

Woodbridge residents often without hot water

BY BEN GITTELSON
Spectator Senior Staff Writer

Woodbridge residents say they’ve had intermittent heat and hot water for the last year, making it difficult for them to shower and stay warm.

Jonathan Cokely, CC ’13, said his shower had no hot water three times last week, and once every week or two last semester. He has called Housing and Dining multiple times since October, but the problem hasn’t been fixed.

Cokely said he’s “frustrated,” although he wants to give the housing office the benefit of the doubt since Woodbridge is so old.

“I would be happy if I actually saw someone from Housing out here other than the general building maintenance people,” Cokely said. “I’ve called at least three times and have never heard back from anyone from housing.”

His suitemate, Ben Grossman, CC ’13, showered in Schapiro Hall last semester when the water went out, but Grossman said it’s too cold to walk to and from Schapiro for a shower this semester. He also called Housing and Dining once or twice last semester when he had problems with water pressure and heating in his room, but he didn’t get a response.

“You’d expect that, paying what we do, it shouldn’t be a temporary space,” Grossman said. “You’re supposed to feel comfortable, and you should have basic amenities like hot water and heating.”

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AYELET PEARL / STAFF PHOTOGRAPHER

POLITICS AS USUAL | Students crowd around a small projection screen at the SOTU event organized by campus political groups.

Dems, Reps come together to watch Obama address

BY SHAYNA ORENS
Spectator Staff Writer

Democrats, Republicans, and independents alike packed into Lerner Hall’s piano room on Tuesday night to watch President Barack Obama deliver his State of the Union address, in an event filled with cheering, chanting, and drinking games.

The event was sponsored by the Columbia University Democrats, the Columbia University College Republicans, and the Columbia Political Union. In his annual speech to both houses of Congress, Obama

discussed tax reform, bringing manufacturing jobs back to America, education reform, illegal immigration, infrastructure, and renewable energy, among other issues.

Several parts of the speech generated cheers, laughter, and applause.

Many students cheered when Obama insisted that Congress pass a payroll tax cut without delay. The room burst out laughing when Obama pointed out that “Warren Buffett pays a lower tax rate than his secretary,” and the camera actually showed Buffett’s secretary, Debbie Bosanek, sitting

in the audience.

When Obama called for ending tax cuts for wealthy Americans, one student blurted out, “Mitt Romney”—a reference to the tax forms Romney recently released, which showed that he and his wife pay a roughly 15 percent tax rate.

On the whole, CUDems in attendance had positive reactions to the speech. CUDems President Janine Balekdjian, CC ’13, said she felt that Obama made coherent arguments about relevant issues.

“The president was largely trying to be pragmatic,” she said. “It shows him as someone who is

willing to compromise.”

The CUDems also promoted a non-alcoholic drinking game. Participants were supposed to drink every time Obama said “let me be clear” and “reach across the aisle,” and to do shots if Speaker of the House John Boehner (R-Ohio) cried, among other categories.

Some students, including members of CUCR, were less than enamored with Obama’s address. Taylor Thompson, CC ’14, said that although he respects Obama, he wasn’t enthusiastic

SEE WATCH PARTY, page 3

SGA debates optional meetings

Council faces efficiency concerns

BY EMMA GOSS
Spectator Staff Writer

Members of Barnard’s Student Government Association debated the governing body’s effectiveness Monday night, with some arguing that SGA should follow CCSC’s lead and make its meetings non-mandatory for council members.

The Columbia College Student Council announced its new policy at the end of last semester. At SGA’s first meeting of this semester, that policy dominated the discussion, with SGA members discussing how to increase productivity at their weekly meetings.

Some SGA representatives said the body should adopt CCSC’s new policy, citing concerns that they do not efficiently utilize the two hours they set aside to meet every Monday night.

“A lot of time isn’t spent wisely at all at the meetings,” University Programming Representative Kirstyn Crawford, BC ’12, said in an interview.

SGA President Jessica Blank, BC ’12, said she understands why SGA representatives would want

SEE SGA, page 3

P.S. 165 principal takes post at charter school

BY AVANTIKA KUMAR
Spectator Staff Writer

Brett Gallini, who was credited with dramatically improving P.S. 165 during his tenure as principal, resigned earlier this month to help develop a new charter school in Harlem.

During his year and a half as principal, Gallini—who resigned Jan. 13—made many curriculum changes and saw the school’s

Department of Education ranking soar from the 49th to the 93rd percentile of New York City schools. He told Spectator he was “very happy” at P.S. 165, which is located on 109th Street between Broadway and Amsterdam Avenue, and thought the school would continue to succeed.

“When I got to P.S. 165, my intentions were to stay ... you know, as long as they would have me, I always joked with the parents,”

Gallini said. “I didn’t have intentions to leave before this opportunity came my way.”

Gallini is now the head of school at the Neighborhood Charter School of Harlem, a stand-alone charter school that will open this summer. He said the Neighborhood Charter School’s unique model of educating autistic students alongside non-autistic students appealed to him.

“Though I loved being the principal of 165 and I valued my work there every single day, I very much am committed to education and education reform on the whole spectrum,” Gallini said. “I still think that I’m going to continue my work, you know, reforming education and creating a great school, it’s just going to be in a different setting.”

Gallini notified families of his departure a week before he left. His resignation surprised many parents.

“It all happened very quickly, like within two weeks,” Parents’ Association Treasurer Jean Stemm said. “There really wasn’t a whole lot of prep time.”

“It was almost like one week he was here, and one week he was not,” she added.

Gregory Morris, a parent of a fourth grader, agreed.

“My son came home from school and said, ‘The principal’s leaving,’” Morris said. “And I said, ‘He can’t be leaving. He just got here.’”

At a Parents’ Association meeting on Friday, DJ Sheppard, a Community Education Council family advocate, tried to address parents’ concerns. Sheppard said that, given the difficulty of school and district administrators’ jobs, turnover is not uncommon, and Gallini’s departure was not a

SEE PS 165, page 3

Lab, Brazilian mine team up for ‘green’ research

BY JEREMY BUDD
Spectator Senior Staff Writer

A SEAS lab is partnering with a Brazilian mining company to figure out how the element niobium can be used to help the environment.

The mining company—the Companhia Brasileira de Metalurgia e Mineração—is funding the partnership with a \$150,000 grant. CBMM will work with the School of Engineering and Applied Science’s Combustion and Catalysis Laboratory on the research.

Niobium is an element used in metal production, and CBMM mines the largest amount of niobium in the world. Researchers hope it can replace rarer, more expensive elements in metals, and aid in processes like carbon dioxide reduction.

Earth and environmental engineering professor Marco Castaldi, the director of the Combustion and Catalysis Lab, wants to pursue “open-ended research” with CBMM.

“All of the research will happen here,” he said. “I think that the connection with earth and environmental engineering really helped give them a comfortable feel that we have a long history of mining. That connection really helps quite a bit.”

Ph.D. student Amanda Simson, one of the researchers in the combustion lab, noted that while many research projects are conducted through collaboration among universities, this partnership is unique because it combines the academic and business sectors.

“As a student, I get the benefit of understanding what industry and academia are like



DAVID BRANN / STAFF PHOTOGRAPHER

MINING FOR RESULTS | SEAS professor Marco Castaldi works with graduate students in the Combustion and Catalysis Lab.

simultaneously and get to see the difference between the two, which is good for me when I graduate and have to think about what I want to do next,” she said.

Castaldi said he was excited to be working with CBMM because it has had a history of consistent environmental stewardship over the past several decades. CBMM was one of the first companies in the world to attain the highest level of environmental certification from the International Organization for Standardization, which it did only three months after the certifications were created.

“The fact that CBMM was able to be certified within three months showed that they had been doing all the right things,” Castaldi said.

Amrita Pal, a postdoctoral student at the Combustion and Catalysis Lab, has been investigating the properties of niobium for the partnership. The element has widely been used in an alloy for steel, but her lab is investigating whether it can be used to create alternative sources of energy, to reduce

carbon dioxide levels, or to clean up exhaust pollution in the air.

“They want us to identify environmental applications,” Castaldi said. “We’re trying to find if this material can remediate air pollutants.”

Simson said that while the partnership is only slated to last one year, she hopes that year will be a productive one.

“It’s important to think about alternative metals,” she said. “We’re seeing if we can use niobium to replace another material that would be less environmental friendly.”

Castaldi added that while no future plans for the partnership have been decided, he hopes it will last.

“I understand how companies are cautious when they get started, so this one-year program will, I hope, turn into at least a three- to four-year program where I could support a student all the way through their Ph.D. and continue to renew it,” he said. “And that’s what they hope, too.”

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OPINION, PAGE 4

Thrive with a little help

Mark Hay calls for psychological support for students.

It’s not forever

Helplessness has an antidote.



SPORTS, BACK PAGE

Men’s soccer sees hard work, dedication pay off

Mike Mazzullo’s draft to the MLS is only the most recent accomplishment of the flourishing men’s soccer program.

EVENTS

Wednesday Night Learning Program Grand Opening

Join students for a nondenominational peer-to-peer discussion and debate surrounding Jewish texts and ideas.

Kraft Center, 5th floor, 9 p.m.

Panel on Summer Internships

The Association for Computing Machinery and Women in Computer Science discuss summer internship opportunities.

Lerner Satow Room, 9 p.m.

WEATHER

Today



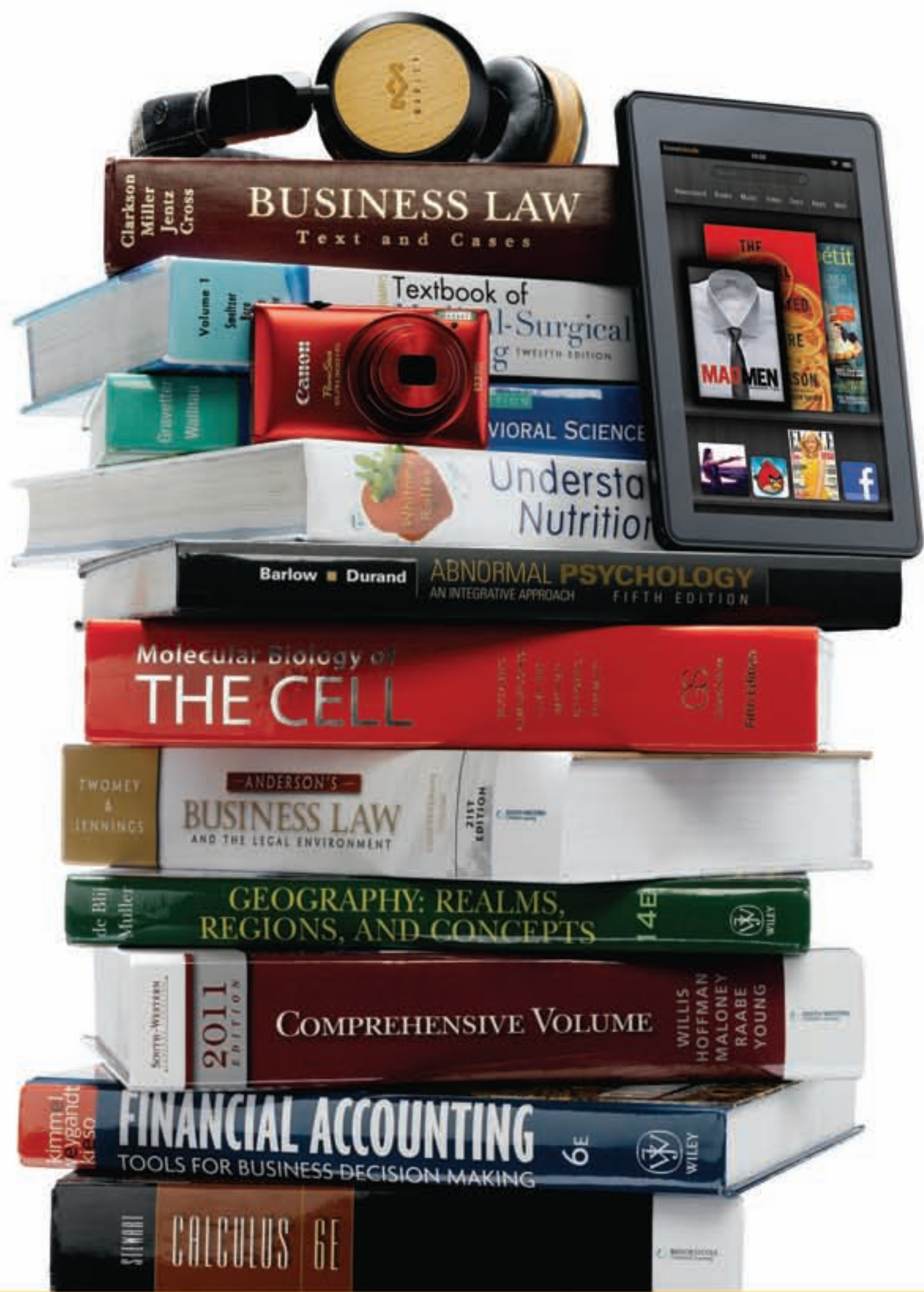
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Helplessness is impermanent

BY RAE BINSTOCK

My parents used to fight a lot. As my younger sister and I got older, they tried to hide it from us, but their efforts—arguing in the kitchen late at night when they thought we were safely asleep upstairs—actually made me much more anxious than if it had all happened in front of us. When the angry murmurs and voices drifted up the stairs toward our bedroom, I would climb out of bed and go to sit at the top of the stairs. If I could hear it first, I reasoned, the fear and loneliness might stick to me and stay away from my sister. Crouching in my nightgown, closing my eyes and letting the ugly side of adulthood wash over me—that was my introduction to helplessness.

Years later, lying awake on the second or third night back at Columbia after winter break, helplessness snuggles in beside me. It lays its head on my shoulder, holds me close, and for a moment, I am back on that staircase, half understood words burning in my ears and feeling that something is breaking down below. The difference now, however, is that I know it will end and I will come out of it still standing, and that knowledge keeps me safe as nothing did all those years ago.

The beginning of the second semester is a big deal, different from the fresh-faced weeks in September when you have no real plans yet and it's warm enough to lounge on Low Steps and daydream about everything you'll accomplish by the year's end. In January, those goals are either on track or firmly derailed, and if you're not already tightly scheduled for the next five months, you're twisting in the wind and grabbing at whatever holds your weight the best. That's where it starts—not knowing exactly how everything is going to turn out, overwhelmed by options, your calendar telling you that you're doing something wrong but what exactly—that's not so clear. There are ways to keep your head up, like talking to friends and getting a new hobby and chocolate. But sometimes none of that is enough.

Helplessness isn't solid enough to grab ahold of—it's not defined, so you can't cut it out like a cancer, and it can hide for anywhere from minutes to days, flaring up right when you need to be the strongest. When I was a little kid, I was helpless because the frightening things around me were so big and abstract that it was like suffocating in the incomprehensible power of a riptide. Now I am helpless because I comprehend too much. Back at Columbia, surrounded by the opportunities and experiences of a one-of-a-kind school and city, there are too many decisions to make, too much to lose and too much to miss once it's lost, too many people to disappoint. These feelings chase themselves around my head until I'm dizzy and confused, and where do I go, what do I do when there's not enough of me to keep the world under control and the shouts from downstairs are in the quiet bedroom?

Sometimes it's a one-two punch. Something malicious and malignant is under my skin: It feels like I can't talk about anything but the things that are stressing me out. Except that helps not at all—the contrary, it only serves to wind me up tighter and to burden the people who care about me enough to listen.

So where does this leave me—in the fetal position, perhaps, wracked with negativity? Well, sometimes that's tempting. But I have learned that the trick is to remember a law of nature: The opposite of pain isn't pleasure, it's the absence of any pain at all. Looking forward to the end of those horrible moments is a powerful motivation to hold out against what seems unstoppable. The sharper the hurt, the more peace it leaves when it's gone. Nothing is forever—not fear, not helpless uncertainty, and not the voices drifting up from the kitchen. Sooner or later, they all fall silent—and then, in the void, it becomes easier to understand that the opposite of helplessness isn't control. It's confidence.

The author is a Columbia College first-year. She is a current associate editorial page editor, director of CMTS' spring production, and a programming intern at the Apollo Theater.

STAFF EDITORIAL

Listen, then act

This past Sunday, CCSC held a town hall meeting that elicited a turnout of around 60 people—a large turnout, by CCSC standards. More important than the sheer number of people who attended was the breadth of the discussion, ranging from the lack of hot water in certain residence halls to critiques of Dean Valentini's "3, 2, 1" initiative to unease about financial aid.

This town hall strategy is undeniably promising. CCSC meetings are often criticized for failing to attract more than just CCSC members. The turnout was likely a result of good publicity—in part, due to the Facebook campaign. However, there is something to be said about the way the meeting's title, "What's wrong, Columbia?" set the tone. Those three words communicated a willingness on CCSC's part to stop and listen to the student body's various concerns, contradicting the paradigm, however false, that CCSC is often unresponsive to student feedback. It's not surprising to see why so many attended. CCSC began the semester on a strong note by taking a step back and considering what students had to say.

While we are impressed with CCSC's efforts, it is important that CCSC go beyond simply holding a town hall gathering at the beginning of every semester to allow students to air their frustrations. While this first discussion was certainly productive, CCSC needs to turn thoughts and intentions into actions. CCSC should continue to hold town hall meetings like these at the beginning of each semester in the future, using Sunday's discussion as a model—and other councils would do well to follow the same steps. These initial meetings should be used to forge platforms on which to put together a general agenda for the semester. This way, CCSC would do more than just listen—it would create a tentative schedule for the following town hall meetings and be able to allot the necessary time for many individual issues. Such an agenda would be released to the student body, as transparency can only ensure that CCSC remain accountable for responding to student needs. CCSC has often been criticized for failing to turn talk into initiatives, and with the student body looking forward to CCSC's next move, now is the time for it to disprove that. Now is the time to act.

Hannah D'Apice recused herself from the writing of this editorial because she is a member of the CCSC 2012 Council.

A modest proposal

I am going to make one suggestion that I believe represents everything I wish to discuss in this column. Let's mandate that every course syllabus include prominent, comprehensive information on psychological resources on campus and on how and when to attain academic accommodations for wellness issues. Let's break down the barriers between our work and our well-being and create at Columbia, with only a modicum of effort and difficulty, the germ of an environment of academic wellness.

This notion isn't a new one, nor did I come up with it independently, but I did get to thinking about it a couple of weeks ago when a friend forwarded me a provocatively titled article. This winter, it seems, the Wall Street Journal published one of those perfunctory "oh, this new generation" articles about the rising tide of mental illness at colleges and its classroom challenges. In the fine tradition of sensationalist copywriting, WSJ titled it "A Serious Illness or an Excuse?"

Frankly, this was an editorial botch. The article is far less judgmental than its title. The bulk of the article attempts to faithfully report the perceptions and confusion of professors and administrators trying to comply with the Americans with Disabilities Act's requirement of reasonable accommodations for students with documented psychological disabilities without uniform knowledge or approaches to the problems. It also muses on the difficulty of providing education and preparation for what seems like a ballooning of mish-mash accommodations for a less visible, less cussed, and less obviously accommodated impediment.

As the article's title suggests, the invisibility that makes it so hard for professors to know how or when to respond to a struggling student, whether or not they request assistance, and the increasing visibility of mental illness at colleges have created a sometimes skeptical environment. Lori Gottlieb, drawing on psychologist Wendy Mogel's interviews with college deans, reveals in her recent Atlantic article, "How to Land Your Kid in Therapy" that many administrators across the nation view our generation as one of "teacups"—students so fragile that they will break if things don't go their way. I suspect our generation does have a new relationship with and perception of personal well-being. But I seriously doubt that this makes us more fragile or imperils the sanctity of disability accommodations and the structure and preparatory potential of college academics.

Instead of lamenting and fearing change, questioning and discrediting valid, unknown pain, it is time to think



MARK HAY

The whole wellness

about actionable, achievable, and progressive steps to address reality.

Thus, psychological resources and accommodations should be posted on every syllabus. And perhaps in the sidebars of Courseworks, too. Mandating that instructors provide this information forces them to think about their policies for accommodations rather than facing an ad hoc decision, without necessitating a universal policy. It familiarizes students with resources and eliminates over-conservative caution, while legitimizing through visibility and open reaffirmation and discussion the use of what can be stigmatized resources—for the psychologically ill. And by simply increasing the presence of the issue of wellness in academia, it encourages instructors to exercise basic care and follow-up with students—ensuring that they receive both accommodations and access to appropriate resources—that makes pedagogy more than the dissemination of knowledge, but the actual engaged fostering of a mind.

There's the problem of enforcement: Federal law compels Columbia to post textbook information for classes well ahead of the first day, but as Spectator's staff editorial pointed out ("Ongoing registration woes," Jan. 18) that rarely happens. And teachers rarely follow mandates to review academic integrity policies in class. Then there's the problem that, I admit, I epitomize: I suffer from a neurological disorder that is progressively limiting my motor function. I know that I am covered by the ADA and I know the accommodations due to me. But a silly sense of pride and fear of acknowledging that my motor controls have reached a new benchmark have kept me from utilizing these resources.

Nor can this little thing stand alone. It must rise in tandem with the development of peer support networks, time management aids, accessibility projects, and a host of other simple, achievable, mutually beneficial goals. Any goal focused on creating academically well students must not be free of the development of socially, emotionally, totally well students.

But one step at a time. This goal is eminently realizable. The ubiquity of the code of academic integrity on syllabi gives precedent. The information exists and has been compiled before. When something is this easy and this promising, when it may help catalyze future actionable projects that will perpetuate its momentum, why wouldn't we pursue it? We can solve the problems and eliminate the attitudes of the WSJ and Atlantic articles. It takes time, but each small goal's change and benefit will be visible. So let's do it.

Mark Hay is a Columbia College senior majoring in religion and political science. He is a coordinator of the Student Wellness Project and the acting chair for the InterPublications Alliance. The Whole Wellness runs alternate Wednesdays.



ASHLEY LEE

Take action against SOPA

BY NASHOBA KRISHNAMURTHY SANTHANAM

If you've ever watched a cat in a box on YouTube, this is to you. The U.S. House's Stop Online Piracy Act and the Senate's PROTECT IP Act constitute the most important legislation the Internet has ever faced and would give the government a capacity for censorship that it has never before possessed. Under SOPA, websites may be found in violation of the law not only for hosting illegal content, but for linking to it. It's not just Pirate Bay and YouTube that will be screwed—if a website full of otherwise legal content has just one violation, all links to that site become fair game, and the government can shut them down. This could cripple Facebook and kill YouTube. Campus publications like Bwog and Spectrum could come under fire for any links to foreign sites. And good luck writing your thesis when Wikipedia pages citing information "illegally" are shut down.

As a Columbian, I'm concerned with SOPA's implications for my daily life (I can kiss those cat videos goodbye). But I'm also concerned as a Republican. The following are some major concerns surrounding the proposed legislation's impact on our constitutional freedoms.

Freedom of Speech: SOPA and PIPA punish violators by preventing them from broadcasting altogether. That means the government can require U.S. sites to remove links, prohibit U.S. businesses from advertising with or linking to violators, prevent online payments for goods, and mandate that U.S. Internet service providers block customer access to violating sites. First, this does not actually remove copyrighted content, but simply makes it harder to access. Second, this essentially grants the U.S. government the right to censor the Internet. So if Uncle Sam doesn't want you to see a certain website because of an alleged copyright law violation, there's nothing you can do about it—a frightening future for the First Amendment.

Bad for Business: Venture capitalists, tech startups, and established companies alike have opposed the bills for their overwhelmingly strict treatment of American free enterprise. Search engines like Google could be required to spend billions monitoring their own content. For startups, over 200 of the venture capitalists interviewed in a Booz & Co. study stated they would cease funding certain industries altogether. Congress needs to ask itself if throttling job creation in the only industry that's actually creating

jobs is actually in our best interests.

The bills have also been criticized for using broad and misleading language, not only making it difficult for businesses to comply with the legislation, but opening the door to a barrage of frivolous lawsuits. SOPA and PIPA are a lawyer's wet dream—which, as a general rule, I consider to be a nightmare for the rest of us.

Archaic Use of Property Rights: The real issue here is one of intellectual property, a fundamental building block of a market economy. However, intellectual property theft is entirely different from that of physical property. Traditional theft involves a transfer: If I steal your car, you can't use it because I've taken it. Yet "stealing" intellectual property creates a copy of the material, but leaves the original intact. If I watch Community online, I'm not taking that show away from NBC—that would be impossible. I'm only stealing an opportunity for NBC to generate income. This is a problem, but not the same problem—and certainly not the problem addressed by SOPA and PIPA.

Good luck writing your thesis when Wikipedia pages citing information "illegally" shut down.

SOPA and PIPA have clearly got to go. Instead, Congress should work hand-in-hand with the technology industry to ensure that any legislation is clearly defined, constitutionally valid, and pragmatically effective—three things that SOPA and PIPA are not. Senators like Rand Paul (R-Ky.) deserve praise for establishing their opposition to a clearly flawed piece of legislation. More importantly, credit is due to organizations like Wikipedia, Google, and our own Bwog for blacking out their websites and posting links to raise awareness. As for readers, you can help too: Change your Facebook picture in solidarity, "censor" your status, or simply call your member of Congress. If you want to get actually involved (instead of college-student Internet involved), boycott the companies that are bankrolling the Internet censorship effort, like ESPN, Comcast, and HarperCollins. Let Washington—and the lobbyists who run it—know that freedom of speech matters, and that we won't let the Internet go down without a fight.

The author is a Columbia College junior majoring in economics-political science. He is the regent director of creative affairs for the Columbia University College Republicans.

The Canon

“Is Columbia an American university? Should it be?”

FROM THE EDITOR

Whether it is of mere presumption or intellectual fortitude, debates commonly involving Columbians are often unrestricted by specific events or moments in time. As a university and a community, we face dilemmas that have existed since 1754 and will encounter new dilemmas in the future even as the old dilemmas remain unresolved.

Epitomized in the Core Curriculum is the idea that there are questions we should repeatedly ask and constantly answer. While we may never come to firm resolutions, either collectively or individually, the belief is that there is some merit to the discussion itself.

This is why I created The Canon. I wanted to dedicate a space to these discussions. I wanted to begin thought about Columbia's perennial problems in the pages of Spectator.

Yours,
Lanbo Zhang
Editorial Page Editor

Serving the US, serving the world

The era we live in requires Columbia to be a globally-minded university. Few would dispute that our nation shares many of its challenges with the international community. Thus, solutions will only come through cooperation across culture and continent. However, the increasing globalization of our society does not necessitate institutions like Columbia abandoning national identity. Instead, those associations between university and country will serve as powerful catalysts for thriving in the 21st century.



DEREK TURNER

To avoid ambiguity, it's important to understand what exactly it means to be an American university. For me, an American university is one that understands its role as an institution in the socio-political system of the United States. It is one that is cognizant of what society needs, and educates the public in ways that will meaningfully strengthen America's values and resources as it grapples with national and international challenges. In so doing, it contributes to the strengthening of the world.

This perspective hinges on the understanding that even in a highly globalized world, nation-states are important. While borders may be more permeable, they nonetheless exist. This is not a weakness. Nations can serve as conduits for effecting change in the world. In the case of the United States, we have national values, which, though frequently debated, distinguish us as Americans. Whether capitalism, democracy, innovation, service, or personal freedom, our values sustain our advocacy throughout the world and define our place in it.

This is where the university comes into play. It is in many ways the keeper of a nation's values—the conduit for civic education. It bears the responsibility of educating young people to appreciate and advocate for those values. It can strengthen the values undergirding our country by furnishing smart, thoughtful individuals to society's institutions. This does not, however, mean that international students fall outside of the purview of an American university. Rather, the welcoming of international students is a natural result of the values of diversity and exchange of ideas.

Is Columbia an American university? Yes. For hundreds of years, it has been an institution devoted to the freedoms of the United States and aware of what the country needs in its young people. Perhaps the best example of education as national interest is in the genesis of the Core Curriculum. After World War I, the faculty of Columbia College endeavored to craft an education that would develop future leaders equipped to prevent the outbreak of war. They understood that the education of young people in America's values and the critical thinking necessary to apply them is an effective way to serve not only the United States, but the world at large.

Though the world has changed since 1919, the basic principles underlying the intent of the Core remain valid. What has changed about the world is the amount of communication and interaction between the corners of the globe. Outsourcing aside, this is often regarded as a positive development, since collaboration among the world's scientists, artists, politicians, and businesses has yielded many rewards.

These developments have also, broadly speaking, produced two competing views about the global community. Mirroring Columbia, the question of whether to dwell on commonalities of identity or engage with an acknowledgement of fundamental differences is up for debate. Some of the more progressive perspectives on globalization embrace international organizations as mechanisms to build a unified humanity. I think, however, that it is the deep and frequently contentious engagement of our fundamental value differences that ultimately enhances our communities.

So, should Columbia be an American university? Yes. Without such an affiliation, Columbia floats in a sea of value-neutral globalism, attempting to serve everyone while abdicating its role as conduit and nurturer of the values that make the United States great. Columbia is not just responsible for effective training of its students in particular disciplines. If it were, then the University would merely be a global factory of skilled people. Rather, Columbia exists to serve the public good, which involves much more than producing skilled graduates. If America's values are unique and powerfully beneficial—as I believe they are—then Columbia's embrace of its American identity and its endorsement of American values put the university on a path of true public service, both at home and abroad.

Derek Turner is a Columbia College senior majoring in anthropology and political science. He contributes regularly to The Canon.

An atypical American university

BY KENNETH PREWITT

Is Columbia an American University? Should it be? Ask yourself a different question: Is New York an American city? Should it be? The answer: yes and yes. Is New York a typical American city? Should it be? The answer shifts: no and no. Of particular interest in this essay is how New York is atypical (after all, any American city can lay claim to some form of atypicality—it is a mile high; it is unusually windy; it is perched at the edge of San Francisco Bay.)

In a major way New York is a global city—in its demography and its connectivity. It has been so since it was called New Amsterdam. Founded by a stream of immigrants—with their languages, cultures, religions, cuisines, arts, and sports—more varied than Boston or Philadelphia, and a stream that intensified and diversified across the 19th and now into the 21st century, New York has been uniquely global without losing its particular brand of Americanness. In the earliest period New York was more a destination city, where immigrants came to stay. That has somewhat changed. Today thousands of students and artists and workers come to New York to study, practice, or earn, and then go elsewhere—perhaps back home but often to some other spot on the globe. This demographic churning makes for many of us a city that is a more interesting place to live, work, study, or just hang out than any other city in America.

Let's apply the same logic to Columbia. Is it an American university? Should it be? We answer: yes and yes. Is it a typical American university? Should it

be? Now we answer: no and no.

What is the nature of Columbia's atypicality? Let's begin with its history. We think of Columbia as today being rooted in two places: Morningside Heights and the uptown Medical School campus, and soon a third place, Manhattanville. (The Lamont-Doherty campus is a fourth campus, unfortunately not known to many undergraduates.) These New York sites follow earlier ones, downtown and midtown. It is in these physical places that Columbia continuously reinvented itself. It started as a small college teaching the liberal arts. Across its more than two and one-half centuries, it added graduate and postgraduate students, disciplines and departments (19th century), nearly a dozen professional schools (19th and 20th centuries), and more recently hundreds of interdisciplinary centers and institutes (late 20th and early 21st centuries). In the process Columbia steadily enlarged its vision—from a city college to a regional, then national, then international university. It is not atypical in that sense—Yale, Princeton, Harvard, Michigan, Chicago, Stanford, UCLA, and dozens of other great American universities lay claim to a similar transformation.

Has Columbia stopped reinventing itself? Not at all. In the last few years Columbia has moved outside its home city, opening Global Centers in Amman, Beijing, Istanbul, Mumbai, Nairobi, Paris, Santiago, and, later in 2012, in Rio. This is the beginning of a new kind of “American” university—yes, still here in New York—but not only here. In this it is like its home city. The dense connections linking New York's families, banks, museums, NGOs, and universities to places



ILANA SCHULDER

Without borders

Perhaps it is a sign of the times that we find it worthwhile to consider this question, but there is something to be said for the uncertainty that surrounds issues of national identity. There is a growing acceptance of the possibility that national identity matters less in a world where the traditional signifiers—territorial boundaries, cultural norms, ideological traditions, race, and ethnicity—are increasingly amorphous or interchangeable. Hypothetically, one could transplant Columbia to another country, changing the location, language, and local authority. Assuming the sum levels of institutional knowledge and ambition are held constant, the school would remain a top-tier institution with certain international impact. This suggests that the purpose of the educational project at Columbia, the school's output, is what ought to be considered. A teleological answer to the question of whether Columbia is an American university does the normative consideration greater justice and strongly suggests not only that the school is fundamentally an international entity, but that it must be so in order to satisfy the educational mandate it has set for itself during the course of institutional growth.

Increasingly, as the forces of globalization shrink the world and create tighter networks of mutual obligation, the definition of the “public interest” is evolving. Now more than ever, the “greater good” for the American public is compatible with or derivative of the interests of the larger global citizenry. The effect of this change is the placement of a new expectation for institutions of higher learning, one that dictates how elite universities advance the project of education. In a sense, it has become less important that Columbia be American in character and more crucial that the school serves as a platform for American contributions to play a role on the world stage. In this framework, the American resources allocated to Columbia, be they financial capital, human capital, or material assets, are being invested in an entity that is itself “international”—a microscopic and institutionalized reflection of the current world order. Within this framework the University remains a non-affiliated, self-contained vehicle for individuals and groups to engage on a global stage.



ESFANDIYAR BATMANGHELIDJ

Columbia is much like the Olympics—the host nation's resources facilitate the event, but the event itself and its products are inherently international. For the University, the product is intercultural dialogue, structured around formal education and research. Columbia's commitment to establishing Global Centers, its ability to host events such as the World Leaders Forum, and its consistent standing among the top institutions of learning worldwide all attest to the development of the University beyond a merely American conception of identity or outreach. To underscore this point, plenty of universities in this country host international students and teach courses that espouse an international outlook, but these schools do not have the capacity to engage the international discourse in the humanities and the sciences in quite so participatory a way as Columbia. Columbia serves, along with a handful of other top research institutions, as a principal node in an international network through which information is produced and disseminated. Constraining our conception of the school as an American institution first and foremost ignores the principle that the production and distribution of information ought not be beholden to national, political, or cultural allegiances.

Some might retort that this is an unpatriotic view of the purpose of the University. On the contrary, suggesting that the school has a life and identity fundamentally beyond the United States, one that is intricately and inextricably tied to the purpose of the educational project in which we all participate, speaks to the particular American condition of our time. Today, only the United States could support such a great number of global universities, with the American economy having motivated the continual growth of the university system since before the country's founding. In the future, another nation may take up this mantle, which we inherited from the United Kingdom. But it is commendable that we have successfully evolved an elite group of institutions to serve beyond our borders and produced a multinational intellectual and managerial class confident in its exercise of power worldwide. While at its inception Columbia may have been American, it now serves the public interest as an international entity. Ultimately, for Columbia to retain its influence in the 21st century, it will have to continue to calibrate its offerings for a globalized world.

Esfandiyar Batmanghelidj is a Columbia College sophomore. He contributes regularly to The Canon.

around the world shows how New York is here but not only here—and the “not only here” matters in the ways in which we all experience the city.

For a university “not only here” means being more than American without ceasing to be American. It means Columbia is transformed because it is not only here in New York, but also seamlessly in every world region. I expect that by mid-century all Columbia students will take courses that require spending time in places other than New York; all Columbia faculty will be frequently adding pages to their passports; all Columbia administrators will be managing a university located around the world; all alumni will be attuned to global forces, challenges, and opportunities.

This will happen gradually, even as the shift from an 18th-century city college to a 20th-century international university happened gradually. But it will happen. Columbia will be global: in its physical locations; in how it functions; in what it teaches and studies; and, most importantly, in what it imagines itself to be. It will think of itself as a global university still located here in New York, “but not only here”—and that adds up to big change in what we think Columbia University is about. In this, I believe, Columbia will become as atypical as the city it now calls home: American but only in a special way.

The author is the Carnegie Professor of Public Affairs at the School of International and Public Affairs and vice president for Global Centers. For more reflections and debate about the Global Centers, see the faculty blog at www.globalcenters.columbia.edu.

America the beautiful

BY REGA JHA

Growing up, America came to us piecemeal. America was scratchy vinyl crackling in our tiny Bombay two-bedroom. Papa liked Frank Sinatra and Ma liked Don McLean. America was cowboy movies and “Friends” reruns. A montage of NYC skylscapes and Clint Eastwood. In the late '90s, Papa did a program at Carnegie Mellon and brought back a blonde doll. America smelled like strawberries and said, “I love you,” with a lisp and a Texan accent. I named her Bouncy and ignored the inconspicuous label in the seat of her pants that read “made in China”.

Papa also brought stories. Stories about a magical land where strangers stopped in the street to say good morning. A land where, if you worked hard enough, you could be and do and love whoever and whatever you wanted to. A land of golden opportunity, he said, where it didn't matter what you looked like, or where you came from, or how you prayed. All that mattered was what you did. In essence, a land that India had tried and failed to be for the better half of a century. So, I kept watching “Friends” reruns, and I decided that I would go to America. I would go to America, and when I was done figuring out precisely what I wanted to do, I would do it unabashedly.

Then, one quiet night, three months before my 10th birthday, my 13-year-old brother exploded out of our Chennai living room, frantic.

“Ma!” I remember his voice cracking. “Someone's attacking America!”

I didn't know what the World Trade Center was, nor did I really care. But I could tell something sacred was broken. Something untouchable had, by a grotesque turn of events, been touched. Instead of “Friends” reruns and golden opportunity, America was now “visa restrictions” and “ethnic profiling.” Instead of Sinatra and McLean, all we heard were “randomized security check” horror stories.

They said that America was different now. America was scared. America had trusted and loved the world, but the world had stabbed America in the heart, so now America would be careful whom she chose to trust and love. It mattered what you looked like, they said. It mattered where you came from. It mattered how you prayed. So, 10 years later, when I stepped off a plane and into the immigration line at JFK, I was nervous. I sandpapered my accent to seem as unforeign as possible. I nodded and laughed when people made cultural references that I didn't understand. I did everything within my power to blend right in. I wasn't risking my American ideal for anything, so I played the ideal American.

Then I came to Columbia. Here, instead of suspicion, my accent elicits curiosity. Instead of having to hide where I'm from and how—or whether—I pray, I'm respected, engaged, and often approached by strangers to talk about precisely those things. Instead of being hindered by being “different,” I am constantly forced to re-evaluate what the “norm” is. At Columbia, I found the America that Bouncy was from, not the America that the news channels warned me about as a nine-year-old. At Columbia, I found an America in which being “made in China” doesn't preclude anyone from being anything that they choose to be.

So, yes. Columbia is, indeed, an American university. Columbia is a trusting, loving, American university, one that gives the rest of America an ideal to learn from. Columbia is an American university because, here, strangers stop each other just to say good morning. Columbia is an American university because, here, if you work hard enough, you can be and do and love whoever and whatever you want to. Columbia is an American university because, here, it doesn't matter what you look like, or where you come from, or how you pray. All that matters is what you do. Columbia is an American university because, here, when you're done figuring out precisely what you want to do, you can do it.

Unabashedly.

The author is a Columbia College junior majoring in creative writing.

Ugandan coaches visit Columbia on American basketball tour

BY JOSH SHENKAR
Spectator Staff Writer

A group of Ugandan basketball coaches visited head coach Paul Nixon and the Columbia women's basketball team this past week as part of a nation-wide tour of American basketball programs and landmarks. Although the landlocked East African country is not known as a world basketball hot spot, it has experienced a recent growth of interest in the sport in part due to the efforts of the U.S. State Department.

The tour's leader is professor Jens Omli, who has worked with the State Department to help develop basketball in Uganda.

"We chose to pursue a project with basketball in Uganda as a way to use a historically American game to build a friendship with the people in Uganda and reach out to children there," Omli said.

The tour is funded by the State Department's Bureau of Educational and Cultural Affairs as part of its Sports United division, which attempts to use sports to reach out to children in countries around the world.

According to Omli, the goal of the tour is to educate Ugandan coaches about effective models of development that they can use to improve their teams.

"Basketball is a really new game in Uganda and it's an exciting time to help develop the fundamentals of the game through coach training, and also use basketball as a way to help the coaches gain international standard, in technical and tactical training," Omli said.

The four visiting Ugandan coaches, Timothy, Nicholas, Carol, and Cho-Cho, have all had experience playing and now coaching in Uganda. They spent their time observing Lions

practices, video and fitness sessions, and the coaches' preparation for the game against Cornell.

"It was awesome," Timothy said. "We saw them right from training, strength, and conditioning to their normal practice and how they played in their game, to how they scouted the other team, the videos and film they were watching against the opponent."

The structure of the Columbia program also interested the Ugandan coaches, with players not just improving their skills through practicing basketball, but also by watching film and lifting weights.

"I liked the structures of the coach, the way he organizes his team ... from the way they trained their [players'] agility, and conducted their practice sessions, to how they do their scouting," Nicholas said.

The Ugandan coaches also attended the game against Cornell on Saturday, which ended in a loss for the Lions. Nevertheless, the coaches were impressed by Nixon's coaching decisions in the game, and his attitude after it.

"The way he conducted the game was also impressing, his subs—this one is not doing well, this one needs a breath," Carol said. "He told us [during a training session] that often when players hold their jerseys or bend down, or they're not shooting and playing defense, that's when they're tired."

"[I] liked the way Coach Nixon handles his players, the way he has just handled the loss," Carol added. "Some coaches take it so personal but to him it's part of the game, there's a loser and a winner."

The Ugandan coaches are continuing their tour by heading to the Basketball Hall of Fame in Springfield, Mass. before visiting UCLA's and Texas Tech's basketball programs.

Despite noticeable improvement, students remain indifferent

CARUSO from back page

the first two Ancient Eight games two weekends ago.

We're divided into two camps: the squadron that cares about our sports teams, and the army that does not. Regardless of how good our teams are, there's not much in the way of a middle ground—in any given year, I'd be willing to bet that about the same proportion of students have any idea how our sports teams are doing, whether they're undefeated, winless, or somewhere in between. We've transcended fair-weather fandom—and that may not be such a bad thing.

On the opposite end of the spectrum is my dad, who has been a fan of Army football for the past 50 years. In the 20 years I've been alive, Army has had a grand total of three winning seasons. But, in spite of his team's inability to win games, my dad's support has never wavered.

In a similar vein, it's become almost a matter of pride for Chicago Cubs fans to complain to anyone who will listen that their beloved Cubbies haven't won a World Series in over a hundred years. While certainly annoying, those people really are as devoted as a fan base can possibly be.

Sure, the Columbia sports teams need support, and people should start going to games to support their friends and classmates, but it's unrealistic to think that Columbia sports will ever

have a devoted fan base like the Cubs. The fact of the matter remains: We're just not a community that unites itself around sports. There may be a few people like my dad here or there who are rooting for our teams regardless of how they're doing, but the majority of people probably won't care either way about our place in the standings.

I maintain that this lack of fair-weather fans is a good thing. The way I see it, true fandom is like a strong marriage. In your wedding vows, you generally pledge to be supportive through whatever obstacles life may throw at you. Sometimes it's painful to be bound to a winless team, but a true fan sticks it out through the good times and the bad.

By contrast, fairweather fans give the impression that their fandom is contingent on the team's success—it's like a girl saying to a guy, "I'll only be interested in you when you're a multimillionaire."

That said, I'm not for requiring proof of devotion as an entry requirement at Levien. Sometimes it's nice to have company other than Roar-ee, the cheerleaders, and the band. For those that bemoan the persistent sports apathy on campus, though, take solace in this knowledge: Our students stick to their principles, through bad times and good.

Tom Caruso is a Columbia College junior majoring in economics-mathematics.

Light Blue progress reflects team achievement

MEN'S SOCCER from back page

2011, received first team All-Ivy, NSCAA All-Region, and ECAC Division I All-Star honors.

"They're great honors but it's the same thing we've been saying all season," Stamatis said. "I'm getting these awards because of all the hard work of my teammates. I was in a position to score those goals because everyone else was doing their jobs and performing really well. It's hopefully a good sign of things to come in the future. Next year we'll be pushing for even more and I think we have the power and ability to do it."

The ECAC All-Star honor is a tremendous achievement, and several of the senior honorees named with Stamatis have been drafted to the MLS this month.

"Obviously Will had a good season," Anderson said. "I'm extremely happy that his play and his academics are at the same standard. This is more than just winning one game, and Will is a good example of that for our younger players and returning players. Everything that he does really sets a high standard."

In addition, the Lions' assistant coach from 2008 onwards, Tommy McMenemy, CC '04, was recently appointed the top assistant coach at the University of Michigan—a high-ranked team in the Big Ten.

Many players have been with McMenemy for their entire college careers.

"Tommy recruited me," Scott said. "He came over to England and watched me play. I've always had a strong relationship with him because of that and so I'm very thankful to him for the opportunity to come here. He's a left-winger as well and did great things for Columbia so I've always looked up to him like an idol."

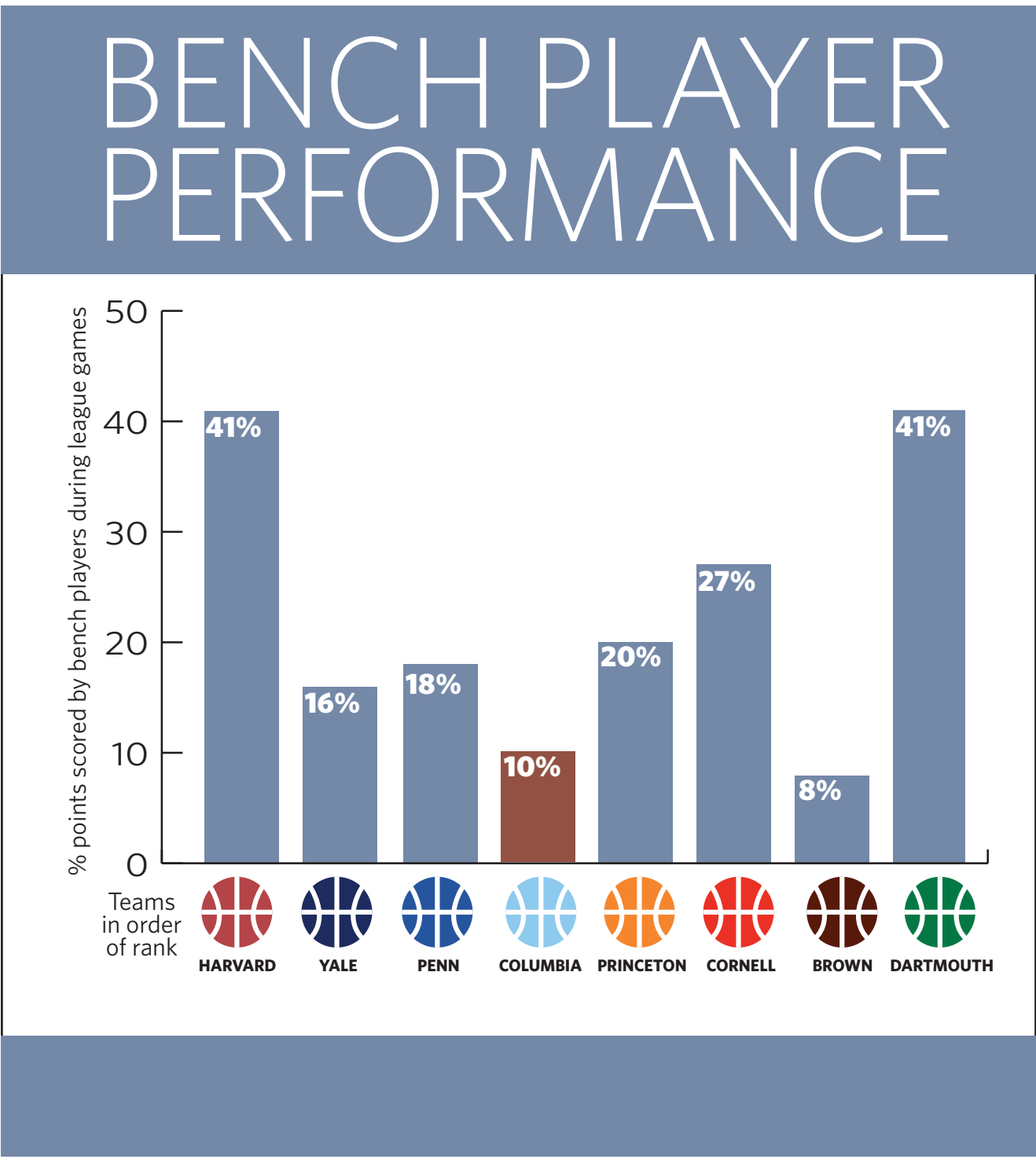
“We’re trying to promote not only our program, but also the people within it.”

—Kevin Anderson, head coach

"I'm sad to see him go obviously because I have such a strong connection with [him], but I'm also really happy for the chance that he's got to go to Michigan and further his coaching career," Scott added.

However, it is another sign of the progress made by the Lions in recent years.

"Michigan's is one of the top athletic departments in the country—the football team just won the Sugar Bowl,"



GRAPHIC BY CELINE GORDON

Lions will need more from bench as season goes on

BY STEVEN LAU
Spectator Staff Writer

The 61-56 victory over Cornell on Saturday was an important step forward for the Columbia men's basketball team, proving it could stave off the Big Red's second-half comeback.

But as has been the case recently, nearly all the Light Blue's points came from its starting five, with the Columbia bench contributing just one basket—a three-pointer by freshman guard Noah Springwater.

In contrast, Cornell's bench tallied 17 points with nine players contributing to the team's total.

While the discrepancy between Cornell's and Columbia's bench production may have been insignificant to Saturday's result, it is part of a larger trend. In Columbia's three conference games this year, the bench has been responsible for only 19 of the team's 183 points.

According to head coach Kyle Smith, part of the reason the Light Blue bench only accounts for 10 percent of the team's league points is that the Lions' starters have been dominating the minutes on the floor.

"I think there are four guys that have emerged that I'd like to get a steady 27 to 30 minutes each game," he said.

Against Cornell, junior guard Brian Barbour, junior center Mark Cisco, and sophomore guard Meiko Lyles all played more than 35 minutes, and in total, only seven Lions saw more than 10

minutes on the court.

Though those three starters carried the team with their double-digit scoring, fatigue will be a bigger factor in future weekends when Columbia has back-to-back games. In those games, the bench will need to play a much larger role than it did against the Big Red.

Other Ancient Eight schools boast benches that have had a much larger role in their respective Ivy League games.

Harvard's bench has provided 48 of the team's 117 points (40 percent) while Yale's bench accounts for 27 of the Bulldogs' total 141 (19 percent)—and both the Crimson and the Bulldogs have only played two conference matches.

Even Cornell—the only Ivy other than Columbia to have already played three league games—has had more activity from the bench, with its substitutes providing 48 of the Big Red's 175 points (27 percent).

Despite the lack of points made by Columbia's bench relative to others in the Ancient Eight, Smith argues that the Lions' substitutes have made an impact in less noticeable ways.

"We played our depth a little bit more against Cornell as far as helping with the ball handling," Smith said. "It's not going to show up much on the stat sheet in terms of points. We were really good defensively. We stayed fresher and Dean gave us a lot of ball pressure."

Junior guard Dean Kowalski may have only recorded one assist and one rebound during his 11 minutes against Cornell, but Kowalski took the ball down the court in transition and kept constant defensive pressure on the Big

Red's shooters.

In effect, Kowalski relieved Barbour of some of the ball-handling burden that the junior captain has borne almost exclusively since the injury to Noruwa Agho at the beginning of the season.

Substitutes also made an impact against Princeton, when senior guard Steve Egee and senior forward Blaise Staab each tallied seven rebounds for the Lions.

Still, many of the Light Blue players have seen limited minutes since conference play began, most significantly freshman center Cory Osetkowski and senior guard Chris Crockett, both of whom played much more earlier in the season.

According to Smith, players like Osetkowski haven't been getting time on the floor because the Lions have had to rely on certain lineups to contend with the playing styles of their opponents.

"I think it's mostly situational," the second-year head coach said. "It's tough for those guys. They've been told, 'Hey, you've got to hang in there.' They've had great attitudes about it and they're practicing well."

Smith hopes that these players will have their opportunities in coming games, but regardless of which substitutes get floor time, success will be difficult if the Columbia bench does not increase its point production.

"We need some production there for sure and we'll hopefully find it," he said.

Columbia will have another shot to break the Big Red's full-court pressure when they head to Ithaca this weekend.



FILE PHOTO

LION LEADER | Junior forward Will Stamatis led the Lions with six goals in the 2011 season. Five were game-winners and three were scored in overtime.

Columbia
refuses to jump
on bandwagon

At the beginning of eighth grade, something happened for the first time since 1918: People started to care about the Boston Red Sox.

If I had lived in Boston, this would not be anything new—Bostonians are some of the most die-hard fans out there. But in the suburbs of Minneapolis, the Bostonian diaspora is pretty minimal, and yet, one World Series win was enough to make more than a few bandwagoning middle-schoolers think wearing Curt Schilling jerseys that brought out their pimples was the coolest thing since pogs.

From that fall onward, I was sure of one thing: Fair-weather fandom is a confusing and despicable phenomenon.

As I was walking through downtown Minneapolis over break, I saw the same trend take new form. I saw Timberwolves jerseys—and lots of them.

Throughout the Twin Cities, people have started to care about our hometown basketball team, despite its sub-.500 record. There's a strange glimmer of hope that this is the year that the Timberwolves will stop being the worst of our perennially disappointing sports teams. For many, even the slightest hint at team improvement is enough to justify dropping 60 bucks on a new Ricky Rubio jersey.

At Columbia, the situation has been quite the opposite. We have a basketball team with a winning record that won 11 of 12 games going into the Ivy season, but I don't think there's any concern that the school will run out of jerseys to sell—and nobody was rushing back to campus early to attend



TOM CARUSO

For the
Record



FILE PHOTO

BEST FOOT FORWARD | Senior Mike Mazzullo finished his last season as a Lion with four goals, five assists, and 13 points, including two game-winners.

Mazzullo draft sign of soccer program success

BY MRINAL MOHANKA
Spectator Senior Staff Writer

In the 2006 FIFA World Cup, German soccer star Bastian Schweinsteiger played a free kick short to his teammate Torsten Frings in the game against Costa Rica. Frings scored a wonder goal as he drilled home a thunder strike from 30 yards to seal a 4-2 win for the Germans.

"I know Torsten Frings—he's a legend," Columbia senior Mike Mazzullo said. "I remember the World Cup in 2006, he was in the midfield with Michael Ballack and had a phenomenal tournament, and is still a great player."

Frings now plays for Toronto FC of Major League Soccer, and this week

Mazzullo joins Frings on the training pitch in Canada. The first-ever three-time captain of the Light Blue men's soccer team made history last week by becoming the first Columbia soccer player ever to be drafted by an MLS franchise when the Canadian side picked him up in the league's supplemental draft.

"I'm really excited but a little nervous energy because I don't really know exactly what to expect," Mazzullo said. "I miss my teammates here already, especially the senior class—I just have very fond memories of my time here—but I'm looking forward to the challenge. I can't wait to see the level of play and the caliber of the players."

Junior winger Nick Scott, who led

the team in assists in 2011, was thrilled for his former teammate.

"He's probably the best captain I've ever played for, and he's one of my best mates," Scott said. "Everyone respects him—he always puts his neck on the line for the team. And I think he really deserves the opportunity he's got and I hope he makes the most of it. He works harder in practice than anyone I know, so I wasn't surprised to hear the news."

"Mazz's opportunity is really a culmination of how much the entire program has grown over the last three years," head coach Kevin Anderson said. "When you're able to create an environment that's conducive to pushing guys and getting the best out of them every day, there will be rewards."

Mazzullo's achievement is one of several accolades the Light Blue team has received in 2011-2012. The Lions came closer to the Ivy League title than on any other occasion in the past 18 years, and only missed out by a whisker—Brown and Dartmouth shared the crown with a 4-2-1 record while Columbia finished the season 4-1-2 in the conference. The Lions tied 1-1 with Cornell in Ithaca in the final game of the season—a win would have brought home the Ivy title. But their efforts did not go unnoticed. Six men's soccer players were recognized by the Ivy League as All-Ivy selections, and junior forward Will Stamatis, who scored six goals in

SEE MEN'S SOCCER, page 7

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