a 2-hour-and-45-minute **boat cruise of New York Harbor**, run by the American Institute of Architects’ New York chapter. It will address the “pressing need for sustainable design and greater resiliency, delving into how New York City is reducing fossil fuel consumption, strengthening its natural habitats, and reimagining its transportation infrastructure.” The tour will also explore the importance of the environmental justice movement in New York City. When we disembark in Manhattan, we will pause to reflect on the learning we achieved and community formed during our workshop. It will be a fitting end to our week together.