

Initiative spotlights women’s issues

BY YING CHANG  
Spectator Staff Writer

Columbia launched a research initiative this month that will take advantage of its global centers to study issues that affect women across the globe.

Women Creating Change, led by professors Marianne Hirsch and Jean Howard, will support research on women and gender by faculty members, graduate students, and international scholars, and will attempt to integrate these themes into Columbia classrooms.

The program will mobilize feminist scholars from Columbia and elsewhere to address “the pressing problems affecting women globally and to explore the creative roles women are playing in addressing those problems,” said social science professor Lila Abu-Lughod, the director of the Center for the Study of Social Difference, which is overseeing the initiative.

It will be divided into four projects, each with different topics of study—the relationship between gender, religion, and law in Muslim societies; gender and poverty; gender’s role in the arts; and feminism and social activism. The project on activism will be led by Judith Butler, a noted feminist scholar and a visiting professor of English and comparative literature at Columbia.

“What’s interesting about this model is that these programs don’t just involve one person’s research, they’re all collaborative,” Howard said. “They’re cross-disciplinary and involve teams of researchers working together across national and disciplinary boundaries.”

“It can lead to all kinds of things—co-authored books, collections of essays, online journals, major conferences, blogs, and even new curricular initiatives,” she added.

The initiative has already been integrated into some undergraduate courses. Hirsch’s fall 2013 course, The Vice of Witness, will draw themes from the project on gender’s role in the arts, while Abu-Lughod is incorporating the research of women in Muslim societies project into a class that she currently teaches on the same topic.

Women Creating Change will also organize international conferences, including one scheduled for September 2013 in Istanbul. Butler and Zeynep Gambetti, a professor at Istanbul’s Bogaziçi University, will host the conference, which will focus on women’s vulnerability in social change.

Collaborations with the global centers will allow for “international collaborations and exchange of insights and research,” Abu-Lughod said. The global center in Chile has already begun to work closely with the group focused on art and gender.

“Global centers offer a chance to get together with colleagues from several different universities, but also with practitioners, artists, directors, and playwrights,” Howard said.

The goal of the initiative is to use these international resources to develop a deeper understanding of the issues that women face internationally, a process Hirsch and Howard call “slow-thought.”

“It’s where you contemplate the complexities of the problem that you’re addressing rather than rush immediately to make policy solutions,” Howard said.

“It takes time to translate feminist thought across cultural thought,” Hirsch said.

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COURTLAND THOMAS / STAFF PHOTOGRAPHER

WORLDLY WOMEN | Marianne Hirsch is one of the leaders of the Women Creating Change initiative.

Parents object to school co-location

BY DENNIS ZHOU  
Columbia Daily Spectator

Parents, teachers, and students protested a Department of Education plan to close a West Harlem middle school and open a charter school in the same building at a hearing Tuesday evening.

The DOE plan would shutter the sixth through eighth grades of the Academy for Social Action, a public school on 129th Street and Amsterdam Avenue. It would also open a new branch of Harlem Success Academy II in the building, which ASA shares with three other public schools. The plan, which the DOE’s Panel on Education Policy will vote on on Mar. 11, would implement the changes over several years.

DOE officials said they were replacing a failing school with a successful one, but opponents fear that the change would worsen the existing space crunch in the building. The other three schools currently housed there are the Urban Assembly School for the Performing Arts, the Urban Assembly School for New

Technologies, and Renaissance Leadership Academy.

According to Marc Sternberg, a deputy chancellor in the Department of Education, the DOE had proposed shuttering the ASA middle school due to “very troubling trends” at both the middle and high school levels.

“A charter school should not be able to bully a public school out of space.”

—Solasse Murphy  
ASA senior

“We see a similar set of concerns reveal themselves when we ask families, teachers, and students at this school about whether they feel safe in this building, whether they feel challenged, whether they feel that there is a rigorous academic program that’s preparing them for college,” Sternberg said.

He added that closing the middle school would enable ASA to “focus on building on its strengths” at the high-school level.

Although the DOE gave both the ASA’s middle school and high school F grades in its 2012 progress reports—and in individual categories such as student performance—teachers, students, and parents said they saw potential for growth.

Caroll Wilder, ASA’s PTA president, said closing the school would be a “travesty”.

“We’ve just started to turn the corner. We have plans in place. We’ve taken corrective action where it needed to be taken,” Wilder said. “I think we’re just giving up.”

Several ASA students who spoke said that they valued their education at the school, even though overcrowding meant they sometimes didn’t have enough chairs for everyone in a class.

“A charter school should not be able to bully a public school out of space,” Solasse Murphy, a senior at ASA, said.

Officials and students at

SEE ASA, page 2

Light Blue heads to Ivies with high hopes

BY CHARLOTTE MURTISHAW  
Spectator Senior Staff Writer

The last time the Columbia women’s swimming and diving team jumped into Princeton’s DeNunzio Pool, it made history.

Last season, the Light Blue became the first team to beat the Tigers on their home turf, in the first Columbia victory over the orange and black in program history. That was a dual meet, but now the team is hoping to muster the magic again on a bigger stage for the Ivy League Championships, which start today at Princeton and culminate on Saturday night.

The team carries a lot of momentum into the meet. This year at home, the Lions not only beat Princeton, but thrashed them as a part of a heady winning streak



KIMBERLY FLORES / STAFF PHOTOGRAPHER

GOING FOR GOLD | The women’s swimming and diving team is looking for a good showing at the Ivy Championships this weekend.

stretching back six meets. Of those, five were against Ivy foes.

But the road won’t be easy. Princeton has traditionally dominated the championships, with 20 titles over 36 years. Fellow superpower Harvard has 10 of its own, including last year’s final bragging rights.

“Princeton’s in our sights. They’re a really good team,

but we’re going to try to challenge them, and Yale as well,” head coach Diana Caskey said. “Definitely try to move up from our fourth-place finish last year.”

Senior co-captain Katie Meili was crowned the Most Outstanding Swimmer of the Meet last year after smashing

SEE SWIMMING, page 7

Hughes expressed regret to admins

Bollinger: Prof wished FroSci class had ‘unfolded’ differently

BY ABBY ABRAMS  
Spectator Senior Staff Writer

Physics professor Emlyn Hughes, who last week shocked students and attracted national media attention with his bizarre stunt in Frontiers of Science, told administrators he wished the episode had unfolded differently.

Hughes met with Provost John Coatsworth and Columbia College Dean James Valentini following the lecture, University President Lee Bollinger said in an interview Wednesday. The meeting happened the day after the lecture, Columbia College spokesperson Sydney Schwartz Gross said.

“John Coatsworth and Jim Valentini met with Emlyn and talked about the sensitivities involved, and I think he was very forthcoming about wishing it had not unfolded the way it did,” Bollinger said.

Last Monday, Hughes started off a Frontiers lecture on quantum physics by stripping to his

underwear while rap music played and a video of 9/11 and Osama Bin Ladin ran on a screen behind him. The performance earned him national fame but also a review from the administration.

In public, Hughes has acknowledged the controversy but has not explained the rationale behind his actions or offered an apology to those who were offended. At his second Frontiers lecture Monday, Hughes told students they had “more to talk about” at the lecture next Monday, and that they would have a “good, long talk.”

Bollinger said he did not have an opinion on the situation.

“We all respect the freedom of faculty to be able to shape classes and teaching methods and so on, and sometimes things work and sometimes they don’t,” he said.

Valentini and Coatsworth were unavailable to comment Wednesday. Hughes did not respond to a request for comment.

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REBEKKA TROYCHANSKIY FOR SPECTATOR

FROSORRY | Physics professor Emlyn Hughes expressed regret for his FroSci antics in a meeting with administrators last week.

Harlem Business Initiative grows administrative services

BY CHRISTIAN ZHANG  
Spectator Senior Staff Writer

Entrepreneurs in Harlem will have an easier time managing financial records and getting low-interest loans after the Harlem Business Alliance launches a new initiative launching on Friday.

The Back Office Support Initiative, which will operate out of a newly expanded Harlem Business Alliance office on 124th Street and Lenox Avenue, will help local small businesses with administrative services like bookkeeping, networking, information technology, and grant applications.

While the alliance already provides these services to about 1,000 individuals a year, the initiative will grow the offerings, which are in high demand, and provide targeted assistance for 40 businesses.

Regina Smith, executive director of the alliance, said that small businesses often lack the skills or resources to properly use technology that could otherwise benefit them.

“It’s important that they know how to utilize business skills,” Smith said. “We saw

that documentation is a daunting task,” she added, referring to the difficult applications for certain government certifications, such as the one for a state program that awards preferential contracts to minority- and women-owned businesses.

“It’s not just managing books. It’s much more. It’s going to put us on the path to expand.”

—Ivy Julease Newman,  
TC ’08, small business owner

“We found ourselves doing more of that type of work,” Smith said. The popularity of the services inspired the new initiative.

Funded by a mix of grants from the federal government and from local and state organizations and politicians,

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A&E, BACK PAGE

Orchesis struggles to find space for show

The student dance group’s spring show falls on the same day as Barnard Dances at Miller. Dancers attribute the space issue to the process of pre-calendaring.



OPINION, PAGE 4

Religion and Columbia

Four students from different religions reflect on their experiences.

But really, thanks

Rega Jha responds to anonymous commenters.

SPORTS, PAGE 3

Lions must capitalize on well-timed breaks

After getting dominated by Princeton and suffering another loss to Penn last weekend, women’s basketball is focusing on key areas to get back in the win column.

EVENTS

Body Positive Week: Movie, Pizza, Discussion

A screening of the movie “Killing Us Softly 4,” about advertising and body image, featuring education expert Jean Kilbourne and free pizza.  
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## Ed. dept. proposes closing W. Harlem middle school

**ASA from front page**

the other public schools in the building also said that the co-location would be detrimental.

Fia Davis-Rouse, founder and principal of the Urban Assembly School for the Performing Arts, said that her school would lose space if the charter opened. According to Davis-Rouse, UASPA is unique in that it is a performing arts school that does not require auditions for admission and serves students from four of the five boroughs.

“We got our point across, but they always say that these meetings are a waste of time.”

—Thomasina Moore  
ASA parent

“I can’t imagine how one could have math class in a dance studio that has sprung-wood floors and mirrors and bars,” Davis-Rouse said.

UASPA senior Trevon Barnes gave a vocal performance during public testimony to emphasize the importance of the UASPA’s arts-based curriculum.

“I also believe that our art equals our expression ... That’s who we are,” ninth-grader Winter Santiago said. The change would “take over who we are as people, and we’re just not going to be able to get that same opportunity,” she said.

Daphne LaBua, who has taught at New Tech since it was founded six years ago, said she sees an “immense undercurrent of promise” at the school, but fears that co-location would threaten its progress.

“I am afraid of how I can look at my students in the eye

and tell them, ‘You matter, you can reach your potential, but sorry, I have to transition out of my classroom right now because I share it with two of my colleagues,’” said LaBua, who is also the school’s United Federation of Teachers representative, said.

LaBua also said she worries that her students will have fewer resources compared to the charter school. For example, New Tech currently owns 22 nonfunctional laptops.

Both UASPA and New Tech representatives said special education would also suffer. A New Tech special education teacher said 46 percent of the school’s students have special needs, and UASPA assistant principal and founding teacher Ben Schott said that UASPA graduates 60 percent of special-needs students, relative to the 39 percent that the city graduates.

“We use every inch of our school,” Schott said, adding that less space would make “flexible programming” for disabled students more difficult.

Representatives from Senator Bill Perkins and City Council member Robert Jackson’s offices also voiced opposition to the co-location.

Sternberg said at the end of the hearing that while he appreciated the attendees’ advocacy for their schools, the restructuring would be the best way to allow the Academy for Social Action to continue.

“Our decision to truncate is a decision that allows and encourages this school to focus on its strengths,” Sternberg said.

Some attendees said that despite the meeting to solicit feedback, they felt the decision had already been made.

“We got our point across, but they always say that these meetings are a waste of time,” ninth-grade parent Thomasina Moore said.

*Avantika Kumar contributed reporting.*  
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## As chains arrive, focus on mom-and-pops

**HARLEM from front page**

the initiative also aims to promote small businesses as larger chain stores arrive in the neighborhood.

Having a strong network of small businesses “makes our community much more interesting,” Smith said.

According to local entrepreneurs, balancing the everyday needs of a company is often the aspect that is most challenging about managing a growing and successful small business.

“You’re trying to meet the needs of your client and trying to meet the needs of your business,” said Ivy Julease Newman, TC ’08, principal of the Viney Group, a consulting firm founded in 2011. “In day-to-day operations, it’s easy to get behind.”

Newman, whose company has already received bookkeeping services from the alliance, said the group has been a “tremendous help.”

“As the business grows, as we hire more staff, it’s going to be easier to transfer information and tasks because it’s already set up,” she said. “It’s not just managing books. It’s much more. It’s going to put us on the path to expand.”

In recent years, many national chains have set up shop in Harlem, especially along 125th Street, which was rezoned in 2008 to make development easier.

“With the plethora of new big-box business beginning a flood Harlem, this service is more necessary than ever to help the neighborhood’s many small business to continue to develop and thrive,” Valerie Wilson, a spokesperson for the Harlem Business Alliance, said in an email.

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## Students debate how Core treats religion

**BY SAMANTHA COONEY**  
*Spectator Senior Staff Writer*

Religious texts play a prominent role in the Core Curriculum, but at a discussion Wednesday night, some students said they were unhappy with how these works are addressed in class.

A Veritas Forum panel gave six Columbia College students of Christian, Jewish, and Muslim faiths the opportunity to reflect on their personal experiences with sacred texts in Literature Humanities and Contemporary Civilization and discuss how these works could be taught more effectively.

The panel’s moderator, Jonathan Lee, CC ’13, said that the idea for the panel was “a product of a shared sense of dissatisfaction of sacred texts in the Core.”

“What ought to be an enlightening discussion devolved into a mechanical explication of these religious texts,” Lee said of his own experience with the Bible in Literature Humanities and the Quran in Contemporary Civilization.

The students in the panel began by reflecting on some of the flaws they perceived in the traditionally secular approach to these works.

“The professor wasn’t that aware of the text itself,” Ifza Riaz, CC ’14 and events coordinator of the Muslim Students Association, said, referring to the Quran. “There was a degree of separation from the professor and the text.”

“You need to be able to understand the beliefs associated with these texts.”

—Ifza Riaz, CC ’14 panelist

Riaz criticized the view that these religious texts should be read without exploring their religious contexts.

“You need to be able to understand the beliefs associated with these texts,” she said.

Luke Foster, CC ’15, the head of content for Veritas, a member of Columbia Faith and Action, and a Spectator opinion columnist, recalled when a discussion of the Quran in his Contemporary



CORE CONCERNS | Ifza Riaz, CC ’14, Megan Armstrong, SEAS ’13, and Luke Foster, CC ’15, discuss religion in the Core Curriculum.

Civilization class just debunked modern misconceptions of the text.

“Classes need to be more encouraged to look at them in this comprehensive way,” Foster said. “And yet, the class turned into an almost myth-busters session in a way.”

Foster said he believes that the historical context and the author’s intent is crucial when examining these texts.

“That basic sense that our agenda is less important than the original author’s is especially important in the sacred texts,” he said, referring to the agenda of the Core Curriculum.

Panelist Rachel Friedman, CC ’16, said she believes that her Literature Humanities course succeeded in addressing the Bible on a basic level by focusing on its larger themes for students who may not be familiar with the text.

“I think, in general, it’s achieving its purpose,” Friedman said.

The panel also grappled with the question of whether religious students have a responsibility to defend texts they feel to be misrepresented.

“You can’t really represent an entire faith,” Friedman said.

Many students who attended the panel shared a sense of dissatisfaction with how these works were taught in the Core.

Tatianna Kufferath, CC ’15, said she felt that the texts weren’t “addressed as fully and equally as they could have been.”

“One of the points that I thought was very interesting was the idea that we can’t put a modern agenda over the author’s agenda,” Kufferath said.

She added that she thought removing the original intent and historical context of the works “cheapens them in a way.”

“I know that my Lit Hum experience wasn’t very engaging,” Kalu Ogbureke, CC ’16, said, explaining that he felt that the work was not put in a larger religious context.

“If you separate religion from the students, you run the risk of not doing the work justice,” Ogbureke said.

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Athletics  
should wait to  
pull the plug

Commenting on his early struggles attempting to manufacture an incandescent light bulb, inventor Thomas Edison famously remarked, “I have not failed. I’ve just found 10,000 ways that won’t work.”



ALEXANDER BERNSTEIN  
**Contrarian Review**

As a school that, well, hasn’t been known for its athletic prowess, Columbia would do well to take this wisdom in stride. When talking about sports teams that have learned from their mistakes, I can’t help but think of the Los Angeles Clippers. Their 124-101 rout of my beloved LA Lakers in the last game before the All-Star break was an all-too-poignant reminder of just how far the team has come in the past few years.

Heading into the 2011-2012 season, the Clippers had been synonymous with losing. They had only seven playoff appearances in 42 seasons and not a single postseason run past the conference semis. They sported an abysmal .367 franchise winning percentage despite having such all-time greats as Bill Walton, World B. Free, and Bob McAdoo, and 23 different coaches since the ’70-’71 season.

Relieving Jim Lynam of his head coaching duties after barely over a year on the job in 1985 and bringing in Don Chaney for just two full seasons, the Clippers established a culture of instability from the very beginning after their relocation to Los Angeles. The slew of firings and hirings that would occur within the next several decades ensured the Clippers’ lack of identity. With each new coach typically lasting only a few seasons and often introducing a radically different playing style during his short stint, there was no way for the team to find out what kind of a ball club they really were.

Men’s basketball has  
potential. We just  
need to stick with Kyle  
Smith’s system.

However, when the team won a franchise record of 17 straight games this season, all the struggles of the past seemed to be as far removed as LeBron James’ hairline. But how did the Clippers change their fortunes so dramatically?

Quite simply, they learned from their mistakes. The management finally found desperately needed stability through the perfect pairing of head coach Vinny Del Negro—a defensive-minded leader who preached the right type of basketball—with Blake Griffin and Chris Paul, two superstar players who were willing to completely buy into the coach’s system. For once, the Clippers didn’t fire their coach after the first sight of trouble (a 32-50 record in 2010-2011), instead opting to stick it out through the rough and tough. Three years later, the result is a team with a clear identity (“Lob City”), sitting on a 41-18 record and legitimately contending for the Western Conference crown.

That is what needs to happen in Morningside Heights. Our athletic administration’s current quick-to-fire policy clearly hasn’t yielded acceptable results. Since the hiring of Frank Navarro in 1968, no Columbia football head coach has lasted longer than five years, with multiple coaches not even sticking around long enough to see their freshman recruits graduate. I need not remind you how the football team has done.

Perhaps our problems are not too different from those of the Clippers. Why then, shouldn’t we follow the LA model and address these instability issues in the same way?

Men’s basketball has potential. We just need to stick with coach Kyle Smith’s system long enough to see consistent results.

How is it that the very same Lions team to hand division-leading Harvard its first loss could fall to lowly Dartmouth the day before, and get blown out by Yale the week after?

If we analyze the three aforementioned games, there’s a clear difference between the win and the losses. The Harvard game saw a resolute Columbia team buying into the coach’s system, playing with defensive intensity, and taking care of the ball, as the Lions had just 11 turnovers and held Harvard to a 42.9 field goal percentage. Yale and



ALYSON GOULDEN / SENIOR STAFF PHOTOGRAPHER

**TAKIN’ TIME** | Tyler Simpson doesn’t hesitate to drive to the net, leading her team to victory as it improves shooting accuracy and free throw percentages.

Well-placed timeouts can help alleviate struggles

BY LAURA ALLEN  
*Spectator Staff Writer*

The loss? Expected. The 62-point deficit to Princeton? Staggering. Trampled by Ivy powerhouses Princeton and Penn last weekend, women’s basketball (3-20, 1-8 Ivy) has plenty of work to do. And improving the use of timeouts along with increased confidence could provide a boost for the Lions down the stretch.

“To start the second half of the Ivy season, it’s kind of nice to get the first- and second-place teams out of the way, right at the beginning,” head coach Paul Nixon said. “And now we can really get focused in on our remaining games. We still have five left of the second round and we’re looking forward to them.”



While a five-game win streak will be tough to accomplish, the Lions still have much to look forward to. Since the beginning of the season, Columbia’s scoreboard woes have stemmed from poor free throw shooting and rebounding, both of which have greatly improved. In the squad’s first game at Cornell, the rival out-rebounded the Light Blue 44-27 and shot 12.5 percent better from the line.

Fast forward weeks later to the matchup against the Lions’ next opponent, Yale, when Columbia posted only six fewer boards and two percent less in foul shots than the Bulldogs. In fact, the team outscored the Eli players 26-24 in the second half, only to fall 62-43.

But if free throws and rebounding were no longer major issues, what was the problem? A scoring drought that lasted over 10 minutes choked the Light Blue while Yale made a run for

11 buckets.

In short, the team lost composure. Nixon said he thinks the squad’s haunting 3-20 record lends itself to “an overall lack of confidence.”

“We’ve had long stretches this season where we’ve had trouble putting it in the basket. I think it has a tendency to weigh on you,” he said. “And sometimes you get into a little stretch there, where one player misses a shot, and then the next player misses a shot and the confidence of the whole group goes down and it can snowball on you.”

The getaway wasn’t exclusive to the Bulldogs’ game. Both the Big Red and the Quakers also capitalized on the Lions’ loss of confidence, snatching wins away with productive runs.

But mental fortitude doesn’t develop overnight. Effective use of timeouts can provide focus for the team in game time and slow

the opponent after a momentous breakaway. Of course, timeouts require proper timing and in the league, the action stops for media timeouts. Coaches weigh the possibility of a wasted timeout when a media timeout may be given at any moment. The downside means possibly not calling a timeout when it’s most significant, as was Nixon’s pitfall in the matchup against Yale.

“If I were able to coach that game over again, I don’t know if I’d even go into halftime with any timeouts left,” he said. “I don’t think I used nearly enough in the first half to try to stop their runs or slow their runs. I think I relied too much on the media timeouts in that one.”

With 10 minutes left to play, the Lions had cut a 20-point lead to five points, the perfect moment to call a

**SEE IN FOCUS, page 7**

Yale’s Austin Morgan poses major threat to Light Blue basketball

BY ROBERT MITCHELL  
*Spectator Staff Writer*

At the start of the season, Yale (11-16, 5-5 Ivy) was projected to finish sixth in the Ivy League for men’s basketball, mainly due to its youth. But the Bulldogs, sporting four freshmen and five sophomores, now find themselves tied for third with Cornell as they embark on a two-game road trip that starts in Ithaca and ends in Leavenworth.

One of just three seniors on the team, guard Austin Morgan has been a key to the Elis’ success.

“I’m pretty happy with my senior

off the Yale guard.

“It kinda spreads the floor open,” Morgan said on his long-range shooting. “I can act as a decoy for creating other opportunities for my teammates.”

As dangerous as Morgan can be with his accuracy, it was not just his performance that doomed the Lions when they lost two weekends ago in New Haven 75-56. Though Morgan had a solid defensive impact with three steals, he recorded only six points for the game. Yet his sole trey of the game helped the Bulldogs jump out to an early 7-0 lead, and the senior sank all three of his free throws to keep that momentum going. Overall, Yale was able to shoot a staggering 62 percent, a true testament to how well Morgan’s shooting has helped the team find good looks at the basket.

“I think it was an anomaly. I expect a different game,” Morgan said. “Columbia had a rare off night.”

Morgan also noted that Columbia senior Brian Barbour had suffered throughout the week from flu-like symptoms, sitting out the Brown game from the same weekend due to illness. Though Barbour did go on to play against Yale, he went 0-for-2 from the field in that game and finished with just one point in 21 minutes of action.

Lions head coach Kyle Smith said he believes Columbia can begin to limit Morgan offensively, but that will rely on improved play from Barbour.

“We usually play him pretty sticky. He’s a tough little player,” Smith said of Morgan. “Brian and him have had some good battles.”

Despite his team’s performance against the Light Blue on Feb. 16, Morgan remained uncertain about his potential impact on this weekend’s contest.

“I think that’s just the unpredictable nature of the game,” he said. “You want to have a positive impact on the game any way you can.”

And when Morgan’s shot falls consistently, this young Yale team becomes a pretty tough opponent.

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COURTESY OF YALE DAILY NEWS

**MAN TO MAN** | Yale’s Austin Morgan and Columbia’s Brian Barbour are set to face off on the court Friday as the respective team leaders.

**SEE BERNSTEIN, page 7**





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LETTER TO THE EDITOR

To the Editor:

I'm responding to the recent opinion piece in which  
Steele Sternberg argues that Emlyn Hughes' controver-  
sial performance was a response to the lack of student en-  
gagement in Frontiers of Science ("Responding to the right  
problems," Feb. 25). As has been described already, Prof.  
Hughes' second lecture topic—that of nuclear weapons and  
the threat of nuclear terrorism—was the problem Hughes  
wanted to highlight to this generation of students.

Rather than discuss Hughes' Frontiers lectures here, I  
want to address Sternberg's criticism of the course, par-  
ticularly, the statement that Frontiers teaches "very simple  
qualitative and quantitative reasoning ... via a few units  
taught by leading faculty that focus on their specific re-  
search." This statement misrepresents both the goals and  
accomplishments of the course.

Frontiers of Science has two goals. The first is to teach  
students how to think like scientists. This entails acquiring  
a toolset that will help students evaluate data and evidence  
whenever they should require such skills as citizens, indi-  
viduals, or public servants. This toolset includes things like  
statistics, probability, back-of-the-envelope calculations,  
drawing meaning from graphs, and more. The second goal  
is to expose students to frontiers in four scientific disci-  
plines. The two goals are very much related—we use the  
four frontiers as a rich and meaningful context for teaching  
students how to think like scientists. At the same time, in  
order to truly appreciate the beauty and complexity of what

Tricks aren't just for  
kids

We are professional students. We  
had to be in order to get where  
we are now. The ethos of our genera-  
tion is to augment quantity and find  
alternate ways to uphold quality. Sadly,  
fine quality of work and lasting effects  
on intellectual development are often  
illusory but convincing. To compete  
we have to do more and do it faster. At  
Columbia, we take five to six classes on  
average, when students at other schools  
settle for three or four. We are experts  
at cramming, then forgetting. I doubt I'll  
be able to convince you here to boldly ignore the short-term  
rewards of this system, so I won't try. Instead, I am going to  
offer some tricks. Before you can change the culture, change  
your personal response. The last of human freedom is the  
choice of response.

Most individuals are increasingly resistant to change, es-  
pecially regarding habits that have "worked" in the past. Our  
parents don't like technology as much as we do. Even many  
of my peers enjoy fingering the pages of a book more than  
swiping the sleek interface of an iPad when reading. To my  
chagrin, my brother somehow manages to watch TV on his  
MacBook, play a game on his iPad, and text on his iPhone  
simultaneously. I am not condoning this nonsense, but I am  
encouraging a pursuit of the uncomfortable.

Who changes society and makes history? I hope all of you  
will aspire to do so, to be unafraid to embrace the uncom-  
fortable, the unknown, and the uncertain, and to charter  
your own path. We don't all have to be Ray Kurzweil (the  
"restless genius" and director of engineering at Google),  
who created the first musical synthesizer indistinguishable  
from an orchestra after a brief meeting with Stevie Wonder.  
A bit of a character, he responded, when asked to predict  
when he would die in a recent interview in the New York  
Times, "My plan is to stick around." In these efforts, he has  
engaged in a curious diet involving hundreds of pills daily to  
"reprogram" his biochemistry. Apparently, as of late, he has  
reduced the number of pills to the much more normal level  
of 150. Obviously one can go too far.

As Dostoevsky said, "Man is a creature who can get used  
to anything, and I believe that is the very best way of defin-  
ing him." People have a remarkable ability to change—some-  
times it just requires some resolve if your circumstances are  
stagnant enough. So here are some small ways to improve  
your life that you might be resistant to at first. You might  
think it will be harder to implement these changes than to  
maintain the status quo, but you'll surely be rewarded if you  
try.

First, take more naps. Surprisingly, we may accomplish  
more by doing less. Time is not an infinite resource, but we  
erroneously imagine a positive association between time  
and results. Taking a break might seem counterintuitive,  
but it can yield good results. Humans are not designed to  
continuously utilize energy. Researchers at the University  
of Pennsylvania found that napping for only 24 minutes can  
increase cognitive functioning. Google allows employees to  
nap. Napping during the day is common from China to India  
to Spain. Instead of going to Butler for 10 hours, which  
will likely only produce satisfaction in the form of telling every-  
one that you've been at Butler for 10 hours, shut everything  
off and work for an hour and a half, take a break, and repeat.  
In fact, scientific literature and historical sources have refer-  
enced "first" and "second" sleeps, and scientists have docu-  
mented that our natural sleep cycle differs from the norm  
of eight-hour chunks and takes the form of a split-cycle. In  
an experiment, subjects deprived of artificial light slept and  
woke after midnight and then fell asleep again.

Second, try utilizing technology you might not be  
comfortable with for a few weeks at least. The beauty of  
technology is that it extends our potential every day. After  
purchasing an iPad for myself, I encountered the app Notes+  
with which I could flashily pull up lecture slides, scribble by  
hand, turn that writing into text, type, and record the lecture  
all at once! I knew it would save me time if I forced myself  
to utilize this application. I knew my memory of the lectures  
would slowly adapt. I knew I wouldn't have to carry around  
binders or hole punch things into the dead of night. But I  
continued to make excuses as I pulled out my Moleskine.  
But I'm preemptively avoiding being that appalled old lady  
who suspiciously looks at the 2050 version of an email.  
Did you know you can set up Google Voice to transcribe  
voicemails from your cell and email them to you with the  
recording? Do you have multiple inboxes? If not, get on that.  
It makes you look extremely cool.

As J.S. Mill declared, "Among the works of man, which  
human life is rightly employed in perfecting and beautify-  
ing, the first in importance surely is man himself." So before  
inventing or creating to help society—whether it's a prod-  
uct, an idea, or a new mode of thought—start with yourself.  
Engender a mind-set of embracing change and creativity.  
Force yourself to try things that make your life easier. Stay  
ahead. Then you can create new frontiers.

Sydney Small is a Columbia College junior majoring in  
economics-philosophy and neuroscience. Small Talk runs  
alternate Thursdays.



SYDNEY  
SMALL  
Small  
Talk

is happening at the scientific frontiers (and how we got  
there), one needs to be able to evaluate data and evidence.

The exposure that the students get to the chosen top-  
ics in Frontiers is neither shallow nor cursory. In the week  
that made the news, students performed calculations to  
illustrate why wave-particle duality does not matter for  
a bullet traveling at a certain speed, but does for an elec-  
tron (the bullet's wavelength is tiny, the electron's quite  
large). They struggled with the philosophical implications  
of measurement theory in quantum mechanics (how can  
the act of measurement affect the result?). They performed  
experiments that helped them understand the relationship  
between the wavelength of light and the interference pat-  
tern one sees when shining a laser through 3-D glasses.  
For many reasons, I think that my students got more out  
of one week of quantum mechanics than I got out of a core  
quantum mechanics course at Caltech. They got to think  
and talk about quantum mechanics and its implications, I  
had to perform endless calculations and in doing so largely  
lost sight of the big picture.

With careful implementation of changes based primarily  
upon student feedback and keen attention to making clear  
connections between various course components and mate-  
rials—lectures, seminars, readings, homework assignments,  
and exams—student appreciation of the course has risen  
steadily, as judged by student evaluations. Furthermore,  
evidence suggests that students do not possess either the  
skills or knowledge that they acquire in Frontiers prior

Love you, too, anon

Dear anon,  
You've been written about  
a lot lately. Variouslly, my peers have  
commended the good you do—you  
admire, compliment, and challenge us  
in ways nobody else can—and waxed  
eloquent on your necessity. I agree  
with them and felt the need to thank  
you directly.

First, though, let me apologize.  
You've been sending me advice and  
feedback since I first started writing  
publicly many years ago, and I have yet  
to write you back. I know this is in poor  
form.

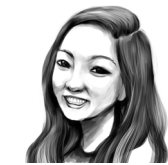
Truth be told, I'm a little afraid of you. Your intelligence  
is intimidating and your talent unsurpassed. You are well-  
versed in the ways of the world. You can poke a jagged hole  
in any argument. So what chance do I, a mere college stu-  
dent, a navel-gazing twenty-something—not even so much  
a writer as an aspiring one—stand against your unmatched  
prowess?

So of course, anon, your generosity  
is so enormous that it has raised  
some questions.

You're hard to please, anon. When you call me irrel-  
evant, I try to be interesting. When you call me sappy, I try  
to be aloof. When you call me boring, I try to be funny. But,  
alas. You aren't one to dote out pats on the back, are you?  
On the contrary, when I put in hours—or days or weeks  
or sometimes months—of work for you, you respond with  
an "ugh boring," or a "this sucks," or a casual, off-handed  
"fuck you."

Even so, anon, I know you care about me immensely. If  
you didn't, why would you keep coming back to me, week  
after week, with your advice and your criticisms and your  
unwaveringly loyal readership? If you didn't care about me,  
anon, why would you go to such lengths—make up a fake  
name, a fake email address, sometimes even complete a  
captcha—just to give me your feedback? Some people posit  
that you do it to make yourself feel better. Some say it's just  
a vent for your own sense of inadequacy and loneliness. But  
I know that can't be true, anon.

So tell me. What drives you to so generously seek my  
betterment? What compels you to unleash your mercilessly  
well-meaning opinions on me? What makes you love me so  
dearly? What is it that draws forth your violently affection-  
ate "fuck you"?



REGA JHA  
Rega-  
rding  
Columbia

to taking the course. Their performance by the end of the  
semester, whether judged by exam scores or term papers,  
suggests very strongly that they learn a lot of what we throw  
their way.

Every week, about 20 faculty members, all with Ph.D.s,  
and some with significant research and administrative ca-  
reers in their back pockets, get together for over three hours  
to talk about that week's material and discuss how best to  
teach it to students. We enjoy these conversations because  
we choose to engage and because we recognize that dis-  
covering the beauty of science entails asking questions and  
pushing one's own understanding of both the process and  
the results of scientific inquiry ever further.

Professor Hughes' act of changing clothes on stage  
has been interpreted in many different ways. I challenge  
Columbia students to see the metaphor in yet another way—  
stripping themselves of the expectation that Frontiers will  
be an unimportant and uninteresting course, one that will  
not inspire them. The upperclassmen owe it to the incom-  
ing students to stop prejudicing them against Frontiers  
and let them make up their own minds. Current and future  
students should shed preconceptions and walk into their  
Frontiers lectures and seminars with an open mind.

Dr. Ivana Nikolic Hughes  
Associate Director for Frontiers of Science

Disclosure: The author is the wife of professor Emlyn Hughes.

And it isn't just me either. No, your altruism extends to  
everyone! I see you giving the exact same treatment—unfil-  
tered, unfettered feedback—to all other writers, and actors,  
and singers, and dancers, and thinkers, and creators.

So of course, anon, your generosity is so enormous that  
it has raised some questions. Most immediately and most  
often, I've wondered who you are. I'm sure we've met in  
person. I'm sure I've sat next to you in class, brushed shoul-  
ders with you on College Walk, stood behind you in line at  
Joe's, maybe we even exchanged pleasantries. But you've  
never revealed yourself to me and I wonder why that is,  
anon. Are you ashamed of the things you say to me online?  
Do you turn into somebody else when you're alone in your  
room, god-like in the glow of your laptop, crouched in the  
darkness of namelessness? Do you turn into somebody you  
aren't proud of being?

You've made me question other things too, anon. You  
have made me question the First Amendment's relevance in  
a digital age. When opinions are so easy to express, are they  
still useful? When audiences are so accessible, do they still  
stand to gain?

And who are we when nobody knows who we are? How  
do we behave when our behavior comes with no conse-  
quence? What is the working consensus of a space where  
nobody is held accountable for their words, their views, and  
their violences? You've forced me to ask myself what it says  
about us, as a species and as a society, that when we're given  
an ungovernable forum free of judgment, a lot of us turn  
into very, very different people. Bad, scary people.

Anon, there have been entire weeks when I've had your  
"fuck you" resonating like a mantra in my head, following  
me around as a cloud of insecurity, raining second-guesses  
and hesitation on my every word and thought. Of course  
you've made me cry, anon. Of course you've made me re-  
evaluate my personal and professional choices. Of course  
you've sent me spiraling into night-long quarter-life crises  
of "Who am I?" and "Why am I such a terrible writer?" and  
"I may as well give up now."

But little things like humanity and feelings don't stand in  
your way, anon. You're just that good a person.

So I'm writing to you now to thank you. Over the  
years, your criticisms have made me a better writer.  
Your nitpicking has made me careful with every turn of  
phrase. Your volatility has made me choose my words  
deliberately. Your meanness has made me anticipate  
your outrage and try to evade it. All the while, you've  
remained unchanged, unimproved, still alone, and still  
unappreciated.

It's been a tortuous few years, but I've made my peace  
with you, anon. Go ahead and keep hurling insults at me. I'll  
just keep writing you love letters.

Dear Troll, Dear Hater, Dear Bully, Dear Violent, Dear  
Hurtful, Dear Standing Nothing to Gain.

Forever,  
R

Rega Jha is a Columbia College senior majoring in creative  
writing. Rega-rding Columbia runs alternate Thursdays.



ILLUSTRATION BY IONE WANG



# Religion and Columbia

## Negotiating faith

BY SEFFI KOGEN

Each year, a number of Jewish holidays fall right at the beginning of the school year. For some students, this involves missing important classes, undertaking extra assignments, experiencing frustrating relationships with professors, and, in most cases, stress and sleep deprivation. I have heard many students complain about the holidays and the “inconveniences” that come along with them. However, I would rather miss class and make up work than not have holidays. The Jewish High Holidays are not only fun, but spiritually fulfilling. Rosh Hashanah establishes a time right at the beginning of the new semester to reflect, forgive, and strive toward renewal. Yom Kippur services at Hillel are largely student-led and include a mash-up of traditions from a combination of communities, which can be confusing for many students. However, there is something incredibly inspiring about a group of students, empowered and united, carrying on their longs-tanding traditions. A few weeks later is Simchat Torah, a day of celebration of

the Torah, a day of dancing, Jewish expression, and pride that is fun precisely because it is peer-based. Although these days can be overwhelming because of the hassle of missing classes, the opportunities that they provide are immensely powerful.

Many religious difficulties I encounter are in the realm of challenges to my religious belief itself, rather than mere experiential inconveniences. While Columbia promotes cultural diversity and values difference, many of its classes can be challenging to religious beliefs: religion classes that analyze, simplify, and break down belief in general, literature classes that criticize the messages of religious texts, sociology classes that attack structures of discipline, and many more. College is a great time for grappling with challenging ideas, but it can become upsetting when professors and peers present these critical concepts as unquestionably true, rather than ideas. There is a level of cognitive dissonance that can be emotionally confusing regardless of how confident or open-minded a religious student is. Nonetheless, engaging in such classes or experiences can be deeply positive for one's own religious beliefs.

College is the first time many students have the opportunity to explore what they believe for

We come to Columbia expecting to change the way they see the world. For students who consider themselves religious, their beliefs add another layer of complexity to a stage of life that already leaves most of us questioning, at least on occasion, how to define ourselves.

themselves outside the context of a home or family that may share their beliefs. This can be threatening or “dangerous” to one’s belief systems, but it also provides an enormous opportunity for growth. Engaging with ideas that challenge belief allows for critical thinking and an opportunity to discover actual belief, rather than remaining subscribed to ideologies inculcated from infancy. This leads to a more nuanced version of any belief system, yielding a far richer religious experience. Grappling seriously with spiritual challenges can be frustrating, but doing so creates a more honest, serious spirituality. Although there are inherent difficulties that arise in a climate that challenges religious observance and beliefs, the benefits significantly outweigh any difficulties. My academic studies in college have undoubtedly enhanced my religious identity.

We celebrated the Jewish holiday of Purim this past weekend. Purim customs are based on the biblical story of Esther, who saved the Jews in Persia from extermination. It is traditional on Purim to wear masks and costumes, which fits the day’s themes of humor and the reversal of bad fortunes. This custom is likely borrowed from the Roman Carnival. It exemplifies how external traditions and ideas can be incorporated into Jewish practice as

an opportunity for growth and for the enhancement of religious expression; college provides a similar opportunity. I find that the college experience and religion mutually support one another.

In this way, college has supplied me with the most enriching and empowering religious experiences of my life. When I study biochemistry, I feel that I am understanding God’s world better, and when I pray, I am inspired by the power of a community of students that actively cares about and believes in something bigger than itself. I have found an incredible community of students that associates with my religion in all of its different shapes and streams—students with backgrounds and beliefs that may be quite similar to mine or vastly different, all of whom are committed to creating Jewish experience. The opportunity to be a contributing member of such a society has empowered me to engage with my own religion more deeply than ever before. And the structure, networks, and support of such a community have immensely improved my college experience.

*The author is a General Studies and Jewish Theological Seminary junior. He is president of the Columbia/Barnard Hillel.*

## Openly different

BY MANDEEP SINGH

Walking on campus as an enthusiastic first-year, I was overwhelmed by the beautiful architecture, unique energy, and endless opportunities that exist here. Being a student at Columbia has definitely been one of the most challenging, rewarding, and amazing experiences of my life. The classes I am taking, the connections that I am making, and the memories I will leave with are helping to cultivate who I am as a scholar, leader, and individual.

Although I have had the privilege to establish myself through different organizations, there is still a part of this university that makes me uncomfortable and pushes me in ways I haven’t really felt before. Whether it has been walking down College Walk to Butler or waiting in the pasta line in Ferris, heads fitted with cautious and questioning eyes instantly turn to look at what sits atop my head—my vibrantly colored turban, part of my identity as a Sikh.

Being representative of your whole religion wherever you go can become extremely challenging.

While I have been blessed never to have faced direct discrimination, the visual expression of my faith through my unshorn hair kept within my turban and my long beard attract cautious and potentially critical looks wherever I go. For a lot of people who do not necessarily understand the significance that my turban and beard hold, it is as if there is consistently a huge question mark above my head. Even though I am proud of my religion and more than happy to help spread awareness of it, many unspoken and negative expressions have made me feel quite isolated within the community at different points during my college experience.

Compared to the other religions practiced within the Columbia student body, Sikhism is still a relatively underrepresented religion throughout elite institutes of education. For those who may not know, Sikhism is the fifth largest religion in the world and is a monotheistic, progressive religion that believes in the universal values of truthful living, equality of mankind, social justice, and remembrance of Waheguru, or God. Although every individual may have different interpretations of the religion itself, and this is simply mine, a fundamental tenet of the faith that works to set us apart from the rest of the community is our turbans. While the reasons why Sikhs choose to wear turbans are complex, one of the reasons why I choose to keep my hair is because it allows people to recognize the positive values of peace, love, and openness that my faith teaches.

Being representative of your whole religion wherever you go can become extremely challenging. Though there are many Sikhs in all corners of the country, there are few in Ivy League institutions. While many people have respected and welcomed my decision to follow Sikhism, the struggles of appearing different do create the possibility for subliminal micro-aggressions that the larger community might not necessarily be aware of. From my experience, there still exists a certain edge for those who do not fit into the stereotypical representation of a Columbia student—an edge that is simply detrimental to the safety and acceptance of all students within our campus community.

However, the different values of openness and positivity ingrained within me have pushed me to work past the negativity that may exist throughout campus and focus on the positivity and potential for growth that exists. Most of my friends and peers have been naturally curious to learn about Sikhism. Being one of a handful of Sikhs on campus pushes me to learn more about my religion so that I can happily answer any questions that may come up.

Although the number of Sikhs are limited, they are growing, and many of them are working hard to shed light on pertinent issues. Through the recently expanding organization Columbia University Sewa, which is based on the values of social justice and community service, students like myself are coming together to help Columbia become a more open, understanding, and positive space. Not only does my faith allow me create a unique identity on campus, it is giving me the passion and values to work toward making Columbia safer, better, and more critically conscious about the beautiful diversity that exists all around us.

*The author is a Columbia College sophomore and president of CU Sewa.*



ILLUSTRATION BY RYAN VELING

## Experimenting, confused, and alright

BY ANONYMOUS

I grew up in a conservative Muslim household. If things had worked out the way my parents wanted, I would be a perfect, god-fearing, Muslim girl. However, I was the rebellious teenager, who needed to push her limits, and I learned my lessons the hard way. I did learn my lessons, though. Despite my shenanigans, at 18 I felt like I was done experimenting—at least when it came to my religious beliefs. I knew I was Muslim; I embraced it and tried to practice it. Although I was not the quintessential Muslim girl, I did try to follow the basic tenets of Islam: pray five times a day, go to the mosque every weekend with my family, fast in the month of Ramadan, and try to stick to my religion as much as I could in my daily life.

Before coming to Columbia, I got the “no sex, drugs, or alcohol” talk from plenty of adults. Every time, I would tell them that I had never taken any drugs or alcohol and had no desire to. But among friends and cousins, everyone told me that it would be almost impossible for me to go through four years of college without ever partying or drinking. Believing I had too much self-control to be vulnerable to any of these charms, I dismissed their prophecies as irrelevant to me. Looking back, I realize that I was being very naïve.

I’ve been at Columbia for over six months, and in that time, I have come to realize that I’m in fact not done experimenting. Initially, I kept to the standards of religion that I had set for myself. I was very comfortable with who I was, what my religious beliefs were, and how they impacted my life at Columbia. It was very easy for me to decline drinks at a party by saying I was Muslim, and I wouldn’t be offered drinks again. My friends were very accepting of who I was, even though there was an obvious cultural and religious divide among us. But none of these issues ever created contention in my relationship with anyone at Columbia.

As a college student, though, it doesn’t take very long to become desensitized to crazy parties, drinking, and smoking. Within a few months, I went from not drinking at all, to occasionally drinking, to pre-gaming for everything—from an EC party to a snowball fight. A fan of hookah, I was smoking weed pretty soon, too. And quite honestly, this transition was not as hard as I thought it would be. When I began drinking and smoking, I told myself it was simply to experiment; I told myself I would stop, but I didn’t. Isn’t that what’s taught at Columbia? We’re exposed to a variety of

subjects—and are allowed to explore—so that we can eventually decide what we want to study. But it’s not like I gave up on religion; I just told myself that I’m still experimenting and that it’s OK to do that. Regardless of all the choices I’m making, I still pray five times a day, or at least try to, and read the Quran when I can.

I know I’m feeling the effects of cognitive dissonance, but I’m still learning and willing to experiment. I do feel guilty for drinking and shirking my religious responsibilities, but the alternatives seem very trivial: going out and partying. Despite that short-term pleasure, after I come back from a party, I pray before I go to sleep. That’s not my way of rectifying the “mistake” I’ve made, but of holding on to what I believe is right.

Since most of my friends and acquaintances know that I’m Muslim, they’re very surprised when they see a can of beer in my hand at parties. To quell their confusion, I usually explain that “I’m a practicing Muslim. I’m practicing to be Muslim.”

Columbia didn’t corrupt me or take religion away from me; it just allowed me to question some of my beliefs.

I still believe and follow most Islamic guidelines and restrictions. Yes, after a few months at Columbia, I’ve made a dramatic life decision, but I haven’t given up on religion. There was never an intention to be rebellious and free myself of any restrictions of Islam. In fact, I believe that all of these restrictions are completely justified. Besides, there is more to Islam than just the restrictions on drugs, sex, and pork. Honesty, integrity, women’s rights, a sense of community, sacrifice, friendship, and peace are all messages I take from Islam—ones that didn’t leave me when I came to Columbia. Columbia didn’t corrupt me or take religion away from me; it just allowed me to question some of my beliefs. I’m learning by practice instead of by example. I’m learning through my own mistakes. I’m making my own decision—to both party and pray.

In spite of my apparent lack of morals, unconvincing excuses to party, and lack of will, I would still rather learn through my own choices than conform to society’s or Islam’s expectations for one to be on a moral pedestal. I don’t know how far these “mistakes” will go, what the outcome will be, whether or not Columbia will help me embrace Islam with a greater will, but I do know that right now, I’m confused. And I think that’s perfectly all right.

*The author is a Columbia College student. She was granted anonymity due to the personal nature of this piece.*

## Using Columbia to find God

BY JACKSON GIURICICH

During Sunday chapel, in his response to the Gospel reading, it is not uncommon for our Episcopal chaplain, Father Sloan, to include his particular area of interest: historical accounts from one of the World Wars. Interpreting Scripture through one’s own intellect and experience constitutes a pillar of the Anglican faith and, we believe, better permits its adherents to experience the inspired Word of God. As a member of the Columbia Canterbury Club, the Episcopal student congregation on campus, I am proud to help contribute to Columbia’s Anglican tradition of progressivism and intellectual engagement.

I was first drawn to the Episcopal Church because, to me, it represents an institution committed both to the work of God and to the needs of humankind. In my opinion, though the church may have a divine mission, it is still a human institution and must be reasonably expected to accommodate the needs of the laity. The policies of the Episcopal Church, specifically in allowing the ordination of female priests and bishops and in performing same-sex marriages, seem to be most closely aligned with Jesus’s message of inclusion when he uttered, “Blessed are those who are persecuted for righteousness’ sake, for theirs is the kingdom of heaven,” (Matthew 5:10).

My decision to go to church was motivated in part by a desire to give thanks, but also by a curiosity as to how He operates.

At home, I was raised in a highly secular environment where my notion of God was unfixed and mixed-up in my idea of the certainty of particular outcomes of “fate”. Organized religion was simply not relevant to my life. During this period, I most closely associated the Christian Divinity with the gold leaf in a Fra Angelico fresco or the high notes of a baroque motet. It was at Columbia, in the fall of my junior year, that I first decided to align myself with a specific denomination. Recently, the petty problems of a college first-year gradually became replaced by much deeper questions of existence, questions that I alone could not answer but knew everyone must face to a certain degree. I had been praying to God for a resolution to my troubles. The “resolution,” when it came, rarely took the form I thought it might. Sometimes I felt emboldened to take action when I hadn’t had the strength before—sometimes the problem ceased to matter or was replaced by something else. My decision to go to church was motivated in part by a desire to give thanks, but also by a curiosity as to how He operates. I felt no stigma attached to exploring this side of myself. On the part of the student body, the relative indifference means that those who wish to may practice their faith freely and undisturbed.

As an ambitious student, the future can seem so much bigger than the present. It can be tempting to sublimate most of our energy into what we perceive will make us more marketable, useful, or otherwise valuable to others, not only in the context of a career. This attitude assumes that we are on a sliding scale of “goodness” or of value. It also assumes that if we prepare ourselves properly, we will accordingly increase in value. One thing that I have learned at church and in my discussions with our chaplain is that, because of God’s love, everything and everyone has an intrinsic value.

This was in no small part a revelation to me, as I found that, at Columbia and elsewhere, I had focused so much of my energies on things that would give me extrinsic value, such as my grades or image. Of course, this is not to say that I no longer concern myself with such things. They have merely ceased to be critical components in any self-assessment to which I may submit myself. Without this knowledge, I personally found it difficult to live with the expectations—academic and otherwise—of such a rigorous environment as Columbia’s. It is ultimately knowledge of our sense of value that sustains our sense of self as we are probing our identities in college.

Though I am sure that, sooner or later, I would have learned to appreciate the significance of God’s role in my life, I believe that the intense atmosphere at this school may have precipitated this realization. Even the issues raised in classes such as Contemporary Civilization serve as an introduction to these questions with which we must grapple. These classes challenge us to face how we relate to our society and, ultimately, how we are able to relate to ourselves.

*The author is a Columbia College junior majoring in French and romance philology.*



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2	5	9	1	3	4	8	6	7
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9	1	7	8	2	6	4	5	3
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© Puzzles by Pappocom

Fill in the grid so that every row, every column and every 3x3 grid contains the digits 1 through 9. That means that no number is repeated in any row, column or box.

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## Los Angeles Times Daily Crossword Puzzle

Edited by Rich Norris and Joyce Nichols Lewis

**ACROSS**

1 Send with an email

7 With 22-, 37- or 48-Across, familiar line

14 It has its charms

15 Password accompaniment

17 Mail for King Arthur

18 "Pull it together"

19 Fed. management and support agency

21 Fabric

22 See 7-Across

29 Ken and Lena of Hollywood

30 Tell-all account

31 Mosquito-borne fever

33 Islet

34 Preschool downtime

37 See 7-Across

41 Disapproving sound

42 Ballpark fig.

43 Two-\_\_\_\_

44 Shrink laugh

47 Bookkeeper's deduction

48 See 7-Across

50 Literature Nobelist

52 \_\_\_\_ Lanka

53 Words often said with a fist pump

57 Easy pill to swallow

62 Where a shopping list may be jotted down

63 Word of exasperation

64 Probable response to 7-22-, 7-37- or 7-48-Across

65 Saved

5 Forks over reluctantly

6 \_\_\_\_ trade

7 An O may symbolize one

8 Odessa-to-Austin dir.

9 To this point

10 Leaflike parts

11 "Life of Pi" director

12 Unseen "Red" character in "Peanuts"

13 Give off

16 N.T. book

20 "All bets \_\_\_\_ off"

22 Buffalo Bill and the Wyoming city named for him

23 Kitchen spreads

24 Frigid forecast word

25 Tech sch. grad

26 "Bingo!"

27 Andy's TV son

28 Pics

32 To-be, in politics

34 Capone associate

35 Words after crack or fry

36 1996 role for Madonna or Jonathan Pryce

38 Sets a price of

39 Adjust, as to a new situation

40 Prey for a Hauskatze

44 Alpine dwelling

45 Battery not included, perhaps

46 Aurora, to the Greeks

48 Refrain from claiming

49 Prods

50 Like Vivaldi's "Spring"

51 Joined the choir

54 Scooby-\_\_\_\_

55 Tape speed unit: Abbr.

56 Hanoi holiday

58 John of London

59 Nasty mutt

60 Birthday candle number

61 Prof's deg.

**ANSWER TO PREVIOUS PUZZLE:**

J	E	J	U	N	E	C	A	D	B	M	W	S
A	L	O	T	O	F	O	R	R	R	E	I	N
C	A	S	A	B	L	A	N	C	A	A	N	N
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P	A	N	O	S	A	L	A	E	N	L	E	
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H	O	O		A	X	L		O	P	I	A	T
I	N	N	S		D	E	E		F	O	R	A

[xwordeditor@aol.com](mailto:xwordeditor@aol.com) 02/28/13

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By Steven J. St. John  
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# High pressure cracks Light Blue defense

BY ROBERT MITCHELL  
*Spectator Staff Writer*

In a midweek road trip to face an undefeated Lafayette team, Columbia was unable to prevail against the Leopards' efficient offense display, falling 16-9.

Despite drawing first blood on a goal from junior Paige Cuscovitch, the Lions (1-1) found themselves down 7-5 by the end of the first half.

A key stat was the Leopards' (4-0) attempted shots—they had 33 to Columbia's 23. Lafayette's aggression put a massive strain on the Light Blue defense. Lafayette's Addie Godfrey finished the game with a staggering

COLUMBIA	9
LAFAYETTE	16

seven goals. Ana White was another key contributor on the offensive side of the ball, as she and Godfrey accounted for 10 of the team's 16 goals, with White adding two assists.

To get back in the game, the Lions switched to freshman Colleen Packer midway through the second half. But junior goalkeeper Skylar Dabbar, who finished the day with seven saves, was called back in following a 2-minute, 58-second sequence in which Lafayette was able to put up four goals.

The scoring run pushed the Leopards' margin to 14-7 with just 9:32 left to play, and put some distance between them and the Lions. One sequence,

in which the Leopards scored three goals in 58 seconds of play, also led to yellow cards on the Light Blue's junior Ashley Rinere and sophomore Charlotte Cipolletti.

After keeping pace with Lafayette in the first half, the Columbia offense was able to put up only four additional points to the Leopards' nine after the break. Though the Leopards had a hard time shutting down Cuscovitch and senior Kacie Johnson, who finished with three and four goals respectively, they were able to clamp down on the rest of the team and the offense stagnated, recording zero assists to Lafayette's seven.

Columbia will head out on the road to Brown this Saturday for the team's first Ivy game of the season.

[sports@columbiaspectator.com](mailto:sports@columbiaspectator.com)



LUKE HENDERSON / SENIOR STAFF PHOTOGRAPHER

**CAT FIGHT** | CU may have scored the first goal but the team didn't score the last. Cuscovitch and Johnson could not mount enough of an offense to offset the large lead taken by Lafayette.

## Continuity is key to sustained success

**BERNSTEIN** from page 3

Dartmouth encountered a lackluster Columbia squad, which seemed to care little about neither defense nor ball handling, turning the ball over 19 times, and allowing the Bulldogs to shoot 62 percent from the field.

Just as Vinny del Negro began to build the right team shortly after joining the Clippers in the 2010-2011 season, so too has Smith invested in the future since coincidentally joining the Light Blue in

the same year. Just by looking at this year's top freshman recruits, guards Maodo Lo and Grant Mullins, we can see that progress is certainly on the way. These gains will sure up the backcourt for years to come and allow a healthy rotation that will prevent a Brian Barbour from a playing-way-too-many-minutes situation. Lo has already established himself as one of the team's best players on both the offensive and defensive ends, while Mullins' 18-point, 8-for-8 free

throw performance against Penn on Saturday shows his tremendous upside.

Progress is certainly on the way. Perhaps all those years of suffering will finally be worth it for loyal Lions fans.

As difficult as it might sound, we just need to be patient with our teams.

*Alexander Bernstein is a Columbia College first-year. Contrarian Review runs biweekly.*

[sports@columbiaspectator.com](mailto:sports@columbiaspectator.com)

## CU must take breaks at opportune times

**IN FOCUS** from page 3

timeout and remind Columbia to "erase all the bad memories from the first half," Nixon said.

In the Light Blue's victory over Brown, timeouts didn't factor heavily into the lead but may have sealed the deal regardless. The Bears rallied for a last-minute comeback, which could have been worse if the Lions had run out of timeouts.

"We did not have to use

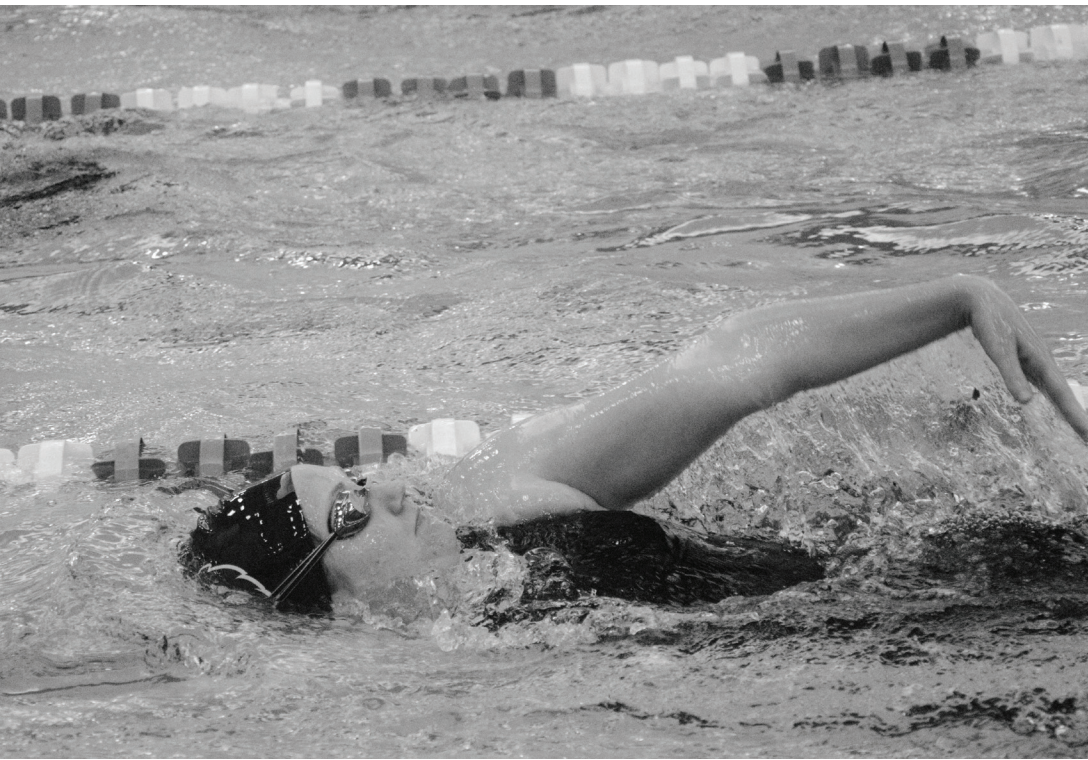
any timeouts early in the game, which meant late in the game, Brown was making its furious run, we were able to call timeouts when we got in trouble," Nixon said, referring to a prevented turnover from a baseline trap by the Bears.

But it's often a guessing game for coaches, knowing how and when to snap a run with a key timeout, substitution, play, or adjustment. Hindsight allows Nixon to see 20/20 in the

Yale game but "anything you say you might've, could've, would've done in a game, you don't know if it was going to work out or not."

In the meantime, the Lions can work out their rebounds and free throws, the two challenges that plagued their poorer performances earlier this season. Whether they can uphold the necessary confidence remains to be seen.

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KIMBERLY FLORES / STAFF PHOTOGRAPHER

**TO THE WALL** | The Lions hope to be the first to the wall in their strongest events, such as the individual medley and breaststroke. Following a recent win streak, they'll try to upset past victor Harvard.

## Lions look to make a big splash at Ivies

**SWIMMING**  
from front page

two Ivy League records in the 200 individual medley and 100 breaststroke, as well as earning an additional title in the 200 breaststroke. She is the only Ivy woman ever to dip under a minute in the 100 breaststroke, and her strength in freestyle also makes her a valuable relay asset.

She'll be flanked by co-captains and butterfly specialists Kristina Parsons and Caroline Lukins. In December, Parsons broke a school record in the 100 distance, and

Lukins has been flirting with the 200 fly record (and two-minute barrier) all season.

Caskey is confident the senior class will show its best in its final team effort.

"I think they're going to be marvelous," she said. "They're ready for it, they're excited, they want this team to have the best meet it's ever had, and they're confident that their leadership will help us get there."

A strong butterfly group seems to be one of this squad's signatures—veterans aside, freshmen Christina Ray, Daniela Rueda, and Kristine Ng all rank in the top 15 in

the league in butterfly events.

Another area on which the team will lean heavily is distance freestyle. Sophomore Salena Huang, junior Aileen Smith, and freshman Rueda all have the potential to score points.

And it would be a misstep to forget about the diving squad, which performed strongly all season and is undefeated. Senior Kristin Hehir, junior Katie Furr, and sophomore Alyssa Menz will act as quiet bolsters in Columbia's point total.

*charlotte.murtishaw@columbiaspectator.com*



JENNY PAYNE / SENIOR STAFF PHOTOGRAPHER

**SHALL WE DANCE** | Dancers in the MaMa project rehearse in the Lerner Black Box. The show, choreographed by Kyley Knoerzer, BC '13, and Jaclyn Hoffman, CC '14, opens Friday.

## MaMa Project set to open Friday

would focus on secrets, lies and deception. I think that these themes are subtly reflected in the show. As I mentioned earlier, Jaclyn and I believe that choreography is truly an art form. We wanted the themes to be present in the movement, in a more thoughtful and emotional, rather than an obvious, sort of way.

**SF:** Do you think performing in front of the audience will change the overall feel of the work?

**KK:** I have always been the type of dancer that goes from dancing to performing when an audience is present. I believe that

this is true of a lot of our dancers. There is a difference, however, between a conventional stage and the Lerner Black Box. In the Black Box the dancers are at any given moment no farther than about five feet from the nearest audience member. Everything counts: your face and your intention and what you feel. This is an amazing opportunity because the proximity of the dancers can make the audience feel 10 times more than they would when watching from a theater.

**SF:** What have you learned from the choreographic

process?

**KK:** This project has been a step outside the box for both Jaclyn and I. Now, as I watch the show rehearse every week, it is obvious to me that this was an incredible learning process for both of us. Where we were one-dimensional, we are now two, and I am grateful to the project for challenging me to grow as a choreographer.

*"Secrets, Lies, and Deception" will run at 8 p.m. this Friday and 2 p.m. and 8 p.m. this Saturday in the Lerner Black Box. Tickets are \$5 with a CUID.*

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MaMa project will showcase student dancers, choreographers

BY SARAH FRIEDMAN  
*Columbia Daily Spectator*

For months, student dancers and choreographers have been keeping a secret—this year's MaMa project. The project, an offshoot of campus dance group Orchesis whose name derives from the first two letters of the founders of the project, began in 2002 and gives student choreographers the opportunity to work with an ensemble of student dancers to produce a full-length show each year.

This year's choreographers, Kyley Knoerzer, BC '13, and Jaclyn Hoffman, CC '14, have worked through a rather unconventional collaborative process. While the duo worked together to conceive this year's theme, "Secrets, Lies, and Deception," and choreographed the show starting last September, this semester finds Hoffman studying abroad in France.

Spectator had the opportunity to talk with Knoerzer to get a glimpse into the rehearsal process and what the MaMa Project has in store for audiences this Friday and Saturday.

**SARAH FRIEDMAN:** Can you tell me about your background in dance and choreography?

**KYLEY KNOEZER:** I have been dancing since I was about 10 years old. I started choreographing when I was a sophomore at Vanderbilt. Jaclyn has been dancing all her life, and she has choreographed much more than I have. She often choreographs pieces for competition teams all over New England.

**SF:** How did you get involved with the MaMa Project?

**KK:** Jaclyn and I both joined the MaMa Project last year on a whim. We both believe in the power of choreography, and not just in the movement but in the style. Given our similar choreographic styles and beliefs it seemed fitting that we would honor our friendship by applying for the project together.

**SF:** Can you describe the dynamic between you and your dancers throughout the rehearsal process?

**KK:** I push my dancers very hard. I chose them for this project because I believed that they all had in them tangible potential. I push them because I want them to reach that potential, and then achieve past it. I don't believe that there is any worth in doing something that is easy for you or that you've done 100 times before. If you aren't going to challenge yourself then that is a day wasted. I apply this belief to my dancing and my choreography, and I work to challenge my dancers. I hope that coming out of this, they feel that they have learned something valuable about themselves and that they may wave their potential goodbye as they move on to bigger challenges in the future.

**SF:** What was the original concept for the project and how has it changed over time?

**KK:** We knew from the start that our project

SEE MAMA, page 7



KIMBERLY FLORES / STAFF PHOTOGRAPHER

**TIME TO DANCE** | Orchesis, pictured rehearsing, is dealing with a scheduling issue with Barnard Dance for opening weekend of its spring show.

Orchesis faces space issue, scheduling conflict

BY HALLIE NELL SWANSON  
AND RUBY MELLEN  
*Columbia Daily Spectator*

Members of the Columbia dance group Orchesis are used to a frantic period leading up to their spring show. This year, though, there is one more obstacle to contend with: The performance, which is scheduled for April 12 in Boone Arledge Auditorium, falls on the same day as Barnard Dances at Miller, a three-credit graded class and performance that counts as an elective for dance majors and minors.

For Orchesis producer Laura Quintela, CC '14, this is part of an ongoing problem the group has had with reserving space.

The dance group asked for the weekend of April 1 because it fell halfway between the senior dance thesis performances and the Miller performance in order to avoid both, "but that's not what we got," Quintela said.

Katherine Bergstrom, CC '14 and a dancer in both performances, said the overlapping dates make participation hectic.

There are probably six or seven dancers performing in both shows, according to Bergstrom.

"But this is something that's been happening consistently every year—between Orchesis and another dance group or people in the musical," she said.

The dancers attribute the ongoing problem to a lack of space and the process of pre-calendaring, during which student groups reserve space for the next semester.

Pre-calendaring is a joint process managed by committees of student group advisers, student council representatives, and University Event Management. These committees work together to ensure the greatest number of groups receive the greatest number of desired spaces.

"Group interests are represented by their advisers and each situation is reviewed on a case-by-case basis," Joseph Ricciutti, executive

director of University Event Management, said in an email.

Yet, because of high demand and limited space, requests are not always accommodated.

To further complicate the Orchesis and Barnard Dances at Miller overlap, UEM does not reserve space in Miller Theatre.

The adviser for Orchesis, David Milch, was did not respond for comment.

In the pre-calendaring process that decided space reservations for this semester, UEM gave Orchesis space to perform two shows on April 12—one at 8:30 p.m. and one at 11 p.m. or 11:30 p.m. to get around the Miller show, which ends at 8:30 p.m.

**"I know it's going to be a stressful weekend, but it's something I've come to accept, good or bad."**

—Katherine Bergstrom, CC '14 and dancer in Orchesis and Barnard Dance

Orchesis' request for April 1 could not be accommodated because "there were four other events and tech rehearsal time required in Boone Arledge Auditorium for the same week," Ricciutti said.

Despite the hectic schedule, Quintela has tried to remain optimistic.

"That's life," she said. "Dancer logistics are going to be difficult but not insurmountable."

Quintela has been in touch with the dance department, sharing shared cast lists and show order, and making sure that the show goes seamlessly.

The larger problem boils down to a lack of

space.

"Conflicts are unfortunately a reality given the significant number of student groups on campus and the finite amount of event space, particularly specialized areas used for performances and productions," Ricciutti said.

Dance performances require lighting, staging, and a tech team, so their options for performance space are limited. Orchesis can only take place in Boone, as the group includes, in its largest number, more than 150 performers.

While the dancers are resigned to this semester's scheduling problems, they say they are also unhappy with how the space reservation process works in general.

"People aren't sensitive to the overlap between groups," Bergstrom said. "The dance department pulls a lot more weight than a student group. They've been really helpful about working with us because we're all dancers. But it's just hard when you're trying to schedule something and whoever's dealing with the scheduling just isn't responding to what you've planned."

Katie Mukai, BC '13, who participates in Orchesis, the Barnard Project, and Barnard Dances at Miller, also said that the dance department has been supportive.

"The dance department has always been amazing in allowing Orchesis to use studio space, and now in collaborating about our overlapping tech weeks they are being particularly accommodating," she said.

Still, dancers say the lack of communication and undesirable scheduling conflicts have made this semester's shows more stressful than they need be.

"It's frustrating, but at the same time none of us would quit one or the other," Bergstrom said. "We really just like to perform. I know it's going to be a stressful weekend, but it's something I've come to accept, good or bad. I'm just gonna deal with it."

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Emmy-winning filmmaker uncovers Upper West Side's presence in films, TV

BY WINN PERIYASAMY  
*Spectator Staff Writer*

Though it is not as trendy as, say, Williamsburg, the Upper West Side—and Morningside Heights in particular—has played a starring role in films for years. Emmy Award-winning filmmaker and architect James Sanders returned to his roots on Monday to speak at Bank Street College on Morningside's history in film as part of an overall movement dedicated to making the neighborhood a historic site.

Sanders' talk moved swiftly through the years of New York film's growth, presenting over 70 images matching films with important moments in New York's history. "Center Stage," "Godspell," and "West Side Story" were all filmed at or around Lincoln Center, with the latter shooting during the very last days of the tenement districts. The Dakota became the Bramford building for "Rosemary's Baby" a year before it became a New York landmark and 12 years before John Lennon was shot there.

It was no accident that the Upper West Side became such an important place for film. Many artists over the years have expressed interest in the Upper West Side, Sanders said, with talents like Woody Allen, Tina Fey, Barbra Streisand, and Robert Downey Jr. all shooting scenes sometimes just a stone's throw away from campus.

Allen understood the Upper West Side to be "the soul of the city," featuring it heavily in "Annie Hall." Years of walking through

Riverside Park and thinking, "One day, I'll put this in a movie," led Nora Ephron to make "You've Got Mail," a love letter to the neighborhood, with the final scene shot entirely in its 91st Street garden.

Sanders did not just focus on what he called the "mythical area below 110th Street" throughout his lecture. The talk soon turned to Columbia as he rattled off names of films shot on-location around campus.

Highlights included "Hair," "Ghostbusters," and "Premium Rush." "If you need to shoot a college scene in New York, chances are, you'll end up at Columbia," he said.

Sanders mostly stuck to film, but made a special mention of Tom's Restaurant's role on the small screen, saying that the idea of the Upper West Side and Morningside Heights as "the world's playground for young people" could not have been more emblemized than it was by "Seinfeld," he said.

Sanders brought his talk full circle, saying that while it's not yet recognized as a historic site, there is much that Morningside Heights and the Upper West Side have to offer as a central part of the city's film history.

Of course, Sanders noted, it's important to know the area to represent it well.

"I spent eight years of my life at the college and the graduate school," he said. "It's a place that's dear to my heart. To really understand what's been going on in Morningside Heights over the last 75 years, you have to understand the Upper West Side as a whole."



FILE PHOTO

**TV TREASURE** | Filmmaker James Sanders pointed to Tom's Restaurant, which was prominently featured on "Seinfeld," as one of many Upper West Side landmarks turned into icons by TV and film.

The talk was hosted by the Morningside Heights Historic District Committee, which has lobbied for a historic district designation of the area. While the neighborhood hasn't been recognized, Sanders said that Morningside Heights and the Upper West Side have been honored well on screen.

"Urban environments can have a multitude of meanings," Sanders said. "You can really watch the rise and fall of empires through film. Then we can go on and see what's next."

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