

THE BIG DECISIONS



FILE PHOTO / BETH KNOBEL

COED AT LAST | Columbia College’s first female students arrive on campus in August 1983. Thirty years ago, in January 1982, CC had announced it would admit women, and Barnard had announced it would not merge with Columbia. **SEE B SECTION.**

As minority, College Republicans celebrate own diversity

BY MEGAN KALLSTROM
Spectator Staff Writer

As presidential candidates Newt Gingrich and Ron Paul slowly fade from the public eye, and Mitt Romney battles the surprisingly resilient Rick Santorum, the Columbia University College Republicans find themselves divided.

Among any random selection of club members, “there would be one or two for each candidate,” Taylor Thompson, CC ’14

and CUCR director of operations, said.

The lack of consensus reflects a trait that distinguishes CUCR quite clearly from their left-wing counterpart, the Columbia University College Democrats—CUCR, unlike the Dems, does not campaign on behalf of candidates.

There’s a simple reason why: CUCR is not affiliated with the national Republican Party, while Dems is affiliated with the national Democratic Party.

“We don’t really see it as our duty to be defending Republican politicians,” William Prasifka, CC ’12 and CUCR president, said. “We’re not attached to any political party.”

“We pride ourselves on our independence,” Kate Christensen, BC ’14 and CUCR social director, added.

This independence allows CUCR to have, in the words of Christensen, the “most diverse board on campus, of any campus organization,” in terms of

ethnicity, sexual orientation, religious background, and other forms of identity.

Somewhat ironically, this diversity also extends to political diversity.

“We have libertarians, we have social conservatives, we have defense conservatives, we’ve got non-interventionists,” Thompson said. “The whole range.”

Prasifka said members of the CUCR are split “right down the

SEE CUCR, page 2

CUMC launches public health internship

BY LAUREN CHADWICK
Spectator Staff Writer

The Columbia University Medical Center is teaming up with the Centers for Disease Control to introduce undergraduates to public health through the lens of different medical fields.

The Summer Health Public Scholars Program combines academic classes and field experience in a 10-week summer internship at CUMC. Students will pursue work with a public health focus in general medicine, dentistry, or nursing. Six students will also travel to Atlanta to work with the CDC during the program.

“It’s a versatile program as far as giving them exposure to public health,” Daniel Carrion, one of the program’s coordinators, said. “If they want to be in nursing, we want to expose them to public health nursing. The internships will be geared towards the students’ interests and strengths.”

To combat the predicted shortage of workers in public health professions—a phenomenon acknowledged by the National Institutes of Health and the Association of Schools of Public Health—epidemiologists are attempting to bring new recruits to the field.

“We want to promote a workforce that is conscious and educated about health disparities that can be integrated into their public health work,” Carrion

SEE PUBLIC HEALTH, page 2

Koronet manager disputes health inspection rating

BY CASEY TOLAN
Spectator Senior Staff Writer

A recent health inspection turned up major violations at Koronet Pizza—but the management disputes the claim, maintaining that the home of Morningside Heights’ biggest slice is clean and safe.

Last Wednesday’s inspection by the city’s Department of Health and Mental Hygiene gave Koronet, on Broadway between 110th and 111th streets, 40 points—far more than the 28 required for a C grade.

The inspection found “evidence of mice or live mice present in facility’s food and/or non-food areas” as well as an “unsanitized food surface”—both “critical issues,” according to the report. Inspectors also took issue with the lack of vermin-proofing and problems with the plumbing.

But Nick Manikis, manager at Koronet for six years, said the inspection was all wrong. While the inspector thought he found “mouse crap,” Manikis claims it was instead debris from crumbling plaster in the basement.

“He didn’t want to listen, he wrote it down as mouse crap,” Manikis said. “Whatever he wrote down is not correct.”

On a tour of the premises Tuesday afternoon, Manikis pointed out the spots, which looked like dust. He also pointed out the empty mousetraps.

“They didn’t find any cockroaches, they didn’t find any mouse,” he added. “I was here when it happened. They were checking the whole basement from one corner to the other corner—they didn’t find anything alive.”

In addition, Manikis said, “the preparation area was clean, they didn’t find anything there,” and the plumbing violation came from a hole between pipes—“Nothing was leaking.”

A previous inspection on Jan. 28 gave the restaurant only 14 points—a B grade, but only a few points from an A—and didn’t mention mice.

“The first inspection barely found anything; the second one did,” Manikis said. “It has to do a lot with the inspector—from inspection to inspection, it’s a big difference.”

Koronet will contest the violations at a hearing on March 2 at the city’s Office of Administrative Trials and Hearings Health Tribunal. Until then, a “Grade Pending” sign will be posted in the window.

“This is not the final decision,” Manikis said. “We’ll know in a month, and they’ll be updating it ... I believe this will work.”

Manikis said that the beloved pizza joint has been well-maintained over the years. “As you see it now, it’s been this way for 31 years,” he said. “Two years ago, we repainted, but other than that, it’s the same. We had an A [in the past], and nothing changed.”

A number of New York restaurateurs are unhappy with the letter grading system and believe it is punitive and arbitrary. Andrew Rigie, executive vice president of the New York City Chapter of the New York State Restaurant Association, said in a statement that the system is “failing New York City residents in many ways.”

A City Council hearing to review the policy is planned for

SEE KORONET, page 2

Former Clinton adviser to challenge Rangel

BY JILLIAN KUMAGAI
Spectator Senior Staff Writer

When Clyde Williams left Harlem four years ago for Washington, D.C. to work for President Barack Obama, CC ’83, he said he knew “from day one” that he would be back.

Williams served as national political director of the Democratic National Committee, while his wife, Mona Sutphen, was deputy chief of staff of the White House. He returned last June with a new goal in mind: running for the U.S. House of Representatives and challenging Charles Rangel, the incumbent of 41 years.

Although Williams has not officially declared himself a candidate in the race, he has formed an exploratory committee, raised \$167,000, and conducted preliminary voting polls.



CHRISTOPHER NAVARRO FOR SPECTATOR

CHALLENGER | The former political director of the DNC plans to run against Rep. Charles Rangel for his historic Harlem seat.

Admins support new Lerner space plans

Lounge renovations would create kitchens, games, stage

BY BEN GITTELSON
Spectator Senior Staff Writer

Administrators voiced support for adding more student spaces, including a kitchen and gaming system, in Lerner Hall on Wednesday.

Organizers of the Student Space Initiative presented plans to reconfigure and refurbish Lerner’s Broadway Room and Piano Lounge at a meeting with administrators, Barry Weinberg, CC ’12 and an organizer of the initiative, said.

The plans include adding a kitchen and gaming systems to the Broadway Room, and a stage, new door, speakers, and new furniture in the Piano Lounge.

Columbia College Interim Dean James Valentini, Dean of Student Affairs Kevin Shollenberger, and Dean of Community Development and Multicultural Affairs Terry Martinez pledged to take care of administrative and financial responsibilities of new student spaces in response to a push from the Student Space Initiative, according to Weinberg.

He said that the initiative’s members would work with Facilities and would also seek more student input, including hosting two or three town halls, before going ahead with the renovations.

“I was told, ‘You don’t have to worry about the money, and you don’t have to worry about how to work out dealing with different administrative departments,’”

Weinberg said. “What they’ve indicated is that they’re willing to be a partner to address this need.”

Logan Donovan, SEAS ’13 and one of the initiative’s organizers, said she believes the University’s lack of student spaces may contribute to a sense of isolation.

“Lerner is more of a student and administrative building than a student union,” Donovan said. “The small amount of space like the Piano Lounge we do have are used a lot, and we need more places where students can come together.”

She said the new layout in the Piano Lounge, which would include more lightweight, moveable furniture, would make it more of a social space than the current layout.

Donovan noted that members of the initiative would have to study the impact of the renovations on groups who currently use the Broadway Room, including dance groups and the Office of Disability Services.

Weinberg emphasized that the process would remain open and transparent.

“This only came about because of the process, the fact that it was open to anyone,” Weinberg said. “The fact that it was not a top-down initiative was crucial.”

Conan Cassidy, CC ’14, who drew up the plans for the space which the initiative presented at the meeting, noted that it was just a prototype and that the new student space wouldn’t necessarily

SEE LERNER, page 2

A&E, PAGE 3

Bringing ‘homemade’ to the dorm room

Two Columbia College sophomores launched a bakery service that delivers freshly made pastries and baked goods directly to your door.



OPINION, PAGE 4

Going nowhere

Columbia’s penchant for debate and activism may be destructive.

Columbia women are women too

Feminist activism should not be limited to Barnard.

SPORTS, BACK PAGE

Basketball leader today, president tomorrow?

Men’s basketball senior co-captain Steve Egee may not be an on-court superstar, but he serves as a positive influence and as a role model off the court

EVENTS

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Admins OK new Lerner student spaces

LERNER from front page

be in the Broadway Room and Piano Lounge. He believes support for the initiative is nearly universal among students.

“The point of this project is to bring a student space to a building that is supposed to be a student space,” Cassidy said. “It builds community. It builds wellness. It does all those thing you would hope for in a student lounge.”

Yanyi Luo, CC ’13, and Hannah D’Apice, CC ’12, a Spectator editorial board member and former design editor and staff director, are the other organizers of the initiative.

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CUMC seeks students in public health

PUBLIC HEALTH from front page

said. “Hopefully we’ll have a more apt workforce to mitigate these problems.”

Joseph Feisel, SEAS ’14, said he thinks the program could be a great success.

“This would be a great opportunity for me to pursue dentistry with a different approach—one that I haven’t seen in other programs that I’m applying to,” Feisel said.

The medical school’s emphasis on this program could encourage students already thinking of careers in medicine to consider one in public health, said Lexa Koenig, CC ’14 and co-president of the public health club GlobeMed.

“A lot of people don’t necessarily know about public health as a field. When you think about health, a lot of people just think about being a doctor,” Koenig said.

“The CDC is obviously a reputable place and a lot of people in public health do lots of work there eventually,” she said. “It sounds really cool to be able to work hands-on in a lab like that.”

The program is run by the CUMC’s Office of Diversity, which has encouraged minority students in particular to apply.

“There is definitely a need in communities of color and disadvantaged communities to help out,” Program Coordinator Nicole Spruill said. “They need to do something about the clear and glaring health disparities that exist.”

Carrion said that he would also like to see the program attract a geographically diverse group of undergraduates.

“Public health issues in Texas look very different from public health issues in New York. And so students can go back to their home communities and really integrate it into their lives. That’s our dream—that’s what we’re reaching for.”

Finn Vigeland contributed reporting.

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CUCR celebrates diversity, frustrated with campus hostility

CUCR from front page

middle” on such controversial topics as abortion and gay marriage. Nevertheless, on other issues, especially fiscal ones, the group is a little more homogenous.

“There is quite a bit of unity on fiscal issues,” Thompson said. “Gun rights,” Christensen added. “And we’re all very much constitutionalists.”

However, they all share the same opinion about whether hostility against CUCR exists on campus.

“Indubitably,” Christensen said without hesitation.

“People always assume that we’re going to say the wrong thing,” Prasifka said.

Tyler Trumbach, CC ’13 and CUCR executive director, agreed, calling students’ characterizations of CUCR “caricature.”

Prasifka recalled approaching LUCHA, a student social justice and Latino rights club, about possible debates throughout the year between the two groups. “The guy from there just said, ‘Get lost,’” Prasifka said. “That showed such a lack of any sort of Columbia identity.”

One place that CUCR members said they feel more at home is in class. “Professors at Columbia are the best thing about Columbia,” Prasifka said. “I have never felt [hostility] in the classroom.”

“Every professor that I have

ever encountered, if you explain your position, you articulate it in a respectful way, it’s a very fair academic [environment],” Thompson stated.

Christensen’s experience hasn’t quite reflected her fellow club members’. “You haven’t taken any women’s studies classes at Barnard,” she said to Thompson.

Club leaders say one of their goals is to challenge students’ ideas and perceptions—though in the past, it has often incited the ire of classmates.

The club hosts an annual bar-becue on Columbus Day in recognition of the explorer’s arrival in America in 1492—a celebration that the Native American Council opposes by simultaneously handing out pamphlets about indigenous Americans’ history.

And the riots that ensued when Jim Gilchrist, founder of the Minuteman Project, spoke on campus in 2006 sparked national media attention.

This year, CUCR is trying to collaborate with other groups more. The club has been more visible in campus events this year, including participating in a debate hosted by the Arab student group Turath on the Middle East.

“Our main goal is to promote dialogue on campus,” Prasifka said. “We’re all Columbia students. There ought to be a dialogue of ideas here.”

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Koronet to contest health violations at March hearing

KORONET from front page

late February. A council spokesperson said there was no specific date set.

The Health Department press office declined to comment beyond the public inspection record.

Many students said that the health grade itself wasn’t a big deal for them—but the possibility of mice was.

“Just seeing the letter up there, I don’t think about what it means,” Divya Singh, SEAS ’14, said. “When I hear about what it means, that’s different.”

“I hear people talk about ratings ... but I don’t actively look at them,” Nat Banyatpiyaphod, SEAS ’14, said. “But when I hear

stories like mouse poop, I might not go there.”

Others said that the rating could impact their decision.

“If it’s a place I regularly go to, and it’s a B, I wouldn’t mind, but if I saw a B on the outside of a restaurant I’ve never gone to, I wouldn’t go in,” Pea Jitngamplang, SEAS ’14, said.

Farther down Broadway, Flor de Mayo, a Chinese-Peruvian fusion restaurant at 101st Street that accepts Flex, reopened with a C grade last week after an inspection on February 6. Two inspections in late January found roaches and cold food stored at too-warm temperatures, and the restaurant was ordered closed.

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Redistricting ‘major hurdle’ to entering Congress race

WILLIAMS from front page

from Harlem having to be stationed in the Bronx, which some people have talked about. I’ll be damned if I want the district to go to Mount Vernon.”

Williams said that because the northwestern border currently ends in Marble Hill, on the cusp of Manhattan and the Bronx, he is not opposed to moving it further north—as long as the district remains contiguous.

“I think the district should be drawn to be contiguous and not

gerrymandering,” he said.

Williams said that although the impact of Rangel on the district has been undeniable, “problems still exist.”

“I don’t believe on any level that he hasn’t tried to address problems or that he doesn’t care. I truly think he’s done what’s in the best interest,” he said. “But there comes a time when you need new ideas and a new perspective to look at decades-old problems that have gone unresolved.”

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International competition or Ivies?

MOHANKA from back page

that’s essentially a class apart from the rest of the Ivy League and that consequently can’t be around for Ivies because of bigger tournaments, that may not change soon.

In 2009, the Lions narrowly missed out on an Ivy League title as they lost to eventual champion Harvard 15-12. The Light Blue was without Daria Schneider, CC ’10, who chose to fence at a World Cup abroad. She was the NCAA champion for women’s sabre in 2007—yep, she won NAAs as a rookie. The Lions fell to the Crimson 15-12, and though the sabre-ist’s presence wouldn’t have altered the result directly (because the three sabre fencers who competed only dropped a bout each to the Crimson), Schneider’s attendance could have had an infectious effect and helped her teammates convert losses to wins.

In 2010, the Lions narrowly missed out on the title, as they lost to eventual champion Princeton 15-12. The Light Blue was without Nicole Ross, who won the 2010 NCAA title in women’s foil. The 2010 Ivy Championships were held in two parts, and Ross was around for day one. She went a combined 8-1 against Yale, Cornell, and Brown. However, she missed day two when the Lions faced the Tigers, as she was at a World Cup in Poland. Her foil teammates went 0-9 against Princeton, and the

Lions lost by three bouts. Had Ross been around, and gone even 2-1, it would have been, all else staying equal, a 14-13 Columbia victory.

In 2011, the Lions again narrowly missed out on an Ivy League title as they lost to eventual champion Princeton 15-12 for the second year in a row. The Light Blue was again without Ross, who decided to take that spring and the following year off to train for the Olympics. Her foil teammates went 3-6 against Princeton, and the Lions lost by three bouts overall. Had Ross been around, and gone even 2-1, the result would have been a 14-13 Columbia victory.

This year, the Lions missed out on the grand prize, as they lost to eventual champion Princeton 18-9. The Lions competed without last year’s junior world champion Nzingha Prescod, who is taking the calendar year off to train for the Olympics. Ross still could have competed this year because she has a year of eligibility left. With Prescod and Ross, there would almost certainly have been a different winner in the Columbia-Princeton showdown for the Ivy title.

I’m not trying to question Prescod, Ross, or Schneider’s choices—not at all. I’m full of respect for these individuals. The three fencers I’ve mentioned are truly wonderful people and have been an enormous source of pride for Columbia because of their sporting achievements. They

obviously love their Light Blue team and their country, and it’s understandable that they make decisions that are best for themselves.

Obviously Columbia shouldn’t stop recruiting stellar fencers, so I think it’s important for the Ivy League to take note and remedy the situation.

Is it really that hard to look at the international fencing calendar and see which weekends have competitions that the top fencers at the collegiate level may need to go to? I’m willing to bet that the Ancient Eight’s governing body for fencing can find a weekend that doesn’t overlap with a big international event. Granted, you can’t stop people from taking time off for the Olympics, but at least avoid the conflict with World Cups that occur over a weekend. The league’s organizers should look into this for seasons ahead, so that young athletes are not put in tight situations and asked to make these choices.

The Ivy League really should certainly alter its current methodology, and it should do so if not for the individuals at stake, then at least for their teams’ sake.

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Egee propels basketball program forward

EGEE from back page

matter what. Everyone respects him, coaches, players, training staff, everyone.”

Egee himself sees his role as a sort of caretaker of the program, one person in a long line of Columbia basketball players who have put their mark on the program.

“I have a tremendous amount of respect for this program and its history, and I am just trying to do my part to make sure it continues on that upward trajectory,” Egee said. “Guys like Max Craig, who came in and made this program better—I looked up to him, as well as guys

like Kevin Bulger, Pat Foley, and Niko Scott before him.”

Even those he looked up to were impressed by Egee’s contributions to the program.

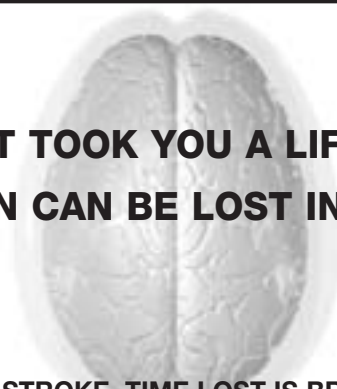
“What differentiates Steve from others is his selflessness and commitment to always strive for the success of the team before anything else,” Craig said in an email.

“Steve’s been a great story,” Foley said. “He’s done a lot of little things behind that scenes that have really have helped the program. He’s got an incredible attitude, and brings a lot of enthusiasm to the table, and those kind of things that are intangibles that you need in a

program.”

This year, the Lions have continued that trajectory, taking a 14-10 record into the final six games of the season, despite losing five conference games by a combined 17 points. Yet, while there may be only a few weeks left in his basketball career, it is clear that Egee is enjoying every minute of it.



“I think every day we’re taking incremental steps towards winning a championship, and it’s great to be a part of,” Egee said. “I’m honored to be on this team, and to be considered a leader on this team is an honor. It’s very special, and I try not to take it lightly.”



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The ‘Suite’ life: students start baking business

BY ALESSANDRA POBLADOR
Columbia Daily Spectator

The simple luxury of a freshly baked cookie is, for many college students, a distant memory of home. Sweets for Your Suite, a new undergraduate business, is a baked goods delivery service that aims to recreate this homemade experience at Columbia.

Sweets for Your Suite’s co-founders, Marilyn He, CC ’14 and finance deputy for new media at Spectator, and Jake Davidson, CC ’14 and Spectator’s on-line editor, agree that the project is motivated by pleasure. “We want to have fun with it,” He said.

Sweets for Your Suite’s customers can get fresh desserts and snacks delivered to any door on the Morningside Heights campus. “As someone who doesn’t even like to get out of bed, I understand how hard it is to get out of your dorm,” Davidson said.

Davidson and He, who first met as members of the same NSOP group, are now suitemates in Wallach. He has always prepared goodies for the suite, continuing a passion for baking that she has had since she was little.

While He admits to an addiction to baking, it was Davidson who proposed turning her lifelong pastime into a business. After some initial hesitation, He agreed to enter into the partnership.

“It was one of those crazy ideas that we threw out one night and ran with,” He said.

The pair then decided He would serve as the culinary heart of the process, adapting recipes she found online, and Davidson would control the technical aspects of the business, such as website development, money

handling, and delivery duties.

After its website went live and fliers were posted around campus, Sweets for Your Suite was officially an operational undergraduate business.

“It was pretty much that easy,” Davidson said of the process.

Orders then began to come in from all over campus. “The first time we got an order from someone we didn’t know, that was pretty exciting,” He said.

Both He and Davidson have previous entrepreneurial experience. He, who studies economics, psychology, and business, founded a charity called “Sounds of Aid,” which organized local benefit concerts. Davidson, a political science and Middle Eastern studies major, has run businesses in tech support and delivery.

They pride themselves on the creativity of their off-the-menu creations, photos of which are displayed in their online gallery. Classics like Red Velvet Cheesecake are seen alongside more unconventional treats, such as a Strawberry Bacon Cupcake.

Though the pictured items are not on the default order form, Sweets for Your Suite is open to custom orders.

“All the things on the gallery page are definitely available,” Davidson said. “If you have no idea what you want, you can send us an email and we’ll work with you to figure it out.” The lemon bars are currently their most popular item, He said.

He and Davidson have no certain plans for the future of Sweets for Your Suite. Davidson said that the next steps would depend on their capacity and time as full-time students.

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LINDA CROWLEY FOR SPECTATOR

HALF BAKED | Sweets for your Suite co-founders Marilyn He and Jake Davidson, both CC ’14, prepare baked goods to sell around campus.

Harlem dance company makes a comeback

BY GARNET HENDERSON
Spectator Staff Writer

This month marks the beginning of a new era for Dance Theatre of Harlem, a New York City cultural institution.

The ballet school and performance troupe placed its main company on hiatus in 2004, but recently announced plans to relaunch the company and will hold auditions in late February.

A debt of over \$2 million forced DTH to shut down, but it was able to maintain its school and Dancing Through Barriers outreach program. Dance Theatre of Harlem II, a small training company for young artists, also remained in operation.

Virginia Johnson, a founding DTH member, has returned to the company as artistic director. She, along with executive director Laveen Naidu, is spearheading the effort to re-establish the DTH company by 2013.

DTH was founded in 1969 by Arthur Mitchell and Karel Shook. Mitchell was the first African-American dancer ever to be made a permanent member of an American ballet company. After 15 years as a principal dancer with New York City Ballet, Mitchell returned to Harlem, where he grew up, and began to teach classes in a garage on 152nd Street.

Eventually, DTH grew into a 44-member professional ballet company. The troupe was unique because of its racial and cultural diversity.

“I met Mr. Mitchell and the original members of Dance Theatre of Harlem, including Virginia Johnson, in 1969. I was nine at the time, and the company came to my hometown of Cincinnati to perform,” said Marcia Sells, BC ’81 and Law ’84 and a former member of DTH who now serves as associate dean of community outreach programs at the School of the Arts. “That was the beginning of a revelation for me, because I had been taking ballet since I was four, and I was always the only black girl in class ... seeing the company in 1969 let me know that it was possible for me to do that.”

Sells said that she was “ecstatic” to hear about the reinstatement of the company. “There is so much, so much need for a place not just for African-Americans, but for Afro-Cubans, Brazilians, and dancers of a deep dark hue to find a ballet company. And to show that ballet is not exclusively a white European art form,” she said.

In-person company auditions will be held on Feb. 25. For dancers who are unable to travel to New York, DTH is offering a rare opportunity: digital auditions.

Sells applauded its efforts to modernize.

“It’s going to be interesting to audition digitally,” said Sells. “Football and basketball players send tapes to colleges and universities, because coaches won’t travel ... it’s better to have the biggest application pool possible. And it’s wonderful to know that talent is out there.”

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Actor Harry Belafonte tells CU students to stay politically active

BY ALEXANDRA MARTINEZ
Columbia Daily Spectator

“Why are you just a spectator and not a participant?” award-winning singer, actor, and activist Harry Belafonte said regarding social activism on Monday night.



HANNAH MONTROYA FOR SPECTATOR

SPEAK OUT | Harry Belafonte spoke to students on Monday at a screening of his autobiographical documentary.

Belafonte came to Columbia’s Roone Arledge Auditorium to screen his biographical documentary, “Sing Your Song.” The film, directed by Columbia alumna Susanne Rostock, intimately chronicles Belafonte’s rigorous journey through activism from the civil-rights movement to the anti-prison movement today. Despite decades of struggle, Belafonte took to the stage with a smile.

“It is not about what you can do, but what do you want to do. What are you willing to do to see change happen?” Belafonte asked of the audience.

Born in New York City, Belafonte first made his name in the entertainment industry, appearing in Broadway revues. He then opened his own music publishing firm and film production company, eventually winning a Tony and Emmy.

The event was organized by REACT to FILM, a nonprofit organization that screens social issue documentaries. Throughout Belafonte’s career, he has been an advocate for civil rights and humanitarian causes as the cultural adviser to the Peace Corps and one of Martin Luther King Jr.’s confidants in the 1950s.

He praised the Occupy Wall Street

movement as stemming from “social anger,” a root shared with the civil-rights movement. Belafonte encouraged a similar sort of activism from the audience.

“We saw our opportunity and we took it. Where are the young people in the battle of today?” Belafonte said.

REACT to FILM seeks to amend this sort of apathy. The organization, which just launched its College Action Network five months ago, now has chapters in 31 colleges and is looking to lay down its roots at Columbia. Its goal is to promote social responsibility and civic engagement by showing films that students would have otherwise not come into contact with. As the name suggests, REACT to FILM showcases works that provoke a reaction.

“We want to get the young to know they have a responsibility as citizens,” said Jasper van Santen, GS ’15 and member of the business advisory board.

The College Action Network screens two social documentary films a semester and brings in the director for a Q&A following the film. Dennis Paul, CC ’96 and founder and chairman of the organization, said that the Q&A is meant to “start the conversation.”

“Sing Your Song” asks its viewers to find their own voices and get involved. The film ends with the question, “What is my assignment?” Paul’s answer was “to volunteer and mentor underprivileged youth.”

The program does not stop at the college level. A high school curriculum has been put together and is now in place as an elective class in private, charter, and public schools around the country.

“We want to create a vehicle to feel inspired,” Paul said. “And it has to start earlier than college years.”

By targeting students at a younger age, Paul hopes to link the College Action Network with participating high schools. Though new, REACT to FILM has grown quickly and has many documentaries scheduled for screening. The next film will be “The Tsunami and the Cherry Blossom,” an inspirational film about the tsunami in Japan.

It is an ambitious project, but Paul is optimistic. “These films have changed me, and made me realize that I have to be more concerned with the world,” Paul said. “The ultimate goal is to change the world.”

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We are all strong, beautiful women

I don't go to Barnard, but I am also a “strong, beautiful” woman. And so is every woman posing Downward Dog in my Life in Motion yoga class, eating beside me at Community Food & Juice, taking notes (and checking Facebook) in my art history lecture course, or explaining anthropological theory to me in office hours. Whether we are la-beled BC, SEAS, CC, or GS, we female undergraduates of Columbia know what it's like to be women better than any guy in SEAS, CC, or GS.

So when Oprah Winfrey and Gloria Steinem summoned Barnard students—and only Barnard students—to talk about “the status and circumstances of women, both domestically and internationally, and your ideas about the future of feminism and women's activism for social change,” I overheard a few of my fellow CC classmates lament that this opportunity was only offered at the women's college.

“Why is it just Barnard students? Just because I go to Columbia College doesn't mean I don't understand or think about what it's like to be a woman and a feminist,” my classmate cogently remarked.

I let her words steep in my head for a few days. While I am fully aware that I may be biased as a CC student, I am also aware that I am a woman who thinks about feminism and women's activism on a daily basis.

Whether we attend a women's college or not, when we graduate and say goodbye to Alma Mater for the last time,



NOEL DUAN

You Write Like a Girl

To be a woman

BY GAVIN MCGOWN

I pride myself on having a peculiar sense of fashion, but no item of my wardrobe elicits quite so many stares or guffaws as one simple black T-shirt declaring, “Uptown Girl: Barnard College.” The joke is obvious: I don't look like a Barnard student in some noticeable regards, and, in fact, I'm not. But the humor accompanies a more serious point, which is that there is a very poor reason why I could not possibly attend Barnard. And it's one that proves detrimental to Barnard's own goal of providing a liberal arts education to women.

Let me explain terminology before I go further: trans*-rights activists distinguish between birth assignment on the one hand and gender identity on the other. Birth assignment is the “M” or “F” a medical official gives you at birth based on some external physical features. Gender identity is how you, as an agent with power over your own life, body, and presentation, see yourself and your gender. If your gender identity matches your birth assignment—for example, you identify as female and you were assigned “female” at birth—you're cisgender or cis. Some of us have a more complicated situation whereby our gender identity can be divorced from birth assignment in a variety of ways. A person whose gender identity is disjunct from the birth assignment is called transgender or trans*. (The star is a fill-in-the-blank, for a lengthier and more detailed glossary, check out <http://transcolumbia.wordpress.com>.)

The fact of trans* identities complicates what it means to be a woman's college because it complicates the category of “women”. We can't assume that anyone who identifies as a woman received a female birth assignment. Still, whether Barnard should be a women's college is not at issue in this op-ed. How the college enforces that prescription is. De facto if not de jure, Barnard discriminates based not on gender identity but on birth assignment, i.e., what determines whether or not you can appear in the pool of Barnard applicants is not whether you identify as a woman but rather your legal status—again, the “F” on the birth certificate.

So—back to the T-shirt—the reason why I couldn't be a Barnard student is not that I don't identify as a woman, but that I didn't receive a female birth assignment. The mechanism is simple: Barnard requires that you submit the Common App. The Common App requires that you register your sex as what is present on your documentation, even if your legal sex conflicts with your gender identity. If you register as “male,” you cannot submit an application to Barnard College.

Barnard discriminates based not on gender identity but on birth assignment.

This policy is backwards. It negatively affects transwomen—those who identify as women but did not receive a female birth assignment—many of whom cannot change the legal sex listed on their documentation without fulfilling expensive and arbitrary requirements, and some of whom live in states that never allow for changes in documented sex. The result is that Barnard College, the women's liberal arts college in New York, is simply not an option for some women, including the transwomen with whom I went to high school. For a world-renowned institute of higher learning to have a more regressive policy than the Girl Scouts of the USA, which explicitly allows all girls, regardless of birth assignment, to take part in its activities, is baffling. Simply put, to fulfill its own mission, Barnard should open its doors to all women, regardless of birth assignment.

I anticipate two objections to my argument. The first is that I have emphasized the wrong piece of the identity puzzle: Someone might think that the question of whether one is or is not a woman or man is decided by what sort of body one happens to have, that there are clearly such things as male and female bodies, and so for Barnard to exclude transwomen doesn't count as excluding women at all. To which I reply: claptrap. Emphasizing some paltry physical characteristics over the agent's sense of their own identity is to deny that person control over their own life. It's tantamount to erasure, to pretending that their identity is not fully real. That response both is and does wrong.

The second objection is that the logistics of allowing transwomen to apply to Barnard are difficult to work around. This is reasonable. I am not sure what kind of process the college could implement to make sure that women who are not documented as women can apply. But logistical difficulties are not reasons to refuse to try, and certainly not reasons to be covert about policies toward transgender students. Barnard should re-examine its application policy, and soon.

The author is a Columbia College junior majoring in classics and philosophy, and is the co-chair of GendeRevolution.

we are faced with the same problems of discrimination in the workspace. Sexism doesn't care whether you are a Barnard Bear or a Columbia Lion. When CC accepted female students for the first time in 1983, sexism did not magically disappear. We should acknowledge that while there are advantages to attending Barnard and there are advantages to attending Columbia, women are still excluded from the old boy's club. Women are still subjugated by the media and still expected to be passive and feminine regardless of what their diploma says.

Here is an example of a situation that both Columbia and Barnard women can offer varying but equally important insight into:

At a fraternity party my freshman year, a brother walked up to me and said, “You're so pretty. You must go to Barnard.” After I told him I was actually a Columbia student, I walked away.

“I can't decide whether you should have been flattered or insulted,” my friend remarked, trying to keep her smirk to herself. (It didn't work.) I told her that I was insulted for both Barnard and Columbia women.

Barnard women shouldn't feel that they have to be conventionally pretty to represent their school properly, and Columbia women shouldn't feel that they're the ugly hags of Morningside Heights just because their school has a lower admissions rate. Dumb and pretty, or smart and ugly: These are the two dichotomies we're forced to work with. Ladies, it's not our fault—you heard what the fraternity brother said—but we can't perpetuate this ideology between ourselves either. We shouldn't duel over which side of Broadway is better. Instead, we should acknowledge that we share the same ambitious aspirations and that we face the same challenges. We shouldn't judge each other when society is already judging our dress size. As cheesy as this sounds, I hope Barnard and Columbia women unite and forget our so-called differences.

I regret every moment I didn't stand up for my

They're shooting at us

I got into a fight in class last week. In four years, I've had my share of disagreements, academic and otherwise—I've smiled agreeably through the Marx sessions of Contemporary Civilization, and as editor-in-chief, I defended 132 editions of Spectator from charges of racism, sexism, and plain old dishonesty. I didn't think an objectionable point about forms of government had the power to raise my hackles. But I've never swung like that before at Columbia. I argued dirty. I was out for blood. I may have invented a piece of French history.

What got into me?

Maybe it was a little Light Blue spirit. For decades, even as our financial and academic fortunes have waned and then waxed again, Columbia has distinguished itself among prominent American universities for its students' and faculty's unceasing eagerness to leap into the fray and fight the issues of the day. What Vietnam and civil rights were to the 1960s here was apartheid in the 1980s, expansion in 2006, and ROTC in 2011.

When Jim Gilchrist, the border security activist, appeared on campus six years ago, protesters stampeded him off the stage, leading to a physical brawl between supporters and opponents of his controversial message. He recently declined to make a return visit. “It seems pointless to speak to a campus where witch-hunters of free speech so often dictate, through intimidation and disruption, who will be allowed to participate in liberty and who will not,” he wrote.

Gilchrist probably decided that he couldn't garner enough attention for himself at Columbia, not that it was time to make a sacrifice for freedom. But the point stands: Do we, in our endless internecine fights over politics and identities and colonies and wealth, make things better? Five years ago, seven students and one professor stopped eating for over a week to change the study of global cultures here. The Global Core remains an insubstantial appendage to the undergraduate curriculum. For half a decade, students, alumni, local residents, and faculty who opposed the Manhattanville campus mounted a massive campaign to limit the University's ambitions. They failed. Was it all worth it?

Henry Coleman was an administrator at Columbia from 1958 to 1979. The second most significant moment in his lengthy tenure was the Tuesday afternoon when a student, thought to have been a sophomore who had been suspended for bad grades, brought a gun into Hamilton Hall and shot Coleman six times in his chest, arm, and



SAMUEL E. ROTH

We Are Not Alone

Barnard friends because I stupidly thought I was doing myself, as a CC girl, a favor by letting Barnard get teased and stereotyped. I realize now that making fun of women sets us all back because we have much more in common than what divides us.

The application form on the website asks, “If you could ask Oprah Winfrey or Gloria Steinem each one question, what would it be?”

Making fun of women sets us all back because we have much more in common than what divides us.

I am not a Barnard student, but I have a voice too. And here is my question: Why aren't all Columbia women included in the criteria for a “few dynamic, smart, outspoken and independent-thinking young students who can speak about the challenges and benefits of being a woman in today's culture”?

With all due respect, Ms. Winfrey and Ms. Steinem, as someone who shamelessly rushed home to watch the Oprah Winfrey Show in middle school and saved every copy of Ms. Magazine until I ran out of closet space, I feel let down. I wish you had asked all of Columbia's female students. Because it's not a women's college issue. It's a women's issue.

And we, young women of the 21st century at Columbia and Barnard, think about these issues all the time.

Noel Duan is a Columbia College junior majoring in anthropology and concentrating in art history. She is currently studying abroad in Paris and is the co-founder of Hoot magazine. You Write Like a Girl runs alternate Thursdays.

jaw. Regardless of how we judge the hunger strikers, anti-expansionists, or even the 1960s campus occupiers, we acknowledge that they fought for something greater than themselves and their own interests.

But a good cause isn't always enough. In fall 2009, the College Republicans invited Geert Wilders, a Dutch politician who had faced international censure for his opposition to the Muslim faith, to speak on campus. The College Republicans were promised that Wilders would discuss free speech, not religion. They were misled. In front of a tensely quiet room, Wilders said some of the most profoundly offensive things I've had the misfortune to hear at Columbia. Members of the audience who tried to challenge him in the Q&A were cut off.

Wilders' appearance sparked a small firestorm of debate about anti-Islamic prejudice and European immigration. Nobody on any side learned anything that fall, except perhaps for man's capacity for inhumanity toward his fellow man. What was launched in the good cause of free speech had ended in a ridiculous show and a fight.

That said, while I'll try to keep my cool in class, I can't condemn those of you who wage wars between Broadway and Amsterdam. We are animated today by the memories of fights past. With a cohort of intelligent, engaged students, brought together with brilliant faculty, rich tradition, and history, a good cause produces something greater than the sum of the parts. And I have to think that when classroom chatter turns heated, it's because we are aware of how hard our forebears here fought for what they believed in. We have an unspoken sense that what we say, do, and think matters because of them.

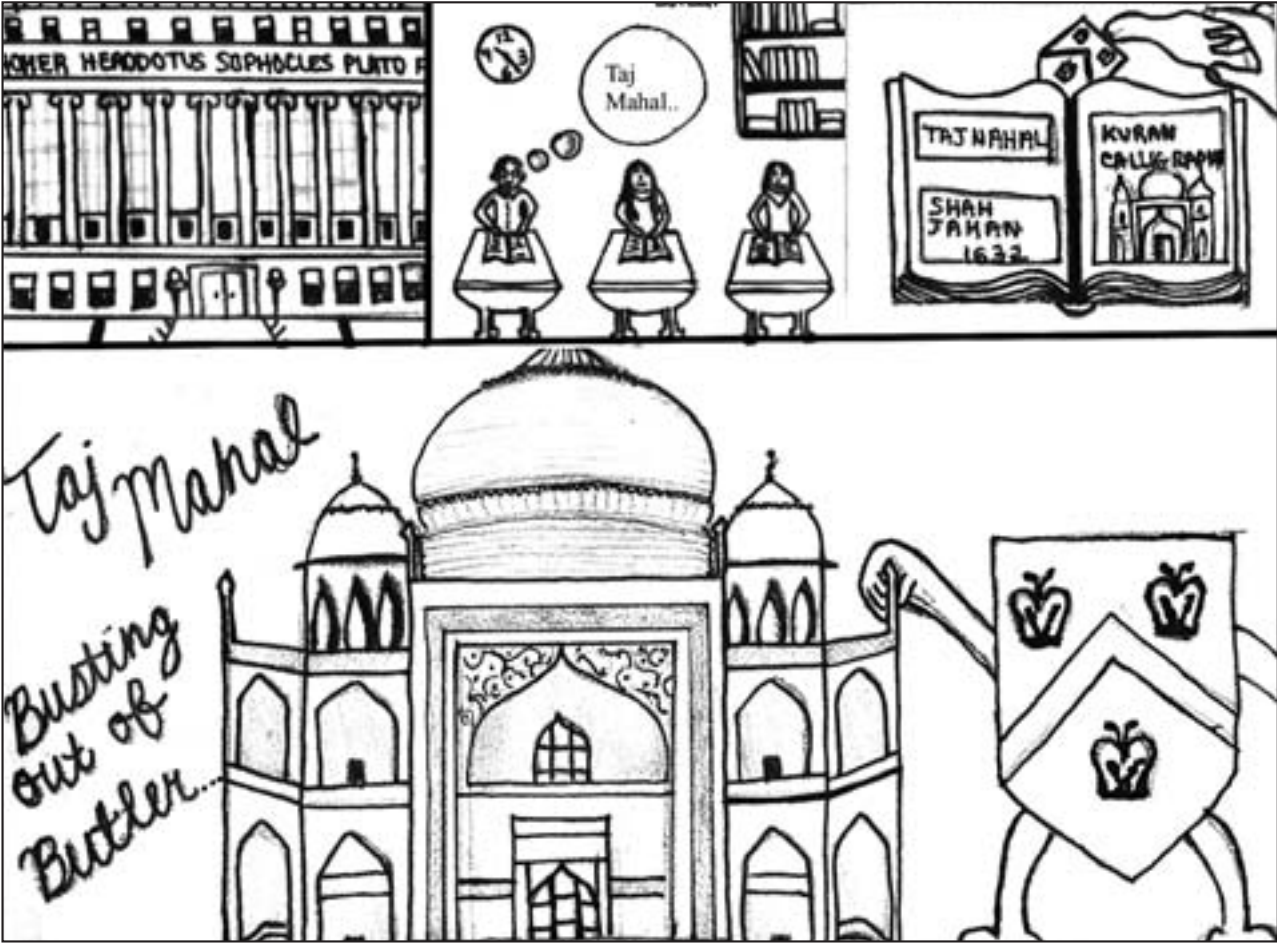
In late 1814, as British troops burned the White House and an invasion of New York seemed imminent, a group of Columbia College students and alumni organized to protect the city. Marching north from Columbia's 19th-century campus on 49th Street, the volunteers fortified a part of northern Manhattan that was then called Harlem Heights. Near the dawn of the 20th century, Columbia would move uptown to the site its graduates had defended 90 years before.

A group of SEAS faculty, with no medical training, put Coleman into a borrowed station wagon and drove him to St. Luke's Hospital. He survived. The campus emergency medical squad that got its first vehicle that day is now known as CAVA. And even after a group of student radicals took him hostage in April 1968, Coleman still saw to it that they got into law school.

Perhaps, someday, we'll lay down our arms.

Samuel E. Roth is a Columbia College senior majoring in history and political science. He is a former Spectator editor-in-chief. We Are Not Alone runs alternate Thursdays.

BUSTING OUT OF BUTLER



ILANA SCHULDER

The Columbia Daily Spectator accepts op-eds on any topic relevant to the Columbia University and Morningside Heights community. Op-eds should be roughly 650 words in length. We require that op-eds be sent exclusively to Spectator and will not consider articles that have already been published elsewhere. Letters to the Editor should be no longer than 350 words and must refer to an article from Spectator or The Eye, or a Spectrum post. Submissions should be sent to opinion@columbiaspectator.com. Please paste all submissions into the body of the email. Should we decide to publish your submission we will contact you via email.

College or country: an athlete's choice

“America!” shouted senior fencer Sean Leahy as he won his last ever Ivy League bout against Yale on Sunday.



MRINAL MOHANKA
Word on the Street

I'm Indian, born and bred, and I love my country. I'm sure you love yours. But would you expect someone to be patriotic enough to shout his or her country's name out loud after an Ivy League fencing bout? Leahy's opponent was Canadian, but, nonetheless, I was still very surprised.

That incident on the weekend got me thinking about the relationship between an athlete's university and his or her national obligations. I realized that, over the years, no other women's fencing team competing at the Ivy League Championships has suffered more from this ambiguous relationship than Columbia's. In my time here, the Light Blue women's fencing team has been made to compete at Ivies without its top talent due to international competitions occurring at the same time. Columbia has suffered because, in a similar vein to Leahy's shouting out his country's name rather than that of his school, people choose the international stage over the collegiate one. Columbia fencing hasn't won an Ivy title since 2008, and if the Lions keep recruiting talent

SEE MOHANKA, page 2



EGEE FOR PRESIDENT | Senior co-captain guard Steve Egee sees few minutes on court but leads the team off-court. His positive attitude and support for teammates goes a long way.

Senior captain plays an inspirational role

BY ZACH GLUBIAK
Spectator Senior Staff Writer

This weekend, when Columbia takes the floor for two crucial matchups against Princeton and Penn, most of the attention will be focused on the Lions' stars. Behind the scenes, though, it is rarely that simple, and this Light Blue squad is no different.

Senior Steve Egee is not a star, at least by traditional definitions. He is not the team's leading scorer or rebounder, and he most often makes his contributions off the bench.

Yet despite only starting one game so far this season, players and coaches alike speak glowingly of the team's senior co-captain, pointing to him as the heart and soul of a program that is on the verge of its second consecutive winning season after only two others in the previous 27 years.

"I don't know if there's a more well-liked guy on any sports team that I've been around," head coach Kyle Smith said. "He's what you want, to say, 'that guy went to Columbia and he played basketball.'"

More than once has Smith responded to a question about his senior guard by predicting a "Steve Egee for President, 2036" campaign. His teammates describe him in much humbler terms, although the general idea seems to be the same.

"Even though he's one of my best friends, he's probably my biggest role model in life up to this point," junior Dean Kowalski said. "I admire him a lot."

"Steve's role is, I would say, one of the most important on the team," junior Brian Barbour, the team's other captain, said. "He brings senior leadership and a calming effect. Steve sets the model for how a student should

work and still play basketball."

Egee joined a program that was in many ways quite different from the one he plays for today. Recruited by former Lion coach Joe Jones, he played in all 28 games and started seven games his freshman year when then-starting point guard Pat Foley went down to injury. In the 2009-10 season, Egee appeared in 25 games.

That off-season, though, Jones left to become associate head coach at Boston College, and Smith came in from St. Mary's to take the reins. Since then, Egee has seen more limited action, appearing in 11 games a year ago and 13 so far this year.

Ask him about the transition, though, and Egee has nothing but good things to say.

"Coach Smith and [assistant] coach [Carlin] Hartman have done a tremendous job of developing a positive culture and a winning culture here," Egee said. "Although I don't get as many opportunities on the court, that's okay, because I think I contribute in a lot of other ways and I think my coaches and my teammates see that."

Indeed they do, and their words say more about his impact than any stat sheet could ever explain.

"He doesn't always do it vocally, but he'll lead through example," Barbour said. "Coach Smith calls it 'being a pro' as far as work ethic, and that's what he is. Having Steve be that kind of role model for the younger guys is a huge thing for the program and as well as our team right now."

"He's a captain by title, and he certainly is by practice," Kowalski added. "He doesn't start, and sometimes he doesn't even get in, but everyone looks up to him no

SEE EGEE, page 2

Light Blue scoring suffers late in game

BY MUNEEB ALAM
Spectator Staff Writer

With 10:10 remaining in the second half in Saturday's game at Yale, the Lions were in a good position to upset the Bulldogs, who are currently second in Ivy standings. Columbia was only down one, 46-45, and Columbia senior guard and captain Jazmin Fuller had the ball. But Yale freshman guard Hayden Latham prevented the Lions from taking the lead—she stole the ball from Fuller, who promptly fouled her. Off the inbound pass, the Bulldogs hit a three-pointer in transition and went on a 27-14 run to end the game.

The night before, in Providence, the Lions were close to upsetting the fourth-ranked team in the conference. Tied at 57 with Brown heading into overtime, the Lions ultimately lost the game due to a 15-6 run by the Bears, solidifying Columbia's seventh Ivy loss.

"When you are playing in a game like we played at Brown, where it's back-and-forth, back-and-forth, back-and-forth, and there aren't really any big runs, where no team is really up by more than five ... it comes down to who makes the critical run at the right time," head coach Paul Nixon said. "For Brown to make

their final run with 1:30 left in overtime, you can't recover."

"I think it's one of those two things [that] happens every basketball game," Nixon said. "Either one team is dominating the runs, or it's back-and-forth and a team makes a run at the right time."

The previous weekend, Columbia was within five points of Dartmouth before the Big Green pulled away in the last 10 minutes. The Light Blue had also held even with Harvard, save for a four-minute stretch in each half, including a 9-0 run—75 percent of Harvard's eventual 12-point margin of victory—to end the first. If the Lions had been better able to withstand these runs, by either limiting their duration or by securing a larger lead before they occurred, Columbia would, at worst, have been able to make the final score closer. At best, it could have won.

With a team like Princeton, which can handle runs on both offense and defense, coming up on the schedule, Columbia has been working in practice to try to understand the dynamics of a run. Nixon said he sometimes lets the players play on in drills after a mistake, so that they can better learn how to handle those situations during a game. This way, when the other team does go on

a run, the Lions will have experience learning how to regroup and recover.

"Ultimately, they gotta be able to do that on the floor," Nixon said.

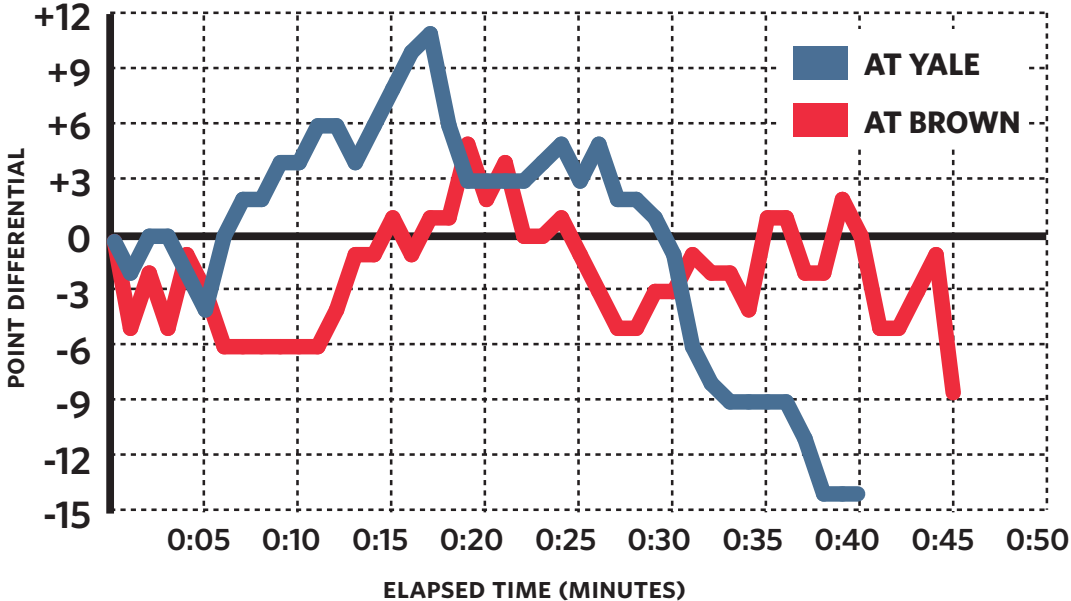
The Light Blue is one of the more inexperienced teams in the conference—typically, Columbia starts three sophomores, a junior, and a senior. By contrast, Princeton, the top of the Ancient Eight, starts two seniors and three juniors. Leadership and maturity on the court are key.

"I can't just be burning a timeout every single time the other team scores a couple of possessions in a row," Nixon said. "It really needs to be a little bit more awareness on the floor by our players at the time that, 'Hey, they're starting to get a little momentum here, they're starting on a little run, we really need to make sure for this next possession that we get together, that we execute, that we get a good shot, and that we make it. That we stop the run.'"

Like in other aspects of the game, the Lions' response to quick runs by the other team has been improving throughout the season, but Nixon is continuing to press the team for more.

"Just trying, being competitive, coming close, it's not going to be good enough anymore," Nixon said. "We gotta take that last step."

COLUMBIA'S POINT DIFFERENTIAL WOES



GRAPHIC BY YUMA SHINOHARA

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Thirty years ago, CC decided to go coed.

College welcomes the news. by Richard P. Powell

iversity officials concluded language. The settlement of agreements-in-principle between the two parties began to pour in more the numbers

and, and also to coed schools end up for the most part going to the coed schools. Therefore, by becoming coed, Columbia College is going to attract a large number of students from other schools. An immediate danger lies in the possibility of Barnard students transferring to Columbia College. But this is simply offset by treating students from any other school. Columbia College does not favor or admit an inordinate number of transfers from any one school, so there will be no transfer applications are filed. Now that this issue is finally resolved, Columbia College is thankfully relieved and Barnard College will enjoy the most cordial of relations, enhanced by their coexistence as part of an unique educational opportunity. **Athletics faces biggest changes** by David Robert Jones

Barnard and Columbia: Where are we now?

Barnard and Columbia: Making the decision



As they look back 30 years, administrators from both schools say their choices were the right one.

Breaking down BC and CU's legal, financial, and cultural relationships.

Going coed changed the students and the classroom.



Katherine Franke gives us a view of College Walk in 1982.

Giselle Boresta thinks the presence of Columbia makes Barnard a unique educational experience.

When Columbia went coed, the Columbia-Barnard Athletic Consortium came into fruition—and its work takes on new dimension with Title IX



ZARA CASTANY / SENIOR STAFF PHOTOGRAPHER

BROADWAY DIVIDE | Barnard and Columbia renegotiate the contract governing their partnership every 15 years. But even though the legal relationship is clear, many students believe the schools still need to work on forming a cohesive undergraduate community.

Barnard, CU legally bound, but relationship less certain for students

BY JESSICA STALLONE
Spectator Senior Staff Writer

It's been five years since Barnard College renegotiated its contract with Columbia University.

According to Barnard Chief Operating Officer Greg Brown, it was an easy negotiation. He called dealing with the Barnard-Columbia contract "one of the more pleasant things we have to do, the financial types."

"In early years, I was told that a lot of the discussion was about academic quality, but the only thing we talked about was money. I think that speaks to the strength of the relationship," Brown said. "That's one of the great parts of how things work with Barnard and Columbia—the agreements are 15-year agreements, and that, again, speaks to the maturity of the relationship."

Barnard and Columbia have been legally affiliated for more than a century, but according to Brown, the contract has remained fairly static for the last 30 years—ever since Columbia College decided to admit women and Barnard decided not to merge with Columbia. In the most recent renegotiation, administrators adjusted the formula for how much Barnard pays Columbia for women's sports teams and reached an agreement on the use of online periodicals.

Still, the schools' relationship, legally and in practice, remains a source of confusion for many students. Legally, it comes down to the contractual agreement, but in practice, many students believe the schools still need to work on forming a cohesive undergraduate community.

DRAWING THE DIVIDE

Officially, Barnard is a women's college—it only admits female students, and many of its programs and offices are geared specifically toward women. But its close relationship with Columbia has left some wondering if Barnard can really be considered a women-only institution.

"Being a psychology major at Barnard does make me more aware that I am part of a women's college," Alexa Hammel, BC '13, said. "Other majors lend itself to feeling like you are part of a coed school."

Barnard College Dean Avis Hinkson, BC '84, believes that the Barnard experience is neither completely coeducational nor completely single-sex. Barnard, she said, is "somewhere in the middle."

"I think it's pretty clear that you're not going to a women's college that is off in some remote location, nor are you going to a school like Radcliffe, that you look around and think, 'What women's college?'" she said.

Barnard President Debora Spar said that while the relationship can be confusing for outsiders who step on to Barnard's campus and see male students, she believes that at its core, Barnard can be considered a women's college.

"We truly have the best of all worlds. It is a coed environment in many ways—if you walk into the Diana, or going to classes, it is a co-educational experience," she said. "But it's an environment for women, where women are in all of the leadership positions. It's unique."

Regardless of the degree to which Barnard is a women's college, Barnard and Columbia students must interact every day, and those interactions can get complicated. Amelia Keyes, CC '15, said she saw a "difference in understanding" of the course material between Barnard and Columbia students in an international relations class last semester.

Rachel Ferrari, BC '12 and vice president of Barnard's Student Government Association, said that "power dynamics between Barnard and other undergraduate student leaders can be somewhat challenging."

"At times I question my own power and influence simply because I'm on Barnard's side of the street," she said.

"The fact of the matter is that CU's policies affect us directly," she added.

Michael Laracuent, CC '13, questioned the necessity of the "mean, stupid jokes" he has heard about Barnard students.

"I do see [students] sometimes jokingly perpetuating the stereotypes that Barnard girls are dumb," Laracuent said. "I don't think that's true from my experience. I've never felt that way with any of my Barnard girl friends."

From administrators' perspectives, at least, the relationships from one side of Broadway to the other are strong.

"We have nothing but good relationships with the folks at Columbia," Spar said. "I have no formal channel of interaction [with Columbia], but there is always an open conversation when we have an interest that concerns both of our campuses."

THE BUSINESS DEAL

Barnard—which has a yearly operating budget of about \$160 million—currently pays Columbia about \$5 million per year for cross-registration privileges, and for the use of resources like libraries.

This is the academic component of the schools' relationship, which Brown said allows Barnard and Columbia to avoid duplicating some academic resources. For instance, he noted, only Barnard has an urban studies department, and only Columbia has a computer science department.

"There's a very long history that predates coeducation of what's called an interoperate relationship, which is basically the business deal," Brown said. "I think that for both Barnard College and Columbia College in particular, that part of the relationship means

that we don't have redundancy in staffing. We each are doing what we should be doing so that our students have everything."

"We have a consortium relationship that allows students to exchange courses in both directions," Hinkson said. "As part of that contractual relationship we have with Columbia, our Barnard degree is also included in the conferring of degrees at Columbia University. But we have our own endowment, board of trustees and president."

While Barnard currently pays Columbia about \$5 million annually for academic resources, the size of the payment goes up every year by the percent that Barnard or Columbia College's tuition increases, whichever is lower.

"It sounds high in some ways," Brown said, referring to the \$5 million figure. "But in other ways, if you think about if both sides of the street were to offer the number of things that we're not having to offer because of the deal, our expenses would be higher."

Spar said that because of the schools' academic relationship, Barnard students have the best of both worlds.

"The relationship is admittedly a complicated one, a unique one and one that may take a few sentences to explain to the outside community," she said. "I think it's phenomenal that Barnard students have all of the advantages of a small liberal arts college, and a women's college, but our students get to participate in the larger university community."

Another formula determines how much Barnard should pay Columbia each year for female athletics, as Barnard students make up about 13 percent of the athletes on Columbia's women's sports teams. Barnard and Columbia also share some housing and dining services, and Barnard pays Columbia for its phone and Internet services.

The Barnard-Columbia contract also governs tenure procedures. Professors who are tenured at Columbia are automatically tenured at Barnard, but professors who are tenured at Barnard must also go through Columbia's review process before gaining tenure there.

Brown said that Barnard has an "incredible faculty," which he credited in part to the rigor of the double tenure process.

"Unlike most other liberal arts colleges, their tenure process is not only what a liberal arts tenure process looks like, but it's also a research university," Brown said. "So they really do have to keep up

their research, their teaching, and their service."

WHAT NEXT?

The contractual partnership doesn't determine everything about the schools' relationship, though, and students work to figure out that relationship on a day-to-day basis.

For some Barnard students, a source of concern is Columbia College students' use of the term, "the college," to describe their school. Hinkson recalled being taken aback during her senior year when, in a Barnard class, a female Columbia College student introduced herself as a student in "the college."

"I very strongly felt that you're taking a Barnard class, and 'the college' here means Barnard," Hinkson said. "And if that's not what you mean, then I would hope that you would articulate it."

Hinkson said that in the last 30 years, significant progress has been made toward bringing the Columbia and Barnard student bodies closer together. But there is always room for improvement, she added.

"In the nature of any relationship, it can always be better, and we have to seek out opportunities to bring the concerns to the table and hopefully identify ways to resolve them," she said.

Laracuent believes that community-building programming for first-years might break down barriers and eliminate stereotypes.

"Until they actually meet people and they have personal experiences with them, they're not going to change those ideas," he said.

Similarly, Ferrari suggested that the New Student Orientation Program be revamped to help students see that the University "is one undergraduate community, and you have smaller communities at your own schools."

When Hinkson first took offense at the expression, "the college," it was the first year that Columbia admitted women. For Ferrari and other Barnard students, the use of that term remains a problem, almost thirty years later.

"If someone says 'the college' to me, even if they're a dude, I say, 'Oh, which one?'" Ferrari said. "If you can recognize that there's two, three, four colleges, maybe we'd have a little better view of each other."

Sammy Roth contributed reporting.

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Coeducation brings change to Columbia curriculum

BY JEREMY BUDD
Spectator Senior Staff Writer

When Columbia College began admitting women, it was clear that student life would change dramatically, and immediately. But the move to coeducation also brought slower, more gradual changes to another facet of Columbia: academic life.

"All of a sudden, academically, curricularly, things were happening," Columbia College Dean of Academic Affairs Kathryn Yatrakis, GSAS '81, said. "There was more attention paid within the Core Curriculum to include the Virginia Woolfs in literature."

In addition to the inclusion of more female authors in course syllabuses, the Institute for Research on Women and Gender was eventually established, and academic departments gradually started to become more aware of how women could provide insights to research projects. But Yatrakis—who was a political science professor at Barnard in 1982, when Columbia College made the decision to become coeducational—said that these curricular changes were deliberately implemented slowly.

"While it didn't happen immediately, you did have, soon after, people thinking about women's studies," she said. "It wasn't something that was immediately integrated into the curriculum. But, over the years, it has really changed tremendously."

History professor Alice Kessler-Harris said that while it took five years for Columbia to establish the Institute for Research on Women and Gender after the coeducation decision, women's studies is a growing discipline at Columbia.

"I've had a good deal of input and contact with both the curricular and research sides," Kessler-Harris, a professor at the institute, said. "Mainly, the institute has been a teaching institute and in recent years it had developed a research arm."

Provost Emeritus William Theodore de Bary, CC '41, MA '48, and Ph.D. '53, an East

Asian studies professor who has taught at Columbia since 1949, said that Columbia's decision to open its gates to women reflected a "general trend in American college."

De Bary said that while the Core did change slightly after women began enrolling in the college, he maintained his same teaching style. He was already used to teaching female students because of cross-registration with Barnard, the School of General Studies, and the School of Engineering and Applied Science.

"In other words, we had a university committee that sponsored Barnard, GS, Engineering, as well as the College," he said. "So we were already getting female students."

Both de Bary and Yatrakis believe that Columbia's curriculum changed for the better because of coeducation. Yatrakis said that even if the changes were slow, it was only because "the academic world is, in a sense, a slow and diligent one, and it's that way for a purpose."

"It has to be deliberate and it has to be careful because you're setting the stage for future knowledge," she said.

Likewise, Kessler-Harris said the slow growth of women's studies at Columbia does not reflect student and faculty indifference. Many of the institute's activities are extracurricular, she added.

"I think that the relatively slow rate of the growth of the curriculum doesn't suggest much about the importance of the institute itself," she said. "There are a bunch of things that go on that are not in the formal bounds of the curriculum."

The institute and Barnard's women's studies department also collaborate on some projects, working to ensure that the discipline has a strong presence on campus.


"There's no doubt that the curriculum on both sides became stronger and much more flexible," Yatrakis said. "I think Barnard has been strengthened by this decision as well."

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HENRY WILLSON / SENIOR STAFF PHOTOGRAPHER

ACADEMICS | Coeducation led to more female authors in the Core, CC Dean of Academic Affairs Kathryn Yatrakis said.



ATHLETICS


About 13 percent of the University's female athletes are from Barnard. Consequently, Barnard pays some of Columbia's expenses for women's athletics.



DINING


The amount and direction of yearly payment depends on how many meals students from each school use at the other school's dining hall.

According to Barnard Chief Operating Officer Greg Brown, there are five main components to Barnard and Columbia's financial relationship.




ACADEMICS

Barnard pays Columbia for academic resources like cross-registration and libraries. The payment, which goes up by a few percentage points every year, is currently about \$5 million.



HOUSING

With certain limitations, Barnard students are allowed to pick in to Columbia dormitories in the housing lottery each year.



UTILITIES

Barnard pays Columbia for its phone and Internet services.

For some Barnard first-years, navigating Barnard/Columbia divide a challenge

BY EMMA GOSS
Spectator Staff Writer

“Where do you go to school?” It might seem like a simple question, but for Barnard students, it can be a difficult one to answer.

Columbia and Barnard have a contractual relationship allowing for students from both schools to live, eat, and take classes on either side of the street. Barnard has its own budget, president, and board of trustees, but Columbia confers Barnard’s degrees.

For many students, though—especially first-years at Barnard—the distinctions between the two schools are murky at best.

Sophie Lewis, BC ’15, said that being asked where she goes to school “starts a conversation.” But that’s not necessarily a bad thing, she added.

“It’s not just an easy answer,” Lewis said. “And that’s something I like about Barnard, because you can’t just put a sticker on it and say, ‘I go to this school,’ and everyone has associations about it. Rather, you can define it.”

“You’ve got to have guts, enough internal strength to disregard what people say.”

—Sudha Rao, BC ’12

For some students, though, Barnard’s difficult-to-define identity can be a concern. Julia Feld, BC ’12, said that regardless of whether she says she goes to Columbia or Barnard, the responses can be negative.

“If you say ‘Barnard,’ it can definitely pigeonhole you into, ‘Oh, you go to a women’s college,’ or they just have no idea what it is,” Feld said. “But if you say Columbia, people know what it is, but then they judge you” for going to an Ivy League school.

“It makes me uncomfortable because I think it creates a status divide,” she added.

The uncertainty of the Barnard-Columbia relationship can be most significant for

first-years. Joanie Atkinson, BC ’12, said that freshman year is the time when Barnard students try to figure out how they fit into the University.

“When I was a freshman there was a lot more pointless stress about the whole thing—girls getting used to the dynamic, and just hearing rumors, and going out to frats, and trying to find themselves in the whole community and get situated,” Atkinson said.

Some Columbia students, too, must confront questions about the Barnard-Columbia divide. Sarah Zimmerman, CC ’15 and a member of the Undergraduate Recruitment Committee, said that if she is asked about the Barnard-Columbia relationship while giving a tour of Columbia, she is supposed to respond with lines from her script.

“Columbia University and Barnard College are independently affiliated schools,” the script reads. “Barnard is an all-female liberal arts college. Columbia and Barnard students may cross register for as many classes as they wish. Socially, things are all mixed up. You would not really know who is a Barnard student and who is a Columbia student unless you directly asked them.”

“For first-year students, the New Student Orientation Program (NSOP) lasts eight days before classes start,” the script continues. “We have a joint Orientation with Barnard, so everyone is mixed and we have the opportunity to meet and interact with Barnard students. However, they are separate institutions, with separate presidents, provost, and admissions processes.”

Zimmerman said that she finds the relationship to be “very codependent,” and that she agrees with the way it is defined by the URC.

“The fact that we have different registration processes and we live in different places, they seem like different undergraduate institutions,” she said. “Although definitely the lines are blurred.”

Barnard First-Year Class Dean Lisa Hollibaugh believes that the difficulty in understanding Barnard’s relationship with Columbia stems from the fact that Barnard never wanted to be fully incorporated in to



YAN CONG / STAFF PHOTOGRAPHER

NAME YOUR SCHOOL | For many Columbia University students, the distinctions between Barnard and Columbia are murky at best.

Columbia.

“We are in partnership with Columbia but we are also independent. So while Columbia is a part of our identity, it is only a part,” Hollibaugh said. “Since it takes some time at any institution to learn about its identity and its culture, it makes sense that Barnard first-years will need some time to learn how the partnership between the schools works and how it shapes their experiences.”

Additionally, Lewis said, first-years at both Columbia and

Barnard tend to place more importance on their college than upperclassmen do.

“I think when you start college in a place where everyone has an extraordinary story to tell, it suddenly becomes very important to try to define yourself in a context, to make yourself feel a little important because you’re at the bottom of the food chain at a new school and it’s really difficult,” Lewis said.

Sometimes, the differences between the two schools can lead to problems for students. Many

Barnard students say they have been ridiculed and stereotyped for going to Barnard, with Columbia students sometimes referring to Barnard as being a “backdoor” in to Columbia.

Sudha Rao, BC ’12, said she often heard “backdoor school” banded around during her freshman year, although she hasn’t heard it much since. Feld said that derogatory comments about Barnard have never faded her.

“You’ve got to have enough guts, enough internal strength to disregard what people say,” she

said. “And side comments like that are just kind of whatever.”

Lewis said she has become ambivalent about any tension that exists between Barnard and Columbia.

“Schools become arbitrary in the grand scheme of learning,” Lewis said. “Stereotypes are based on real things to some level, but I think, honestly, in the end these distinctions are arbitrary, as far as our universal learning experience within the school.”

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First Columbia College women felt comfortable at CU, despite practical concerns

BY MARGARET MATTES
Spectator Senior Staff Writer

Sarah Kass, CC ’87, remembers a time when there were no women’s bathrooms in John Jay, no women’s health services on the Morningside Heights campus, and no shower curtains in Furnald. She also vividly recalls her Contemporary Civilization professor, an “old-time” Greek scholar who became a “deer in the headlights” whenever a female student raised her hand in class.

“He just didn’t know what to do with comments that women made,” Kass said.

Kass, a former Spectator sports editor, was a member of the second coeducational class at Columbia College. For Kass and other women she went to school with, the college’s January 1982 decision to go coed was life-changing.

“I liked the opportunity of doing something someone hadn’t done before,” Susan Kraham, CC ’86, said. “I really was attracted to the Core Curriculum and the fact that I had the opportunity to do it squarely.”

‘THE WHOLE CULTURE HAD SHIFTED’

By the time Columbia College went coed, it was the last Ivy League school to do so.

Many people who were on campus at the time, though, said that the delay helped ease the transition. In addition to the other Ivies already being coed, the School of Engineering and Applied Science had started admitting women in the 1940s, and many of Columbia’s graduate schools had admitted women for years as well.

“There is a certain advantage to being first, but there is also a certain advantage to being last,” said Barnard history professor Robert McCaughey, the author of “Stand, Columbia.” “By the time

Columbia did it, I think the whole culture had shifted considerably ... [women] were welcome.”

Law School professor Michael Sovern, Columbia’s president from 1980 to 1993, said the transition went “very smoothly.”

Kass agreed, the initial lack of women’s bathrooms in John Jay notwithstanding. She said it helped that Columbia College immediately began admitting classes that were close to 50 percent female, rather than incrementally increasing the number of women each year, as other schools had. McCaughey added that a gradual increase in the college’s total student body helped alleviate the concerns of some alumni that it would be more difficult for their children to get in.

Roger Lehecka, Columbia’s dean of students from 1979 to 1998, said that the transition was made easier by the presence of women at Columbia’s graduate schools and at Barnard. English professor Joan Ferrante, who has taught at Columbia since 1963, said Barnard’s presence meant that Columbia College women “had someplace to go” where women were already understood, and where there were resources specifically for women’s needs.

“It wasn’t as big a change as the world would think,” Lehecka said.

Kraham agreed that Columbia College felt ready for the female presence.

“I don’t think when I was there, it was an issue,” Kraham said. “From day one, it was a coed feel.”

‘THE PLACE BELONGED TO THEM’

Columbia administrators took several steps to accommodate the influx of female students. English professor Michael Rosenthal, Columbia’s associate dean of students from 1972 to 1989, said that administrators formed a coeducation planning

committee and hired a “coeducation coordinator.”

The University’s goal, Rosenthal said, was to make sure that women would be treated as “fully-fledged Columbia College students.”

“We were all sensitive to the fact that we were doing something different and new and we had to make sure that women were comfortable,” he said.

Administrators found that the college’s new needs were largely facilities and resources, such as women’s bathrooms, women’s health services, and counseling services geared to female students.

“I think it was an adjustment,” Kass said. “There wasn’t any sense of discomfort. It just felt like there were things that still needed to be changed.”

According to McCaughey, the addition of female students significantly increased the academic strength of the Columbia College student body. During the first few years of coeducation, he said, there were more women than men in the Phi Beta Kappa Society, and women tended to dominate the top of their class.

Ferrante recalled hearing murmurs behind her during a 1980s graduation ceremony, while students were receiving their diplomas. As woman after woman received departments’ highest awards, Ferrante said, one man turned to his neighbor and whispered, “What’s wrong with the men in this class?”

“The women at Columbia sort of almost immediately found this to be their home,” Lehecka said, noting that in the first coed class, the class president, the valedictorian, and the salutatorian were all female. “They came here and acted like the place belonged to them.”

The admission of women, Ferrante added, was also beneficial to Columbia College men.

“There was a rather male

seminary aspect, particularly to things in the Core Curriculum,” Ferrante said. “These men were learning to confront women—the other.”

‘WE HAD DONE IT RIGHT’

Still, Columbia College could not completely change its history as an almost exclusively male institution—at least not at first.

Kass noted that there were relatively few female professors during her time at Columbia, and she struggled to remember more than one female professor in four years.

“We wish we had had mentors,” Kass said.

Laura Brumberg, CC ’87, does not think she noticed the lack of female role model models at the time. But in retrospect, she said, the realization has affected her

view of her Columbia experience.

“Back then I just adapted and took some classes at Barnard,” she said. “But when I think about it now, that might have been another step they could have taken when they went coed, to bring in some female professors.”

The lack of female alumni was also striking.

“When I was graduating—or even at the end of my sophomore year, when I went to the alumni office—there was nobody to talk to,” Kass said.

But this shortage of female alumni did not last long—Columbia College’s first coed graduating class was 40 percent women, and that percentage has grown steadily over the years. Women made up the majority of a graduating class for the first time in 1994.

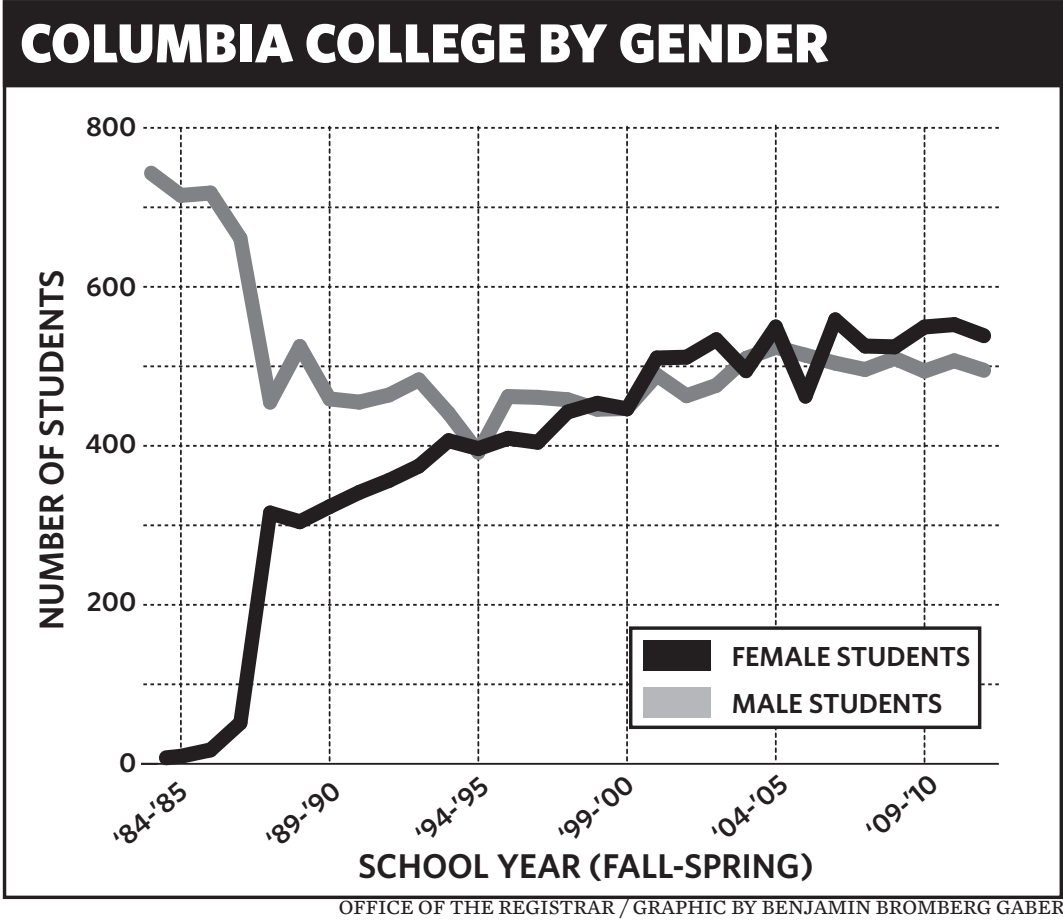
Biology professor Robert Pollack, Columbia College’s dean from 1982 to 1989, noted that Columbia’s acceptance rate decreased drastically during the first few years of coeducation. Rosenthal said that the numbers “made clear that women were eager to come to Columbia, and that in the admissions process, we had done it right.”

For some alumni, the fact that Columbia was not always coed is almost unimaginable.

“It is sort of shocking that it took so long, especially in New York,” Kraham said. “The idea that there are women today who couldn’t have gone to Columbia is sort of a marvel.”

Madina Toure contributed reporting.

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30 years ago, admins on both sides of Broadway faced tough decisions

BY MADINA TOURE
Spectator Senior Staff Writer

Just over 30 years ago, Barnard’s trustees were faced with a decision—to merge Barnard with Columbia, or to let it remain a women’s college.

At the time, Barnard Dean Avis Hinkson, BC ’84, was a student representative to the trustees, charged with bringing the student voice to their discussions. Looking back at the merger discussions now, Hinkson recalled that the trustees did not take the decision lightly.

“They wanted to be sure that whatever decision was made, that it was well thought through from all perspectives, and that it was not simply an emotional response, but that it was a decision that was come to with real preparation and real forethought, and that we were taking everything into consideration—our financial ability to move forward, our academic programming, our facilities, that we were really assessing all of it as we came to our final decision,” she said.

At the same time, then-Columbia University President Michael Sovern, CC ’53, was trying to figure out the best way to turn Columbia College into a coeducational institution. He too was faced with two options—begin admitting women directly, or pursue a merger with Barnard.

But, according to Hinkson, most of Barnard’s student leaders ultimately opposed a merger, as did the trustees. For Sovern, the merger option was never really on the table.

“Barnard was opposed to the merger,” he said. “I didn’t consider it because I knew it couldn’t happen. If Barnard had been interested, I would have prepared a careful analysis of the implications and might well have been in favor of it—but since it was impossible, I didn’t bother with it.”

In January 1982, the University announced that Columbia College would start admitting female students the next year. And as they look back on the decisions they helped make 30 years ago, administrators on both sides of Broadway say that their choices were the right ones.

“The college is one of the most selective in the country now, and Barnard seems to be very attractive to young women,” Sovern said. “So it worked out just as I hoped.”

THE MERITS OF COEDUCATION

By 1972, every Ivy League school besides Columbia had either become coeducational or merged with a women’s school. Cornell University was the first—it began admitting female students in 1870—and Harvard University and Dartmouth College were last, with Dartmouth admitting women and Harvard College merging with Radcliffe College in 1972.

By the early 1980s, every school at Columbia besides Columbia College was coeducational, and there was a lot of support among administrators for making CC coed as well. Sovern, who currently teaches at Columbia Law School, said that the desire to go coed stemmed partly from a need to curb gender discrimination.

“A university’s policies should reflect values we hold dear, and one of them is equality of opportunity,” Sovern said. “So the idea of keeping our doors closed to women on principle I found offensive.”

But, Sovern added, coeducation’s “practicality” was another important factor.

“The school would be clearly much better off if women were admitted,” he said. “I believe from my freshman days that the experience would be better if I had coeducation.”

History professor Fritz Stern, who at the time was provost for Arts and Sciences, agreed, adding that Columbia’s decision to accept women “increased and improved the applicants pool.” American studies professor Roger Lehecka, CC ’67 and Columbia’s dean of students from 1979 to 1998, said that both issues—gender equality, and improving Columbia’s student body—were important.

“I expressed those opinions to anyone who would listen,” Lehecka said. “And it was easier at the time to talk about the ways in which being all-male was bad for the students who were here at Columbia than it was to talk about the opportunities we were denying to female students.”

FINANCIAL INCENTIVES

Columbia had also considered a merger with Barnard for financial reasons.

In her 2004 book, “Changing the Subject: How the Women of Columbia Shaped the Way We Think About Sex and Politics,” Barnard history professor Rosalind Rosenberg wrote that in 1971, Columbia University President William McGill called on then-Dean of the Graduate School of Arts and Sciences George Fraenkel to come up with a plan to decrease Columbia’s deficit. Fraenkel proposed



FILE PHOTOS

LOOKING BACK | Columbia College admitted women for the first time in 1983. Some of those women arrive on campus on August 24, 1983 (above, left).

increasing class size and freezing hiring, Rosenberg wrote, but he also said that if Columbia absorbed Barnard, it could use Barnard tuition to pay instructional and library costs. He described Barnard as a financial “vehicle for flexibility,” given that Barnard professors were paid less than Columbia professors and were more likely to not be tenured.

According to Rosenberg, this idea met with staunch criticism from both sides of the street.

Some Barnard professors and administrators were worried about the effects of a merger from an academic standpoint. At the time, all tenure decisions for both schools were made by a panel of three Columbia professors and two Barnard professors. On top of that, Rosenberg wrote, feminists at Barnard were concerned about male dominance within Columbia’s Core Curriculum.

TO MERGE, OR NOT TO MERGE

Barnard Vice President of College Relations Dorothy Denburg, BC ’70 and a Barnard administrator in the early 1980s, said she was in the “adamantly opposed to merger” faction.

“There were some people who felt very strongly that we should merge, and some people on the faculty who felt as passionately that we shouldn’t,” said Denburg, who also served as Barnard College dean from 1993 to 2010.

“There was real belief at the time ... that we could maintain our independence and be successful at it.”

—Avia Hinkson, BC ’84
Barnard College dean

Hinkson said that in examining the question of merging with Columbia, Barnard’s trustees looked at what had happened to other women’s colleges that merged with male institutions. She pointed to Radcliffe, which was essentially dissolved by Harvard after the two schools merged, as an example of a women’s college that had not been served well by a merger.

“Although there was a merger, you didn’t really see a partnership and you didn’t really sort of continue the role and the presence of the women’s college,” Hinkson said. “And so I think when we looked at situations like that, we really felt that who Barnard was, and is today, would have been substantially changed if there was a merger.”

Lehecka believes that a Columbia and Barnard merger would have

put Barnard in a difficult position—especially concerning the Core Curriculum.

“That would have been a very significant either opportunity or burden, depending on the faculty member you talk to,” he said. “But Barnard faculty would have had to adjust in a much more significant way than Columbia faculty would have to adjust.”

According to Rosenberg, Columbia College Dean Carl Hovde decided that women should be admitted to Columbia in 1969, but this plan was opposed by McGill, who became Columbia’s president a year later. In 1975, Columbia College Dean Peter Pouncey—Hovde’s successor—announced a faculty vote on whether to admit women, but McGill forbade the vote, arguing that it would harm Barnard.

According to Rosenberg, Columbia tried throughout the 1970s to increase cross-registration between the two schools and to open up housing and dining exchanges. But by decade’s end, Barnard students were still taking only 20 percent of their classes at Columbia, largely due to their distinct degree and major requirements.

Ultimately, opponents of a merger prevailed.

“There was real belief at the time that Barnard had the foundation and the wherewithal financially, and with our faculty and our academic programs and our alums, and all of that, that we could maintain our independence and be successful at it,” Hinkson said. “And Columbia, obviously, could go coed and be successful at it.”

COEDUCATION GAINS GROUND

In 1977, Arnold Colclery succeeded Pouncey as Columbia College dean and appointed a committee to examine the effects coeducation would have on Columbia. The committee, which was chaired by chemistry professor Ronald Breslow, concluded in April 1981 that Columbia should maintain its class size and consider male and female applicants equally.

English professor Michael Rosenthal, an associate dean of Columbia College from 1972 to 1989, said that Breslow’s committee paid particular attention to the argument that Columbia becoming coeducational would harm Barnard.

“The issue was always the protection of Barnard,” Rosenthal said. “And with the Breslow report making clear that [with] colleges that had been formally single sex ... there had been no terrible damage done to the sister school, that argument was destroyed.”

The only committee member not to endorse its conclusions—and the committee’s only female member—was then-religion professor Gillian Lindt. In her dissenting report, Lindt—who would go on to be dean of both the Graduate School of Arts and Sciences and the School of

General Studies—cited a lack of sufficient evidence that Barnard would not be harmed, and argued that Columbia needed more time to make the transition to coeducation.

“The actual arrival of women on campus turned out to be less of a big deal than we anticipated.”

—Dorothy Denburg
VP of Barnard College relations

Lindt said she was bothered by the sexist attitude of her colleagues on the committee. One man, she said, argued that every Columbia College man should have a bed and a woman to go with it, and another suggested that women should make up no more than a third of Columbia students.

“It was never that I was opposed to it,” Lindt said. “It’s just the timing and the education that I thought was important.”

THE COED CHOICE

According to biology professor Robert Pollack—Columbia College’s dean from 1982 to 1989, and a key player in the implementation of coeducation at Columbia—it was the Columbia College faculty that officially proposed that Columbia go coed.

“The faculty of Columbia College saw admissions applications were falling, were smaller than Syracuse University, [and] that though we were a member of the Ivy League, we were not competitive,” Pollack said. “And the faculty of Columbia College proposed that this was so because no woman could come to Columbia College and not many men wanted to go to an all-male school.”

And by October 1981, the Barnard and Columbia trustees had reached a tentative agreement: Barnard and Columbia students would share housing and dining facilities, Barnard students would be required to go through Columbia’s Core Curriculum, and cross-registration between the two schools would continue.

But according to Rosenberg, the agreement was panned by both Columbia and Barnard faculty.

Ultimately, Sovern—who had taken over as Columbia’s president in 1980—agreed with Barnard’s new president, Ellen Futter, that Barnard would maintain control over its own curriculum, according to Rosenberg. The trustees also revised the agreement further—Barnard would maintain control over its faculty search process, Columbia would give up its majority voting power on tenure review committees, and Barnard athletes would

be able to join Columbia’s women’s sports teams.

Columbia announced in January 1982 that Columbia College would become coeducational, and the college admitted its first women for the fall of 1983.

The effects were immediate. Sovern emphasized that before the merger, Columbia was “suffering badly in the competition for applicants,” and in 1983, 90 percent of women admitted to both Barnard and Columbia chose to attend Columbia, Rosenberg wrote.

Denburg called the decision to go coed “a reflection of Columbia’s problems.” She was relieved that the schools didn’t merge.

“It was a decision made out of duress. They were the last of the Ivies and their applicant pool was hurting, and frankly, to me, it was like a question of might makes right,” Denburg said. “I mean, just because they have problems, they’re going to swallow us up? No.”

LOOKING BACK

Thirty years since Columbia decided to go coed, faculty and administrators say that the decision has further strengthened the two schools. In retrospect, Denburg said, Columbia’s decision to go coed did not significantly affect Barnard.

“I think the actual arrival of women on campus turned out to be less of a big deal than we anticipated,” she said.

Hinkson said that among Barnard students at the time, Columbia’s decision to go coed was “fairly expected.” Whatever happened, she said, it was clear that there would be female students at Columbia College.

“I don’t know if anybody had the expectation that if we didn’t merge, that Columbia would not admit women,” she said.

For Barnard history professor Robert McCaughey—the author of “Stand, Columbia”—one of the biggest consequences of coeducation was that it “left Barnard in a bit of a pickle” when it came to recruitment.

“It had certainly gotten used to recruiting students as an institution that was meant to be seen as quite separate from Columbia,” said McCaughey, who has been at Barnard since 1969. “And it certainly had never been in the business of competing with Columbia for students.” But by the early 1990s, he said, Barnard had learned how to recruit students as a college uniquely tied to, but still distinct from, Columbia.

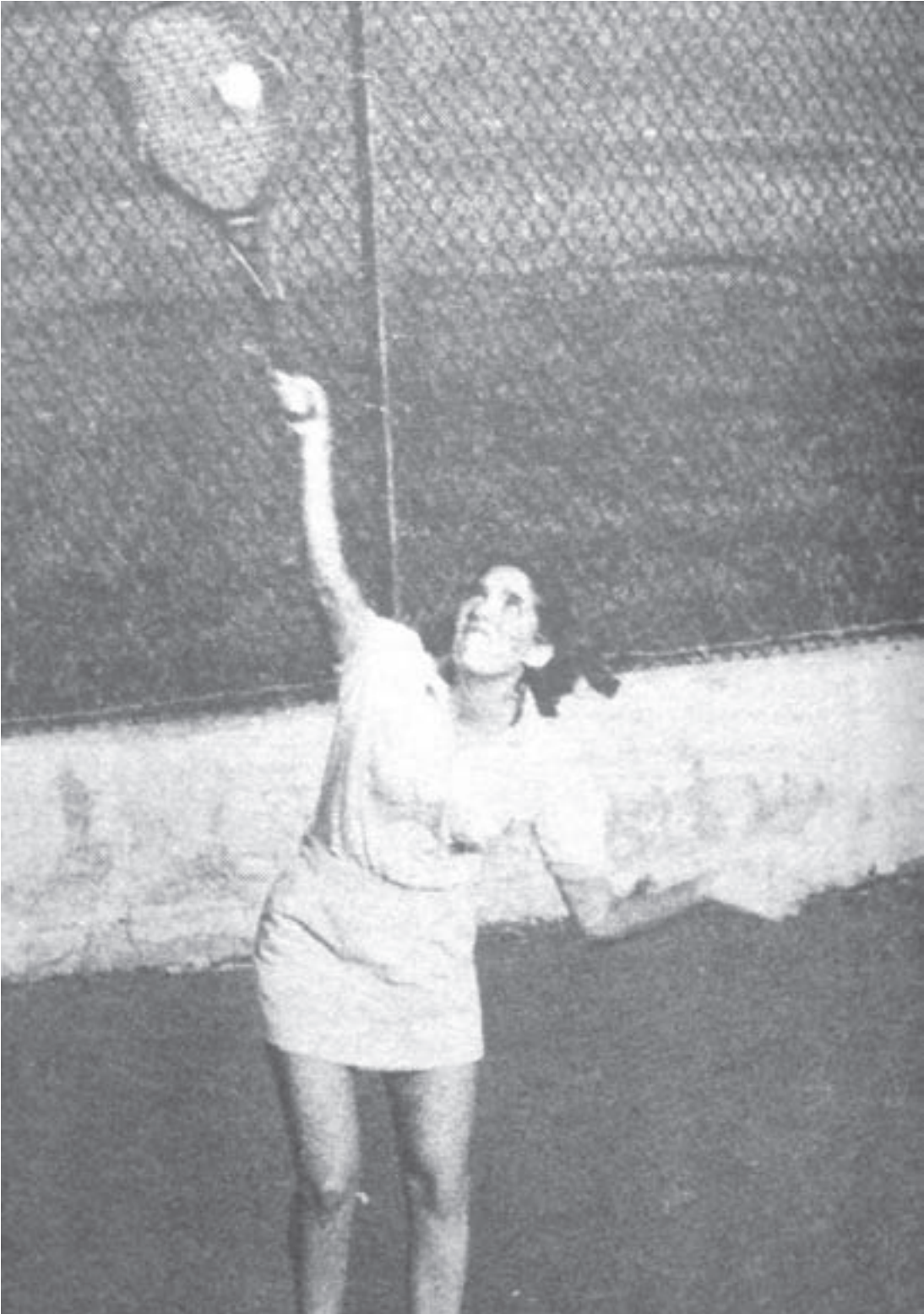
Pollack believes that Barnard is “much stronger” now than it was before coeducation.

“This was not an either-or outcome,” he said. “This was a net good thing for both places.”

Jessica Stallone contributed reporting.

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Columbia-Barnard Consortium shapes CU athletics then, now



FILE PHOTO

THROUGHOUT THE YEARS | When Columbia went coed, the creation of the Columbia-Barnard Athletic Consortium changed the scope of women's athletics, and it continues to do so today.

BY MICHELE CLEARY
Spectator Senior Staff Writer

In an 1985 interview for *Spectator*, Marjorie Tversky—then associate director of athletics at Columbia, but formerly Barnard's athletic director—was asked what she thought the future of the Columbia-Barnard Athletic Consortium would be. “I see the program expanding in terms of opportunities,” she said. “I see it becoming enriched with the calibre of student-athlete as we get better at recruiting. I’m hopeful that in the next year or two crew and soccer will be elevated to varsity status. ... We’ve been getting greater spectator support in the sports of volleyball and basketball. People come to see what’s going on, and they get caught up in the excitement. I think we will see spectator support continue to grow.”

In the 27 years that have passed since this interview, many of Tversky’s predictions, or wishes, have come to fruition. The program has expanded tremendously, with 332 female athletes competing on 15 varsity teams. Crew, now called rowing, is a varsity program and the women’s soccer team just celebrated its 25th anniversary as a varsity team. Over 600 people attended the women’s volleyball team’s match against Yale this past fall.

The flowering of the women’s sports program at Columbia is due in large part to the Columbia-Barnard Athletic Consortium that was established in 1983, when Columbia College went coed. It allows students from both schools to compete on the same team representing the University.

The Consortium, like the general Columbia-Barnard relationship, is unique. It is one of only three such consortia, and the only one at the Division I level. Women’s basketball head coach Paul Nixon explains that

this one-of-a-kind situation makes playing at Columbia more appealing.

“Barnard College is not just the top liberal arts college for women in the world, it is also the only women’s college that offers its students the opportunity to compete in NCAA Division I athletics,” Nixon said.

As can be seen from Tversky’s interview, a lot has changed since the Consortium was first founded.

While there are many benefits to the Consortium, it does complicate things a bit. For example, Title IX requires that men and women have equal opportunity to participate in intercollegiate athletics in relative proportional to their overall enrollment. Because of the Consortium, Barnard students are included in the overall undergraduate population. This means that, based on 2010 enrollment numbers, Columbia is 60.62 percent female. Of that 60.62 percent, 38.99 percent attend Barnard.

While there is some flexibility in how Title IX’s proportionality requirement is applied—there are 421 male athletes and 332 female athletes—Barnard’s inclusion in the Consortium makes it difficult for the athletic department to add additional men’s programs. Though there are more male athletes currently participating in Columbia athletics, there are more women’s varsity teams.

The two most recent varsity programs added at Columbia were men’s and women’s squash. Because both a men’s and a women’s team were added, the male athlete to female athlete ratio remained more or less the same. However, Columbia is the only Ivy League school without a varsity men’s lacrosse team. While there are certainly other factors in play—mainly facilities—the Consortium is part of the reason why adding a men’s lacrosse program would be difficult.

Even though most coaches make an effort to educate potential recruits about Barnard, Barnard students are still under-represented in the athletics program. Though Barnard women make up over a third of the undergraduate female population, they represent just 12.95 percent of female athletes. Three varsity programs—field hockey, golf, and volleyball—currently do not have any Barnard students on their rosters.

This number—12.95 percent or 43 women—has been trending down since the Consortium’s beginning. In the first year of the Consortium, there were 91 Barnard students on the eight women’s varsity teams in existence. Ten years later, that number dropped to 68 women on 10 varsity teams.

Still, Nixon insists that the Consortium is a very helpful recruiting tool.

“It gives our prospective student-athletes more options,” Nixon said. “We always present both Barnard and Columbia as options for our prospective student-athletes, explain the strengths and differences of each college, and let them decide. It has helped us in recruiting because it is not only a situation that is unique within the Ivy League, but is a one-of-a-kind opportunity for all of NCAA Division I basketball.”

The women’s basketball team is currently 23.53 percent Barnard students, with four out of the 17 women listed on the roster hailing from the west side of Broadway.

“The Consortium, in my time here, has grown stronger and helped unify the student bodies and alumnae bases of both campuses under the umbrella of supporting Columbia University athletics,” Nixon said. “It has been a very positive thing for Columbia women’s basketball!”



GRAPHIC BY YUMA SHINOHARA

The Decision

In 1982, Columbia and Barnard announced a joint agreement that allowed women to apply to Columbia College. Thirty years later, we reflect on the significance of that agreement and continue the discussion of coeducation. Katherine Franke brings us back to when Columbia College became coed, Giselle Boresta argues that Barnard’s brand of single-sex education is made unique and better thanks to Columbia, Samuel Mickel shares his experience as a Barnard boy, and Jessica Blank emphasizes the mutual benefits of the Columbia-Barnard relationship.

The Barnard paradox

BY GISELLE BORESTA

As a transfer, I have had the unique position of experiencing higher education as an undergraduate at a large, coed research university (McGill), and at a small and community-oriented single-sex college (Barnard). In considering the differences between the two, it is not easy to pinpoint the role of gender in the classroom at these respective institutions. For example, McGill has a mostly female population, but as is the case at most universities, faculty members are overwhelmingly male. Barnard’s single-sex education was not a factor in my choice to transfer here, but after a full semester I have come to favor a women’s-only education, though only as it is at Barnard, thanks to the presence of Columbia University.

What truly distinguishes Barnard from its sister schools is its relationship with Columbia University. Coeducation does actually exist here, and is an important part of the undergraduate experience at Barnard. In every class, I have at least one male student (even in my five-student French seminar!). Men’s contributions to class discussions are vital to the classroom experience but not dominating. For example, my Organizational Psychology class is nearly split between the genders, and discussion is always lively and multifaceted as a result of the various backgrounds people bring to the table, such as in working in technology and similarly male-dominated fields. And there is enough overlap between the Columbia and Barnard communities outside of class that it is quite easy to meet and make friends with the opposite sex. So what, then, is the difference between Barnard and a school like, say, the coed Sarah Lawrence College, where male enrollment is 29 percent of the student body?

This leads to my conviction that single-sex education works ... at Barnard.

The strength of female leadership and scholarship that exists at Barnard is at the heart of what makes us a women’s-only institution. I am consistently impressed and inspired by the levels of achievement my fellow Barnard women have attained—a direct result of single-sex education. Balancing internships, campus activities, and schoolwork is not an easy task, and Barnard girls do all this with high levels of success because there is a strong support system. People believe in female leaders and want us to be them, so they help us along the way because they know we are taught to break the glass ceiling and are tenacious enough to do so. Barnard girls are taught to believe in each other, too, and are generous when it comes to passing along a résumé or an internship, especially in male-dominated industries. I recently received valuable advice from alumnae who are helping me in the beginning of my career. The kindness shown by others in typically competitive arenas is due to the relative safety of attaining an education in a (mostly) female environment—in an environment where women can envision more female leaders in the world, and where students can see positive role models in our professors, administration, and peers.

This leads to my conviction that single-sex education works, but specifically that it works at Barnard. There is just enough male participation and presence across Broadway to keep things grounded and add diversity to our discussions, but that in itself comes from our tendency to make men feel welcome here. At McGill, there was an infamous professor who tended to favor girls, particularly attractive ones. I heard many boys grumble about the unfairness simply due to gender, and moreover, people sometimes questioned their grades because they were unsure if gender factored into the grading. At Barnard, we cease to become “male” or “female,” but are simply students, here for an education that is taught by world-class faculty. An institution that focuses on women’s empowerment while still allowing for academic interaction between the genders is a perfect situation.

With Barnard’s unique situation, providing access to both an Ivy League research institution and an intimate community focused on fostering the growth of independent thinkers and female leaders, Barnard women receive an education no one else in the world can experience.

The author is a Barnard College sophomore.

A symbiotic relationship

BY JESSICA BLANK

In 1982 Columbia College finalized its decision to admit women. The idea of coeducation was not a progressive one within the Ivy League system, nor was Columbia College the first school within the University to go coed—SEAS and GS both went coed before CC did.

When you think about it, the real progressive in establishing a culture of coeducation at Columbia University was Frederick Barnard. Barnard, the 10th President of the University, saw the founding of Barnard College during his tenure and brought it into the Columbia community. A true visionary, he firmly believed that women could be successful in a rigorous academic setting, and that they deserved the same educational opportunities as men. Since its inception, Barnard College has distinguished itself from its initial identity as the women’s college of Columbia to become an institution that is recognized and commended for providing its students

Women on College Walk

BY KATHERINE FRANKE

Thirty years ago, Columbia’s new president Michael Sovern decided that the time had come to admit women into the undergraduate program. Columbia was quite the latecomer to change its male-only identity—our peer schools survived the decision to become coeducational more than 10 years earlier.

I graduated from Barnard with a B.A. in philosophy in the class of 1981, so I was in one of the last classes in which women who wanted a Morningside Heights undergraduate education had no choice but to attend Barnard. That said, I chose Barnard not because I was barred from attending Columbia, but precisely because it was a women’s college, and because it had very strong women in its philosophy department, a field that otherwise was, and remains, very male-dominated. Professors Sue Larson and Mary Mothersill drew me to Barnard and were important mentors for me while I was there. They were both strong feminists and amazing philosophers—something I could not have found in Columbia’s philosophy department.

When I reflect on my time at Barnard, before Columbia College admitted women, I remember a very different campus than the one I found when I re-entered the Columbia community in 2000 as a tenured member of the law faculty. College Walk in the early 1980s was on fire with political activism. But not just any activism: feminist activism. On any given day, when you walked across the campus passing in front of Low Library, you could not avoid being confronted by students with posters, leaflets, megaphones, and performance art, all trying to engage you in the hottest women’s rights issue of the day. What was most amazing about this time on campus was that you didn’t hear only one feminist view: No, you heard feminists disagreeing with each other. Feminist discourse on campus was diverse, complicated, hotly contested, and everywhere.

Much of the disagreement was about sex. There was an almost daily protest by the group “Women Against Pornography” that was always accompanied by a blown-up poster of the famous 1978 cover from Hustler Magazine of a naked woman being fed into a meat grinder. Not far away would be protesters who characterized themselves as “pro-sex,” who advocated for greater sexual freedom and against the legal

regulation of sex. They argued for the decriminalization of sex work and against the portrayal of all women as sexual victims.

Of course, this debate exploded the spring after I graduated. Just two months after the University decided to admit women undergraduates into Columbia College, Barnard’s Center for Research on Women held its annual Scholar and the Feminist Conference in April 1982 with a thematic focus on “The Politics of Sexuality.” The conference was scheduled to unpack familiar feminist orthodoxy that understood sex as something that was inevitably dangerous, if not injurious, to women. Conference organizers proposed to explore the ambiguous and complex tension between sexual pleasure and sexual danger in women’s lives and in feminist theory. Unfortunately, supporters of the WAP perspective on sex and sexuality hijacked the conference, convincing Barnard’s president at the time, Ellen Futter, to confiscate the conference handbook that the organizers had planned to hand out to all participants after working on it for a full year. Heather Love, a professor at the University of Pennsylvania, has recently published an article in the journal GLQ about the 1982 Scholar and the Feminist Conference that includes the handbook confiscated by President Futter.

I remind us of the Barnard conference, the daily feminist debates on College Walk, and the presence of dynamic women in the Barnard philosophy department in conjunction with Columbia’s decision to admit women into Columbia College 30 years ago, because I don’t think it was an accident that all these things happened in Morningside Heights in such close proximity to one another. Columbia came to the realization that it was undermining its mission as an outstanding institution of higher education by premising that education on the exclusion of female students. Those young women were being admitted to our peer schools and were thriving there, as were those schools by virtue of their diversified student bodies. The vibrancy of the feminist community on campus clearly had an effect on making this change possible in 1982.

There remain justifications for Barnard to retain its identity as a women’s college—foremost among them is the ongoing effect of the scholarship and political work of Barnard faculty and students that continue to make change possible at Columbia.

The author is the Isidor and Seville Sulzbacher Professor of Law and director of the Center for Gender & Sexuality Law at Columbia Law School. She serves on the executive committee of Columbia’s Institute for Research on Women and Gender, and is an affiliated faculty member in Columbia’s Center for Palestine Studies.



JASMINE MARIANO

Strong, handsome Barnard boys

BY SAMUEL MICKEL

A few months ago I wrote an op-ed about being a Barnard boy (“Barnard Boy,” Sept. 8). I live in Barnard housing, have a large number of friends who go to Barnard (not those types of friends, but real genuine ones), and take a considerable amount of my courses there. In short, I’m essentially one-third of a Barnard student. All that being said, I was really quite surprised by the largely positive responses the op-ed got, both from other Barnard boys and acquaintances across the street. A few made it seem as if I were making some crusade against those men and women of “the College” and SEAS who continue to promote a stigma associated with Barnard—and there’s something to be said about a need to end that stigma. While this isn’t news to me, or to any of my fellow Barnard boys, I was surprised by how many Columbia men make a point of expressing their feelings of attachment to Barnard when given the opportunity.

When thinking about this fairly large bunch of Barnard boys, questions easily arise regarding Barnard’s place in the Columbia community, especially when commemorating the 30 years since Columbia decided to go coed. Does it even have a place if the discussion is revolving around men and women learning together? Or could one make the argument that Barnard is effectively a coed school, and should therefore be equally commemorated?

Barnard clearly has a place in the University, but no, it can’t be argued that Barnard is a coed school. From my conversations with current students, if you’re a Barnard girl and want to experience Barnard as a women’s college with as little testosterone as possible, you can easily do that. However, if you want Barnard to be a more coeducational experience, you can more than easily spend your time there taking classes full of many men and women, with as many male friends as female friends. Many of my friends at Barnard do just that.

Could one make the argument that Barnard is effectively a coed school?

In light of this, I can only justifiably argue that Barnard is potentially more coed than other women’s colleges. Women’s colleges like Smith and Wellesley, although connected with other coed institutions, can’t possibly be as linked as Barnard and Columbia because of distance. It takes seconds to cross Broadway while it takes a 15-minute bus ride from Smith to Amherst. Because of the 100-foot separation, Columbia and Barnard students can interact as part of a unified community in a way that would not be possible between many other women’s colleges and their coed counterparts.

Ultimately I think Barnard is stronger for it. I think everything is made stronger by at least a dash of its opposite—in this case, the opposing gender. Having a noticeable male presence on campus means that Barnard can’t rely just on the fact that its students are all women to make it a women’s college. It ensures that Barnard is a school focused on women which fosters their potential contributions to the world. Barnard is a women’s college because events like the Athena Film Festival help to create a space for women (and men) to discuss what it means to be a woman in today’s society and how that impacts their lives. Such an intellectual atmosphere makes a college a women’s college, not just a group of women who happen to study together. This educational ambiance really makes Barnard a women’s college—having an all-female student body is just a corollary.

As one of many men looking for a place at Barnard, I know we might wish it were coed. Certainly some aspects of Barnard life are, or at least can be. This is particularly the case for those departments that only exist at Barnard. Even though it might have a good number of male students, Barnard is very clearly a women’s college. By all means, we can still commemorate coeducation even if Barnard is not coed. The fact that all the communities that make up Barnard and Columbia are so closely linked shows students that gender can still be a focus in a coeducational atmosphere, which is a good thing. Just because men and women can now study together, we shouldn’t forget that the two genders are different.

The author is a Columbia College sophomore.

with an abundance of diverse and unique resources and opportunities.

As a Barnard student, I am constantly reminded of the benefits of being associated with the greater University by my friends in Columbia College. They often cite the prominence of a large research university, access to a greater variety of language courses, and an increase in campus space as examples of the incredible resources to which I have access. But it is also worth noting that the relationship between Barnard College and Columbia University benefits students on both sides of Broadway. Barnard offers Columbia students classes with a 7:1 student-to-faculty ratio and the opportunity to take classes in renowned architecture, dance, and human rights departments.

While the Barnard-Columbia consortium clearly benefits both student bodies, we unfortunately have a culture of constant commentary on the Barnard-Columbia relationship and the “inferiority of Barnard students.” I believe this demonstrates a failure to understand the full benefits of attending a University with a storied tradition of coeducation and I worry that

students are missing meaningful opportunities because they limit themselves by perpetuating untrue stereotypes.

It is also worth noting that the relationship between Barnard College and Columbia University benefits students on both sides of Broadway.

To all CC, SEAS, and GS students: You may not have chosen Columbia knowing that there was an all-women’s institution across the street (or you may have chosen Columbia knowing just that) but for most of you, Barnard has contributed to your college experience in some way. Whether you took a class or majored in one of the departments offered only at Barnard, attended an interesting lecture or unique cultural event, or got Tupperware

containers full of free food from the Spirit Day BBQs and Midnight Breakfasts, Barnard offers a whole range of ways to enhance your campus life. Rather than devaluing our relationship with a petty comment on Spectator, Spectrum, or Bwog, why not highlight the benefits of having access to the Barnard campus and community?

And to my fellow Barnard students: Be proud of the amazing college you attend. Yes, there are some incredibly frustrating days. The ones where a professor gives you a bad grade, the line for coffee at Liz’s Place takes an hour, and every printer on campus seems to be broken five minutes before a paper is due. But not a single week of the past four years has gone by where Barnard has not offered me an incredible opportunity. Take advantage of the opportunities you have as a Barnard student. No college campus is perfect, but, coming in at number five on the list of colleges with the best quality of life, according to the Princeton Review, ours comes pretty close.

The author is a Barnard College senior majoring in political science. She is president of the Barnard Student Government Association.