



DAVID BRANN / SENIOR STAFF PHOTOGRAPHER

WORLDWIDE | Sociology professor Sudhir Venkatesh at the Committee on Global Thought’s undergraduate discussion on Monday.

Students, professors talk globalization’s effects

BY JEREMY BUDD
Spectator Senior Staff Writer

Undergraduate students and faculty members discussed issues of globalization, from Occupy Wall Street to the Arab Spring, at a discussion with members from the Committee on Global Thought on Monday night.

The committee kept the hour unrestricted so as to solicit students’ thoughts on what they believed the most

pressing global issues were. In the Broadway Room in Lerner Hall, 30 students shared their ideas about how the global reverberation of the Occupy movements over the last six months shows how communication systems are evolving.

Danny Alonso, CC ’12, said that he thought it was especially important for students to address issues of solidarity and exclusion within the Occupy movement with a critical

eye—especially since its protests were located all around the globe.

“You saw the hiccups it had when it came to addressing difference,” Alonso, who was an active participant in the protests here in New York, said. “When the forces of resistance came, there was a lot of silencing.”

Although the Occupy movements sought to critique inequality and hierarchy, there was still a hierarchy within the

movement itself that excluded some people, Alonso said. But he criticized the fear of some participants who “didn’t understand this different kind of critiquing” and advocated for a “global solidarity” through listening and more open communication.

“It’s an issue that a lot of people are having,” he said. “We are more connected, we

SEE GLOBAL, page 2

GS/JTS students feel caught between two worlds

BY MADINA TOURE
Spectator Senior Staff Writer

When Natalie Telson, GS/JTS ’15, formally resigned as Jewish Theological Seminary representative for the General Studies Student Council in January, she described the position and placement of JTS students in the School of General Studies as “somewhat skewed.”

“I understand that JTS students are placed in GS due to our unconventional path of education,” Telson said in her resignation email. “However, many of us have differing interests and goals than that of our other GS peers.”

Though their cross-enrollment in GS permits them to take classes other than those offered at their own school, JTS students say they feel out of place among their peers at GS.

JTS, a center for Conservative Judaism, consists of List College—an undergraduate school—and four graduate schools. List College offers a joint bachelor’s degree program with the School of General Studies and Barnard College.

Shuly Schwartz, associate professor of American Jewish history and dean of graduate and undergraduate studies at JTS, explained that GS caters to nontraditional students and that joint-program students fit that description because they are earning two BAs. But students say the social differences outweigh the academic similarities.

DIFFERENT PATHS

GS Dean Peter Awn said that students largely determine their own level of engagement with their school’s social life.

“There are no restrictions, there are no limitations,” Awn said. “And you will find that the different ways that people find their friends, find their sort of social engagement, as well as their simply seeking out some fun in the city—how they do that is a very individual thing at Columbia.”

But that process can be difficult, students said. Telson said the gap between GS/JTS students and most other GS students stems from the age difference.

“I really think it all comes back to academically, we do belong in GS—but socially, there’s just undeniable differences,” she said.

“I would much rather hang out with someone who’s going through a similar college experience as I am than a 32-year-old,” Hillel Lehmann, GS/JTS ’15, said. “There’s nothing against GS, it’s just the very nature of where we are in terms of our life span and where we’re going.”

GS/JTS students are also required to live in JTS housing. First-years and sophomores live in Mathilde Schechter Residence Hall, on 120th Street between Amsterdam Avenue and Morningside Drive, while upperclassmen live in Goldsmith Residence Hall, at the corner of Broadway and 121st Street.

BC/JTS students, instead,

SEE GS/JTS, page 3

TC school parents call for full-day pre-K program

BY MILES JOHNSON
Spectator Staff Writer

The recently opened Teacher’s College Community School is getting flak from parents who are worried that the school is not allocating enough time to its pre-kindergarten students.

The issue surfaced after administrators decided against making the preschool program full-day, as many had hoped. To many parents who cannot afford to leave work in the middle of the day, the decision is disappointing.

Jan Harrison, who has one child in kindergarten and another about to enter pre-K at TCCS, is leading the effort to get the school to add a full-day pre-K program.

“I’m a working parent, and my husband works,” Harrison said. “Three hours a day of pre-K is not enough, one. Two, it doesn’t serve the middle class and parents.”

Currently, the scheduling for pre-K at TCCS allows for two classes, one from 8 a.m. to 11 a.m., and one from 12 p.m. to 3 p.m.

The school, which opened in October with 50 kindergarten students, is a product of the University’s Community Benefits Agreement—a promise to provide the neighborhood with a school providing pre-K through 8th grades. It plans to move from its temporary East Harlem location

SEE PRE-K, page 4

Online comments come under scrutiny

Students speak out against sexist words after Obama news

BY BEN GITTELSON
Spectator Senior Staff Writer

Administrators and students spoke out against the hateful online comments exchanged between Columbia College and Barnard students on Tuesday, with over 1,500 students joining a Facebook group uniting against the animosity as of early Wednesday morning.

After the announcement that President Barack Obama, CC ’83, would be speaking at Barnard’s commencement, some CC students took to Spectator and Bwog to criticize their peers across the street. While their initial complaints were directed at Obama for coming to Morningside Heights but not speaking at his alma mater, their anger led to many misogynistic comments challenging Barnard students’ intellect.

Barnard President Debora Spar and University President Lee Bollinger issued a joint statement Tuesday emphasizing that the nature of the comments was not representative of Columbia students.

“We understand that, for some, there’s an entirely natural disappointment that today finds a convenient outlet in online comments, but we join in the sentiments expressed by so many of our wise and thoughtful students that disrespectful comments are not representative of our community,” Bollinger and Spar said. “Our collective undergraduate student body takes justifiable pride in the uniqueness of their individual schools even

as they share so many of their collegiate experiences.”

Columbia College Interim Dean James Valentini declined to comment on Tuesday.

Dean of Community Development and Multicultural Affairs Terry Martinez called the comments “sour grapes chatter” on her Twitter on Tuesday and urged Columbia students to “be happy for your friends and neighbors and just chill.”

The Columbia College Student Council released a statement early Wednesday morning denouncing the comments. “We are outraged by the comments made by members of all associations and are embarrassed by our peers who hide behind a computer and use the internet as a forum for malicious comments,” the statement read. “We are all members of the same university community.”

A statement from Barnard’s Student Government Association was not available by press time.

Many students took further activism to the Internet on Tuesday night. Caroline Kim, BC ’13, created a Change.org petition on Tuesday condemning the sexist comments that had been posted on the original articles. It had over 700 signatures early Wednesday morning.

“These blatant demonstrations of sexism and misogyny are unacceptable and point to the undeniable importance of bringing women’s issues to the forefront of the national debate and the Barnard-Columbia

SEE COMMENTS, page 2



HENRY WILLSON / SENIOR STAFF PHOTOGRAPHER

ECO-NOCO | Biology professor Julio Fernandez’s lab in the Northwest Corner Building. The building was recognized for its environmentally friendly design and construction practices.

NW Corner Building awarded LEED Gold

BY JORDAN FREISLEBEN
Spectator Staff Writer

The structure of the Northwest Corner Building is a metallic tower—but inside, it’s quite green.

The building, which opened in December 2010, has been awarded LEED Gold certification by the U.S. Green Building Council for energy use, lighting, water, and material use.

Leadership in Energy and Environmental Design is the U.S. Green Building Council’s program for designating environmentally sustainable building practices.

Assistant Vice President of

Environmental Stewardship Nilda Mesa called it “extraordinarily challenging” to achieve LEED Gold for a science lab building, because of the demands posed by air handling and the high amounts of energy required for heating and cooling substances in experiments.

“This shows New York City and other schools that it can be done,” she said in an email. “With each LEED project we apply the lessons we learned to upcoming projects University wide, and Northwest Corner will have an impact on other University buildings in the future.”

The LEED Gold certification

was based on building features like energy-efficient fume hoods and low-flow water fixtures. During construction, over 20 percent of the building materials were extracted, processed, and manufactured regionally. In addition, over 2,000 tons of construction and demolition debris were recycled, and over 20 percent of the building’s materials were made of recycled content.

“This designation is an affirmation of the innovative thinking and hard work of everyone who contributed to making this building a reality,” Joe Ienuso, executive vice president of

SEE NOCO, page 4

A&E, PAGE 5

Edward Gorey exhibit opens

The collection of Edward Gorey, the costumer of “Dracula” and PBS’s “Mystery!” is finally open to the public over a year after 700 pieces were donated by alumnus Andrew Alpern.



OPINION, PAGE 6

CC under siege

Trustee Jose A. Cabranes speaks about the threats to Columbia College.

Political speak

Let’s treat politics as an opportunity not to sensationalize but to intellectually engage.

SPORTS, BACK PAGE

Squash looks overseas for advantage

Ivy squash teams have seen the recent emergence of international recruits, which has given them major boosts in talent. The CU program found two of its own in this season.

EVENTS

‘The Unlikely Rise of Vladimir Putin’

Journalist Masha Gessen discusses her book about Russia’s president.
Faculty House, 12 p.m.

WEATHER

Today



64°/45°

Tomorrow



63°/48°

Pro-small business zoning measure passes

BY CASEY TOLAN
Spectator Senior Staff Writer

A proposal designed to protect small businesses on the Upper West Side passed an important test last night as it was overwhelmingly approved by Community Board 7, though some still have reservations about its effect on the neighborhood.

The rezoning proposal, which includes a 40-foot storefront limit on sections of Amsterdam and Columbus avenues and a 25-foot bank frontage limit on sections of Amsterdam, Columbus, and Broadway, is designed to preserve the neighborhood's historically small-scale retail appearance.

More than 100 locals attended the meeting, at Jewish Home Lifecare on 106th Street between Amsterdam and Columbus avenues. The vast majority of those who spoke at the meeting were in favor of the proposal.

Judith Norell, who owns Silver Moon Bakery on Broadway and 105th Street, said that the neighborhood has changed since she arrived in 1968—"and not for the better."

"Rents have tripled in my building," Norell said. "New York is becoming a chain store city ... the little stores are being kicked out and can't survive." This proposal could help change that, she said.

Before it goes into effect, however, the proposal will need to be approved by the office of the Manhattan Borough President, the City Planning Commission, and finally the City Council. Borough President Scott Stringer has voiced support for the proposal in the past, and Upper West Side City Council members Gale Brewer and Melissa Mark-Viverito have been strong proponents of the proposal.

Mark-Viverito spoke at the meeting to voice her "solid, strong, unconditional support."

"We need to make sure City Planning hears our voice—there are some strong interests spending a lot of money to keep our voice from getting across," Mark-Viverito said. Several residents reported receiving telephone "push polls" that included questions slanted against the proposal.

Michael Watson, Law '86, who lives in the neighborhood, said that he had spoken to other residents who received these calls, which included numerous negative statements about the proposal.

"New York is becoming a chain store city ... The little stores are being kicked out and can't survive."

—Judith Norell,
owner of Silver Moon Bakery

"It was all misinformation," Watson said. "They were pretending to be for small businesses, but they weren't."

At the meeting, CB7 members amended their resolution to make it easier for business owners to expand into contiguous buildings. A clause was added to require City Planning to respond within 90 days to expansion applications.

"When small business thrives, there's a desire to expand," board member Jay Adolf said. "This is a reasonable step and a reasonable compromise."

Some attendees and board members said that the proposal was still a bad idea overall. Barbara Adler, director of the Columbus Avenue Business Improvement District, which represents the stretch of Columbus Avenue between

67th and 82nd streets, said the proposal was unnecessary for the area she represents, which already includes numerous small businesses.

"We have a remarkable mix of shops and services, all beneficial to the community," Adler said. "Part of Columbus is already protected by landmarks designation." A study conducted by the BID, Adler said, showed that Columbus Avenue businesses would face unintentional consequences from the limitations.

An amendment to the resolution that would carve out a section of the Columbus BID from the proposal was voted down.

Others raised the concern that the proposal imposed too many restrictions.

"Neighborhoods ebb and flow, and you don't want to freeze a neighborhood in time, you want some change," Andrew Albert, CB7 member, said. "It's not a perfect solution. There could be some unintended consequences." He added that the change making it easier for businesses to expand was welcome.

Attendees testified to the positive effects of small business in the neighborhood.

"There's something very special about small businesses—mom and pops are part of our community, they participate in our community," Democratic District Leader Cynthia Doty said. "There are many other reasons small businesses are leaving our area ... but this will be a great step."

Debbie Kling, president of West Side Little League, said that small businesses have been "very generous in sponsoring our teams, while large chains have not been as supportive."

"The small businesses know the league is an important part of the community," Kling said. "This is what makes our neighborhood special—our small businesses."

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DAVID BRANN / SENIOR STAFF PHOTOGRAPHER

IT'S A SMALL WORLD | Students discussed globalization at a forum on Monday evening.

Committee discusses Occupy, global solidarity

GLOBAL from front page

do have these routes and systems of communication, but like some people have said, they're very hierarchical and only some people have access to them."

Saskia Sassen, a professor of sociology and co-chair of the committee, spoke about the issues of power and how Occupy protesters engage the powerless.

"The question that I have is do the powerless make history under certain conditions, and do they do so without becoming empowered," she said. "I love empowerment—I adore it, but it's pretty rare."

Katharina Pistor, a member of the committee and professor of law, responded by addressing the issue of communication and its role in shaping globalization.

"We have mechanisms that link one another, through finance and information, et cetera, but we can't easily be uncoupled," she said. "So on Facebook you can easily defriend somebody, but in finance, you can't

be quite easily defriended."

Pistor also said that some countries may be locked into with relationships with one another, something that they may not have the governance structures to address.

And while it is possible that some countries have little choice with which nations they interact, Julia Sclafani, CC '15, said that she was curious about how morality will factor into these interactions.

"In discussing a lot of these events that have happened in past years, these new patterns that are coming about due to globalization, what ethical or moral frameworks might be coming into play," she said. "What kinds of responsibilities are on the moral plane?"

Carol Gluck, a member of the committee and professor of history, said that French political activist and diplomat Stéphane Hessel inspired students when the Maison Française invited him to speak last spring, telling them to "become indignant" and more

aware of the modern environments around them.

"Modernity is not a condition that one can 'opt out of' in our global age," she said. "It works differently in places not only because of what's on the ground, but also because of these relationships between the global and local."

"Daily lives are very much affected by this interplay, this interaction," she said. "I do care about a lot about the rest of the world and how it is modern in its ways."

While the next discussion session for undergraduates has not yet been planned, Gluck said that she was eager to hear from more students.

"We thought we would talk about which global issues engage you, things that concern you enough that you would actually want to do something for," she said. "It's your world, and you should take control of it—take charge of it. What do you care about?"

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Students create petition, group to combat comments

COMMENTS from front page

community," Kim wrote on the petition's description.

Studying abroad in London, Kim said in an email that she was happy with the reaction the petition had received so far.

"I created this petition without any expectation or goal in terms of signatures, but I'm really happy with how many people—men, women, students, family members, and alumni—have taken the minute or so of their time to support this cause," she said. "But it's the onus of the students on campus to make noise and demand attention to this issue."

National media outlets have certainly brought attention to the issue. A New York Times article about the tension expressed in the comments ran lead in Tuesday's Metro section, and the blog Jezebel wrote a lengthy post highlighting some of the nastiest comments.

Spar told the Times on Monday that the comments were probably the product of "19-year-olds writing at 4:30 in the morning," and Bollinger said that, while they comments "reflect the views of hardly more than just a few people," feelings of disappointment from CC students were "completely understandable."

Kim said she felt that Spar just "shrugged off the matter" in her comments to the New York Times on Monday and that Bollinger only attempted to justify the comments.

"It may not look good in the short-run for either college presidents to formally acknowledge that these issues of sexism exist, but with all this media coverage, people are very aware of them now, and they certainly aren't not going to just go away if they continue to brush them off," Kim said. "I've been really disappointed in how President Spar and President Bollinger have handled the situation so far."

Leah Greenbaum, CC '12 and a former Spectator news editor, created a Facebook group calling for "students

from CC, GS, SEAS, BC, JTS, etc. to take a stand against the anonymous mud-slinging." It had over 1,500 members by early Wednesday morning.

"We wanted to create a group because we really had faith in this community that people would come forward and talk about how much they love and respect our peers at all of our schools," Greenbaum said.

Derek Turner, CC '12 and a Spectator columnist, came up with the idea for the group with Greenbaum. He said he respected the administration but wanted to promote a more positive attitude among students.

"These blatant demonstrations of sexism and misogyny are unacceptable."

—Change.org petition
against the comments
started by Caroline Kim,
BC '13

"What the Facebook group represents is collaboration and interaction on a purely student level, so there's more understanding, more personal connection, more friendships being made," Turner said. "The hate we see on Bwog is not due to a lack of administrative interaction but of real student connection."

The fact that every comment made in the group is attached to a real person—unlike the vast majority of anonymous comments made on the Spectator and Bwog articles—was crucial, Turner said.

Students said on Tuesday night they were hopeful to see more come of the petition.

Kassy Lee, CC '13, said "flash-in-the-pan" petitions are not worthwhile unless they lead to concrete institutional

change. Heben Nigatu, CC '13, agreed with Lee, although she appreciated the petition's sentiment.

"It's hard to change campus culture with a petition, but it does mean a lot that in one night 1,300 people have seen this and are feeling the same way that I'm feeling," Nigatu said.

Felicia Bishop, CC '12, was also disappointed with Bollinger's response and said she expected him to "step up after a few days and say this is an embarrassment."

"There is a time and place where you act like a president, and you do stuff to lead your campus," Bishop said. "This is not leadership. This is a weird masking and obscuring of things that are going on."

Uchechi Iteogu, CC '15, commented on the original Spectator story announcing that Obama would be speaking at Barnard, writing, "My issue with Barnard students is their 'Suck it, Columbia!' attitude whenever something awesome happens for them. It's pathetic."

Iteogu said in an email that she realized her original reaction was "unnecessarily aggressive" and believes that these kinds of "intense reactions" reflect poorly on Columbia's students. She thinks Bollinger should host a forum explaining the Barnard-Columbia relationship and explain his views on the situation.

Bollinger and Spar emphasized the unity of the Columbia community at the end of their statement.

"The larger point here, one we are confident will define the Columbia community's view of the President's return to Morningside Heights, is that the first Columbia graduate elected President of the United States will be addressing not only Barnard's graduates, but the entire nation, from our campus," Bollinger and Spar said. "That is something that every part of the university can and should celebrate."

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JTS within GS leaves social gaps, students say

GS/JTS from front page

are encouraged to live in Barnard housing for at least their first two years.

“I think for GS it's harder because they all live together in JTS housing and they don't live with other Columbia students, so it might be harder for them to define themselves differently,” Hila Gutfreund, BC/JTS '14, said.

Associate Dean of List College Rebecca Grabiner said she hopes the housing factor motivates GS/JTS students to seek out their Columbia counterparts.

“I do think that it makes our students much more actively choose to be involved at Columbia and sometimes are much more heavily involved in Columbia activities because they want to be a part of things,” Grabiner said.

“I've had Barnard students say to me that they've loved the fact that they're not living in the JTS dorm, that it integrates them more completely into the Barnard world,” Amy Kalmanofsky, assistant professor of Bible, said. “The Columbia students feel much more segregated.”

COUNCIL EFFORTS

Although the JTS representative to GSSC is intended to improve JTS quality of life issues through the Columbia council, Telson said that it would be impossible to address the social gap without a large-scale effort.

“It's not a job one person can do,” she said. “It takes a desire from the entire JTS and GS program. Although there were many advocates, it wasn't a full-fledged desire.”

Telson's main goal was to get swipe access for GS/JTS students to Columbia residence halls. Despite an attempt to galvanize student support with a petition in October, the initiative was rejected by administrators.

Goodman said that she and Jacqueline Thong, GS and president of GSSC, have discussed the role of the JTS position, which she thinks is flawed.

“It's been filled and the person has resigned many times,” she said. “I think that the goals of that position need to be rethought for it to be truly successful.”

Fully integrating GS/JTS students into the GS community would take a lot of work, Thong said. “It's really a long-term engagement and we really need to think critically about how we can organize things that appeal to them at the same time,” she said.

Awn said that GSSC has also been hurt by the resignation of three other GSSC representatives over the past year, which has brought on a “certain instability that did not allow it to

perhaps do as much as it wanted to do.”

Figuring out a way to make the JTS position on GSSC work is important to figure out soon, he said. “If JTS students do not engage in council activities in a given year, they will find that, yes, they won't be front and center on the agenda because there's no one there to make clear what issues are important for them,” he said.

Thong said she met with JTS students to discuss the issue and hopes that the recent appointment of Laura Wasserman, GS/JTS, as a fourth council representative “will be able to give a new energy.”

Many said that GSSC caters its programs and initiatives more to the typical GS student, who tends to be older.

Hannah Goodman, BC/JTS '12 and president of List College Student Council, pointed out that if a GSSC event includes a bar, it isolates the significant under-21 portion of the JTS student body. “Even if they wanted to be part of the GS community, they couldn't go to these GSSC events,” she said.

“For GS, it's harder, because ... they don't live with other Columbia students.”

—Hila Gutfreund,
BC/JTS '14

Thong said that the council has worked to have more dry events, like academic and volunteering opportunities.

Goodman said that for the first time this year, GS/JTS students are invited to the senior cruise during Senior Week, an initiative led by Eric Schorr, vice president of external affairs for List College Student Council.

“GS encouraged Eric to do this so it shows that the GS administration understands the difference between GS/JTS students and the typical GS student,” she said.

Batya Franklin, GS/JTS '15 and first-year class president for List College Student Council, said that a solution should both include GS/JTS students in the GS umbrella but still distinguish between them and regular GS students.

Awn said that it is not the administration's role to address such a gap.

“They're talking about people making choices, and if they made choices not to get involved with the student council to promote greater programing relating to joint program students more broadly, that

isn't the administration's job to force people to do those kinds of things,” he said.

‘SPLIT IDENTITY’

According to Franklin, students identify themselves as List College students at JTS but at Columbia, they are known as GS/JTS students. She said that they need a label that clearly defines the program.

“Labels have to be short and concise, like CC, SEAS, BC, and GS,” she said. “Sort of adding on JTS to GS doesn't really do us much good.”

Goodman said that JTS students have a “split identity.” She identifies as a Barnard/JTS student and says she feels “very connected on both sides.”

“I identify very strongly at both schools,” Goodman said. “I'm List College Student Council president but I'm also very involved on Barnard's campus.”

On the other hand, Gutfreund said that despite being heavily involved in activities at List College, she identifies more as a Barnard student. But last semester, she felt more tied to JTS because she spent more time studying there.

“It's a weird program because you have to navigate between two schools and you have to figure out where you belong,” Gutfreund said.

She acknowledged that it is harder for GS/JTS students because the dorms are relatively far from Columbia students.

Lilli Flink, BC/JTS '13, said that while her sisters preferred the GS/JTS program, she realized that she could get “the best of both worlds at Barnard,” citing its small size and academic rigor, while still being a part of the Jewish community.

Flink said that living in Barnard housing has allowed her “to benefit from everything that Barnard has to offer,” but that she's had to work harder to integrate with the JTS community. Still, she acknowledged the challenges GS/JTS students face due to living in JTS housing.

“I think what it boils down to for GS/JTS students is that they're not in campus housing, they're not required to have a meal plan on campus, because they're in GS, which makes it harder to integrate into the Columbia community,” she said.

Lehmann said he would be open to efforts to integrate GS/JTS students and regular GS students, but stressed that it would be a difficult endeavor.

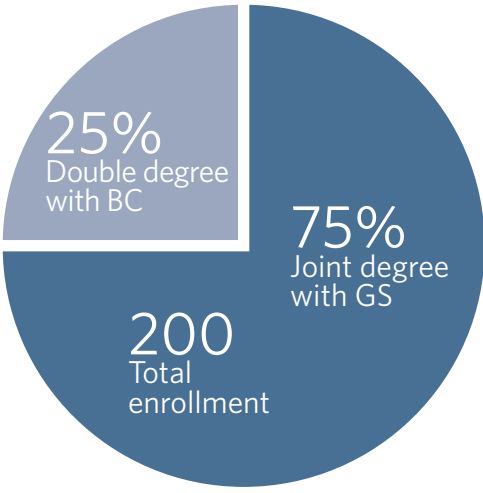
“I would welcome the effort and I think there's a lot of value that any student can get from interacting with GS students,” he said. “We have a lot to learn from them, but the reality is that I would much rather the effort be placed on integrating JTS students with the other undergraduate colleges.”

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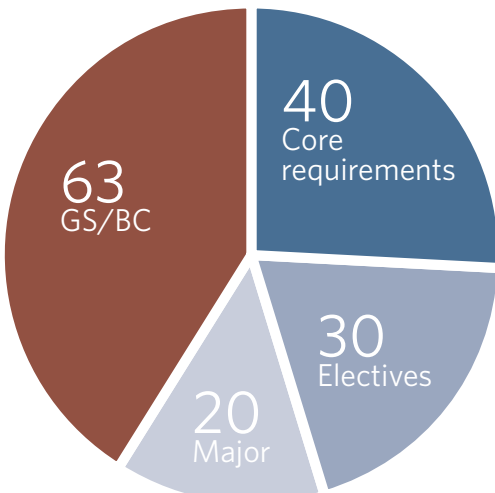
JTS JOINT DEGREE PROGRAM

List College offers a joint bachelor's degree program with either GS or Barnard. Students can be enrolled at institutions besides Barnard or GS, but most are enrolled in either of the two schools.

LIST COLLEGE
DEGREE DISTRIBUTION



LIST COLLEGE
CREDIT DISTRIBUTION



- JTS made the degree agreement with Columbia in 1953 and with Barnard in 1979
- In order to be enrolled at JTS and the other institution, students must be earning at least 60 credits of liberal arts or sciences, which doesn't mean that students have to be getting another degree
- Admissions decisions are made jointly by a committee of administrators with an equal number of people from each school
- JTS housing for first-years and sophomores is on 120th Street between Broadway and Amsterdam Avenue in Mathilde Schechter Residence Hall, while housing for upper-classmen is on 121st Street and Broadway in Goldsmith Residence Hall
- BC/JTS students are encouraged to live in Barnard dormitories for their first two years

Overcoming energy demands from labs, NoCo develops sustainability practices

NOCO from front page

Columbia University Facilities, said in an email. “It demonstrates the University’s commitment to support the frontiers of interdisciplinary teaching and research within environmentally responsible spaces.”

The 188,000-square-foot building, designed by Pritzker Prize-winning architect José Rafael Moneo in collaboration

with the architects at Madrid’s Moneo Brock Studio and New York’s Davis Brody Bond, houses laboratories for researchers in biology, chemistry, physics, and engineering, as well as a science library, lecture hall, and the Joe Coffee shop.

“For the Northwest Corner building to gain LEED Gold certification, it had to overcome substantial challenges faced by buildings that house

laboratories dedicated to scientific research and are located in the Northeast. This award should therefore encourage similar facilities at Columbia and elsewhere to pursue equally green design, construction, and operation,” Senior Executive Vice President of Environmental Stewardship Robert Kasdin said in a University-wide email.

The LEED system was developed in 2000 by the U.S. Green Building Council.

The Northwest Corner Building is the fifth Columbia University LEED Certified building and fourth Columbia LEED Gold Certified building, joining Knox Hall, Faculty House, and the Columbia Alumni Center.

The University now has received seven LEED

certifications: four Gold awards and one Silver award for the design, construction, and operation of entire buildings, and one Gold and one Silver for partial building renovations, Kasdin said. Columbia has LEED-certified buildings on its Morningside, Manhattanville, Medical Center, and Lamont-Doherty campuses.

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Parents at E. Harlem TC school want full-day pre-K

PRE-K from front page

to 168 Morningside Avenue, between 126th and 127th streets, in the fall.

One parent, who wished to remain anonymous because he is employed by Columbia, said the program would be “an inconvenience to us as parents logistically as well scholastically.”

“As a student and employee at Columbia, we value education a great deal,” he said. “I believe that is what TCCS offers. However, because of half-day pre-K my second son will have to attend another school.”

Full-day pre-K programs in the New York City area are not as prevalent as many would like, mainly because of budget constraints for public schools in Manhattan.

But the scrutiny that the school is facing is unfair, a representative of the school said.

“This is a public school ... driven by available resources,” James Gardner, associate vice president of development and external affairs of Teacher’s College, said.

The school can only develop on a “scale that would be manageable” with those resources, Gardner said.

Joe Rogers, co-chair of Community Board 9’s education committee, said at a CB9 meeting last week that preschool education plays a crucial role in early childhood development, and prekindergarten programs in the neighborhood are vital.

Still, he said, he recognizes that a full day of pre-K may not be feasible for the school.

“CB9 is looking to work with all other stakeholders to see what can work for TCCS,” Rogers said.

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Stars of ‘Key and Peele’ aim for controversy, original laughs

BY ANATOLE ASHRAF
Spectator Staff Writer

“If you don’t watch, you’re racist,” reads one eye-catching billboard around New York right now.

It’s for the new show “Key and Peele,” from “Mad TV” alumni and comedians Keegan-Michael Key and Jordan Peele.

The show addresses race, politics, Nazis, slavery, pop culture, and Hollywood in completely unexpected ways, going further than probably any show on Comedy Central thus far. And that’s saying a lot for the network of “South Park,” which has earned a reputation for taking risks.

Key and Peele—both biracial—see their show as more than shock and awe, but as a chance to give their viewers something new.

“Stuff that you’ve seen before will usually fall in the waste-bin,” Peele said of the show’s material.

“For us primarily, more than anything the show needs to be funny,” Key said. “It makes more sense to make people laugh than just shock them. When you have a visceral reaction like laughter, you cannot deny what just took place.”

Indeed, when the performers engage in an epic battle as two wise African-American characters endowed with magical powers, or portray rapper Lil Wayne swaggering his way to trouble in prison, it is difficult to not consider films like “The Legend of Bagger Vance,” or rappers who embody a certain level of what Peele called “braggadocio,” in a different, poignant way.

Key and Peele have also created wildly silly sketches, including one featuring Ty Burrell from ABC’s “Modern Family,” who attended Penn State University with Key, as an African-hunting Nazi encountering the two performers disguised in white make-up. The sketch is an illustration of their goal of featuring material tailored to them and performed “in a way no one else could.”

“I’ve been a stand-in for many races. For me, why not take a chance playing an East Indian or someone from South America?”

—Keegan-Michael Key
of “Key and Peele”

Part of the show’s charm is its live segments, during which the two performers exchange jokes and insight in front of an audience using their improv backgrounds.

“One of the challenges that we’ve had,” Peele said, “is that since we’re playing so many people the audience doesn’t really get to know you unless you’re right there.”

Although the two have created memorable African-American characters, such as the Superstitious Knights on “Mad TV,” the new show has the performers trying out other ethnicities, such as Key as an Indian doctor.

“In my life, I’ve always kind of been viewed as an amorphous sphere,” Key said. “I’ve been a stand-in for many races. For me, why not take a chance playing an East Indian or someone from South America?”

For Key, portraying other races signals that the performers are looking beyond just African-American culture, which they want to avoid portraying as “a monolith.”

Their first season on air has been a success—a sketch featuring President Obama and his “anger translator” Luther has gone viral. In the scene, Peele as President Obama addresses criticisms of his performance as president, which Luther repeats with exasperation and frustration. The sketch has been featured on various news outlets, and has 3 million views on YouTube.

Key said that Luther was born out of the political atmosphere that compelled South Carolina Representative Joe Wilson to shout “You lie!” during the 2009 Presidential address.

“That atmosphere is what created Luther,” Key said. “We wanted to see how we could support the president about these issues without him getting into trouble.”

According to Peele, it is a sketch that probably more than their other videos, “hits you over the head” and “tells you what you’re watching as you’re watching it.”

Key and Peele see their work as social and political commentary as well.

“We had a theory in school that the audience is not always aware of it, but they have a job to do,” Key said.

When asked about President Obama’s biggest challenge this November, Key said that the president is “stuck between a rock and a hard place.”

Key said that he hopes their work will help Americans better relate to the president and see “that he’s actually trying to help you.”

“Key and Peele” has been renewed for a second season, during which the performers hope “to go more places, where you’ll see us playing characters.”

“Some scenes will have a racial bent to them,” said Key, “and some actually will not.” Peele said some major favorites form this season, including Luther, may return.

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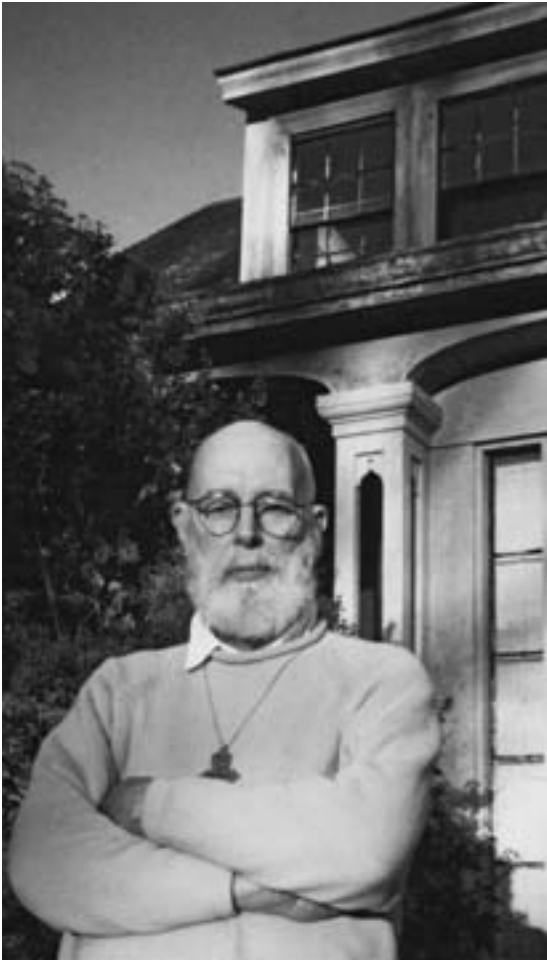


PHOTO COURTESY OF RARE BOOK AND MANUSCRIPT LIBRARY, THE EDWARD GOREY TRUST

THE ARTIST | Although Edward Gorey is known for his costume designs, the new exhibit includes letters, stuffed creatures, and etchings.

Costumer, illustrator remembered in new exhibit

BY LESLEY THULIN
Spectator Senior Staff Writer

The creative mind behind “Dracula” and PBS’s “Mystery!” is now on display at Columbia with “Gorey Preserved,” an exhibition of work by the late illustrator, designer, and writer Edward Gorey. The exhibit features approximately 550 of the 700 items donated to Columbia by architectural historian and lawyer Andrew Alpern, Architecture ’64.

“Gorey Preserved” includes original etchings, posters, and books by the artist, personal notebooks and letters, postcards and Christmas cards, hand-sewn stuffed creatures, photographs of the artist, and one of Gorey’s trademark fur parkas.

Having worked in a whimsical and often macabre style, Gorey is perhaps best known for designing the costumes and set for the 1977 Broadway production of “Dracula,” which earned him the 1978 Tony Award for costume design, and illustrating the opening and closing sequences for the PBS series “Mystery!”

“This is, by far, the most serious New York exhibit that there has ever been,” Alpern said. “This is the most comprehensive. This represents more than 40 years of my collecting.” Alpern curated the exhibition with assistance from Columbia librarian Jennifer Lee.

The Rare Book & Manuscript Library, where the exhibit is located, is holding a panel discussion to launch the exhibit at the Italian Academy Wednesday at 6 p.m., where Alpern and Gorey experts Karen Wilkin and Andreas Brown will discuss his life, the hidden meanings in his books, and the historical

influences on his art.

While the exhibition prominently displays Gorey’s work for “Dracula” and “Mystery!,” Alpern wants visitors to gain exposure to Gorey’s other work and realize how prolific the artist was.

“He is a lot more than just the designer of ‘Dracula’ and ‘Mystery!’” Alpern said. “He had a tremendous scope of creativity and this was part of the incredible mind he had.”

Gorey both wrote and illustrated books, illustrated books that other authors wrote, and designed art for the New York City Ballet and the Metropolitan Opera. He also designed LP record jackets, CD cover art, covers of playbills, and fabric.

“Somebody who’s willing to spend several hours there will learn an awful lot about that man and what he did, and will probably think a whole lot more about him,” Alpern said.

Alpern first met Gorey in the 1970s through Brown, a former proprietor of the Gotham Book Mart and publisher of Gorey’s work.

“I think the first thing that got me was his little books,” Alpern said. “There’d be a stack of them by the register. And after I had a few of those, I started to get interested because they grab you. I mean, you’ve got to have a slightly eccentric mind to do it, but trust me, I’m eccentric.”

In 1980, Alpern published a group of 33 of Gorey’s printed images called “F.M.R.A.” Gorey himself came up with the title, which stands for “ephemera.”

“That was typically Edward, looking at something and instantaneously coming up with a response that

was more than what had seemed to be,” Alpern said. “The solution was obvious if you just said the letters all together.”

Gorey was just as generous as he was quick-witted, according to Alpern. Gorey, who died in 2000, had established the Edward Gorey Charitable Trust to benefit the welfare of animals, including dogs, cats, whales, insects, reptiles, invertebrates, and bats. Although Gorey collected furs, he had a change of heart later in his life.

Curator Lee said that Alpern tried to keep Gorey and his fans in mind as they chose the pieces and organized the exhibit.

“He planned each case with the idea of putting as much of the collection on display as possible,” Lee wrote in an email. “We pulled the material over many weeks prior to installation. This makes for a very different kind of exhibition than our usual more selective curatorial presentations, but one that I hope will be very exciting to Gorey’s legion of fans.”

Alpern decided to donate his Gorey collection to Columbia, rather than the artist’s alma mater, Harvard, because of his own close ties with the University.

“I’m a New Yorker,” he said. “I went to Columbia. My father got his doctorate at Columbia. My best friend has three degrees from Columbia. My grandparents lived on 114th Street.”

Alpern previously donated his collection of antique architectural drawing instruments to the Avery Architectural & Fine Arts Library in 2007.

“Gorey Preserved” will close July 27.

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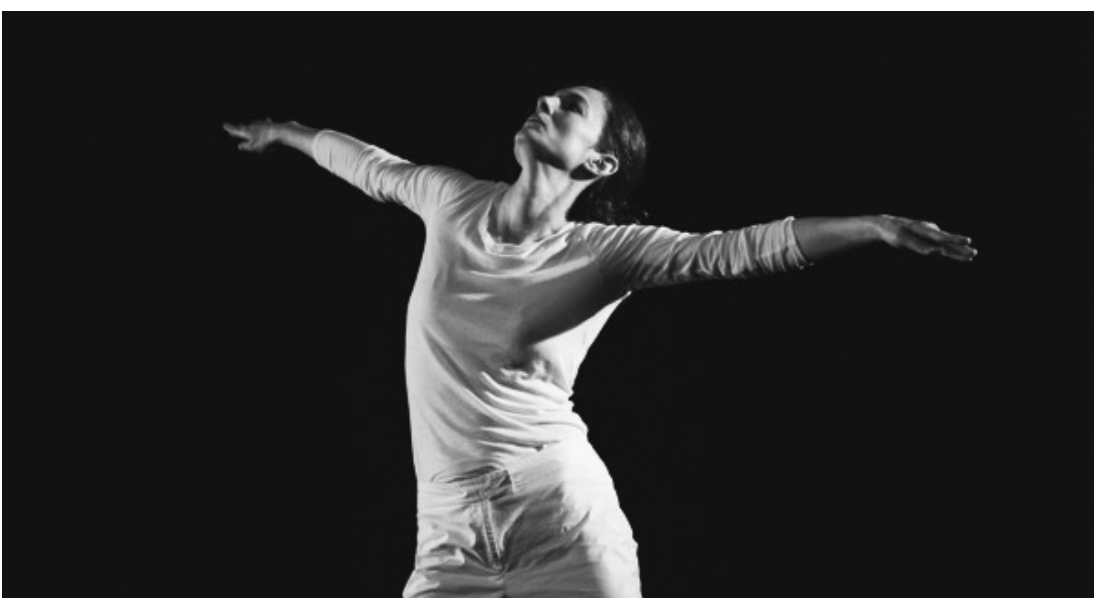


PHOTO COURTESY OF JULIETA CERVANTES

FLYING SOLO | Barnard dance professor Jodi Melnick is performing two pieces at New York Live Arts.

Barnard prof. headlines solo performance

BY GARNET HENDERSON
Spectator Senior Staff Writer

Columbia students often come across books written by their professors. But March 7-10, students have the opportunity to see one professor’s work in a different capacity—on stage.

Barnard professor and choreographer Jodi Melnick will headline performances Wednesday through Saturday at New York Live Arts on 19th Street. The program will feature Melnick’s newest work “Solo, Deluxe Version,” as well as “One of Sixty Five Thousand Gestures,” a piece she created with choreographer Trisha Brown.

Melnick is an acclaimed performer and choreographer who has danced in the works of many celebrated artists, including Twyla Tharp, BC ’63, Sara Rudner, BC ’64, and Vicky Shick. Melnick’s own works have been presented throughout the country and in Japan, Ireland, and Russia. She has also been honored with two New York Dance and Performance Awards, or “Bessies.”

During a break from rehearsal at New York Live Arts, Melnick said that her experiments with choreography began in college, at SUNY Purchase College, and have grown from there.

“I had great composition studies in college, and I learned very early on when I was a freshman to spend time alone in the studio,” she said. “Then it was just something that I thought, oh, let me try, venture out on my own, and see what happens.”

Melnick said this latest piece, “Solo, Deluxe Version,” began during her time alone in the studio, but she chose to bring in three other dancers.

“It all starts off as solo work, but I knew that wouldn’t last long, because I get sick of myself, and I don’t think it’s that interesting to see a whole concert with just one person in it,” Melnick said. “So I thought, then I’ll have other people in it and they’ll be the deluxe part of it.”

“Solo” also features an original score by Steven Reker and his band People Get Ready.

“It’s been nice to have an influence because usually I’m completely not influenced by music,” Melnick said. “It’s been fascinating and challenging.”

The second piece, “One of Sixty Five Thousand Gestures,” grew out of a collaboration between Melnick and renowned postmodern choreographer Trisha Brown and addresses their mutual interest in movement and formality in dance.

“We pieced together this beautiful string of material,” said Melnick. “The whole thing is very simple. But it’s really elegant and pristine.”

Melnick generates material through a “deep investigation of the body.” Her choreography emphasizes the details and subtleties of movement. She is able to assign great importance to movements as simple as the articulation of a single joint or a small shift of weight.

While Melnick’s work with other artists has shaped her, she said that spending time alone remains an important part of her process.

“I think that you become your own influence,” she said. “I would like to think that I’m my own influence, not just an amalgamation of others.”

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British-Indian author explains ‘the fiction we need now’

BY LESLEY THULIN
Spectator Senior Staff Writer

The Creative Writing Lectures brought acclaimed British-Indian author Hari Kunzru to campus March 1. Kunzru, who most recently made headlines for reading aloud an excerpt from Salman Rushdie’s banned “The Satanic Verses” at the 2012 Jaipur Literature Festival, discussed the place of authenticity in the contemporary novel.

“What I want to talk about is value—what is worth writing,” he said.

For Kunzru, the answer is the truth, even though fiction writers “are not people who tell the truth in a straightforward way.”

“Art isn’t about promoting social cohesion, or cementing community relations,” he read from a 2007 letter that he wrote to the editor of The Guardian. “It’s about telling the truth as you see it, even if it annoys or offends some people. That’s called freedom of expression.”

Kunzru particularly takes issue with the idea of cultural authenticity.

“I reserve the right to imagine anyone and anything I damn well please,” he read. “If I want to write about Jewish people, or pedophiles, or Patagonians, or witches in 12th century Finland, then I will do so, despite being ‘authentically’ none of these things.”

For Kunzru, it doesn’t matter whether his work convinces or not. “I will not accept that I have any prior responsibility to anyone—white, black, or brown, let alone any ‘community’—to represent them in any particular way,” he read.

But he cautions against conflating the truth with “sentimental” notions of authenticity.

Kunzru spoke out against what he calls “belatedness,” the defeated attitude many contemporary writers take toward producing original work. According to Kunzru, these writers are “dispassionate observers of a flow of cultural signs” who believe that writing is difficult “because it’s all been done before.” The danger in belatedness lies in stasis and laziness, he said.

Kunzru related the condition of writers who are stuck in belatedness to that of the hipster.

“The problem with [the] hipster is that it is essentially reactive,” he said. “He’s not transgressing rules – he’s standing in line outside the



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Professing wellness

Most Columbians recognize the link between their intellectual life and their total wellness. During course selection and shopping, save for a few unfortunate requirements, we strive to select classes that will stimulate our minds, engage us, and make a tolerable amount of work bearable. Insomuch as we see this academic balance and interest as vital to our wellness, we view our professors chiefly as the guardians of our intellectual well-being. We consult the oracular CULPA in the often-dashed hopes of finding the right professor to capture our minds, cater to our work habits, and otherwise foster our sanity and health by means of his or her classroom presence. That's where our engagement with professors usually stops—but it should go further.

This is not to discredit the strong relationships between students and professors. I count myself among the many Columbians who value the mentorship and, at times, the friendship of professors who have taken an interest in our well-being and have shaped us holistically. But often those relationships develop out of a student's initiative to engage with a professor, the rare disposition of the far and few professors who seek out mentees, or some other highly selective mechanism.

These relationships show us as students that professors can have a strong and formative role in the development of our emotional and personal wellness. They show us the way that professors, privileged to have a unique and regular form of contact with students, have a knowledge and a view of us as human beings, distinct from that of our friends and often of our own. From their podiums, or from the front of the lecture table, they witness the development of our minds. They witness the torture and struggle within those minds as well.

Columbia's psychological services community recognizes that professors stand in a unique position to help identify, engage with, and direct students in need toward wellness resources. They recognize that professors stand a better chance of reaching the entire student community and have a better pretense for engaging with students on certain emotional and personal wellness issues than do any club leaders, advisers, or residential life officials. As such, they take great pains to make sure professors are aware of their potential role as a vital cord in the holistic wellness support net at Columbia.

Professors stand in a unique position to help identify, engage with, and direct students in need toward wellness resources.

Counseling and Psychological Services attempts to offer basic engagement and training to instructors, especially those in small, Core classes (who will have the most reliable and deep contact with the whole student body). The training is elegant in its simplicity: Alert professors to resources available on campus. Give them the tools to direct students toward the sources they need or tip off the service providers in crisis situations. Encourage them to recognize that their position as teachers—not just as academics—makes this awareness and engagement a part of their job. But, as I have come to understand it through conversations with those involved in providing these resources, instructors are not required to engage with psychological services.

Many instructors occupy class spaces far too large for them to see a truly meaningful opportunity to engage with or aid individual students. Many more view their positions as academic instructors as divorced from directly proactive and personal roles as teachers. And many more still, including those who do engage with the resources, question their qualifications and their right to intrude upon the personal lives of their students. Referrals by professors remain low out of a hesitancy to be proactive, presumptive, or invasive to students' private lives.

Again, this should not discredit the inroads made by professors and psychological services in improving this situation over recent years. As some in CPS have advocated, focusing on engaging with Core instructors—like those in University Writing, who come into close personal contact with every student at the University in a difficult and formative period of their academic careers—is a smart and strategic goal. But the fact that there is such hesitance and that CPS and other organizations must work so hard and with such intense focus on targeting and influencing small groups of the instructor community tells us as students that there is a culture that works against our wellness—not intentionally, but subtly. We have the power to change it.

Instructors have demonstrated willingness to engage with students who seek them out. Those of us with strong connections to instructors can encourage them to take on a proactive wellness role and engage with psychological services, while those not normally engaged can chose to do so to the same ends. This can hopefully send a signal to instructors that students accept and encourage proactive teaching by instructors, that we value personal interaction and engagement, and that we want them to be a link in the wellness chain.

Of course, this does put more work on instructors' shoulders. In the current university environment, creating financial or benefits incentives for taking on this kind of workload and personal responsibility is unlikely. So we, as students, can also help to dream up less formal yet meaningful incentives for instructors to adopt these roles.

It's a bit idyllic to believe that these signals can work perfectly. But as individuals who value our own wellness and understand our instructors as more than just intellects—as vital guardians and observers to our emotional well-being—must make some attempt to draw them into that role.

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



MARK HAY

The Whole Wellness

No to the siren song aimed at Columbia College

BY JOSÉ A. CABRANES

At great universities such as our own, we celebrate and claim to protect freedom of expression for all. It is therefore surprising that University trustees rarely exercise the vaunted campus right of free expression. They are apparently to speak only behind the veil of closed, formal deliberations; a kind of omertà keeps the individual views of the trustees private. With due acknowledgement for this tradition of silence, I emphasize that the comments below are entirely my own and do not represent the views of the Columbia Trustees as a group. That said, my perspectives on Columbia College, its Core Curriculum, and University governance are matters of public record. I write merely to pose the following questions:

Where are the ongoing discussions about the future of Columbia College and its deanship headed? Toward greater College control of its academic and other resources? Or toward an ever-stronger embrace by the central administration? Who knows? Rest assured, I do not know—and I do not think that any other Columbia Trustee knows the direction in which we are moving (if any).

The resignation in protest by the dean of Columbia College in late August 2011 was abrupt and public. It raised serious allegations that administrative changes contemplated by the University would further diminish the already-attenuated authority of the dean over “crucial policy, fund-raising, and budgetary matters” (“Consultants’ budget, structure recommendations at core of Moody-Adams’ resignation,” Aug. 23).

College alumni were understandably alarmed, and they reacted swiftly, and strongly. They were particularly concerned about the fate of the Core Curriculum in a governance structure in which most budgetary and educational decisions were apparently to be made in Low Library rather than in Hamilton Hall.

College alumni have a special love for the rigorous Core program that seeks to introduce students (in the words of our great scholarly exemplar, Jacques Barzun) to “the three live subject matters in modern life—science, social science, and the humanities.”

Since 1919, the Core has been the hallmark of a Columbia College education and it is arguably the most important contributor to the prestige of the general Columbia “brand.” For College alumni, and perhaps especially for those of us from marginalized minority and colonial communities, the Core provided a general education grounded in the intellectual history of the culture in which we lived. I say grounded in—but not beholden to—because the Core also teaches students to think critically.

Of course, a curriculum grounded in the idea of a common culture rooted in the Western tradition is now an endangered species, subject to the pressures of trendy cultural relativism even at Columbia. Only the continued vigilance of College alumni, outspoken and ever grateful for the blessings of the Core over a lifetime, can secure the identity and autonomy of the College in the years ahead.

In the aftermath of the dean's resignation, the University administration has been anxious to assuage the concerns of this important and generous constituency. It has undertaken a public and private charm offensive aimed at College alumni, including invitations for “big hitters” to the President's house. It has reaffirmed to one and all the wonders of the Core Curriculum and asserted that “the ongoing discussions involving faculty, alumni, and administrators”—the very “ongoing discussions” that triggered the resignation of the Dean of the College—were “about how to position the college more centrally in the life of Columbia's Faculty of Arts and Sciences” (“Dean Moody-Adams steps down,” Aug. 21).

This is the siren call, heard many times over in the months since the dean's resignation. Despite the warm embrace suggested by a goal of “position[ing] the college more

What we talk about when we talk about politics

BY THE EXECUTIVE BOARD OF THE COLUMBIA POLITICAL UNION

Last week, it became clear that two now-former members of the board of the Columbia University College Republicans lied to this paper and their own organization about plans to bring Iranian President Mahmoud Ahmadinejad to campus. It is hopefully also clear that we, the board of Columbia's non-partisan undergraduate political group, believe that their actions were unequivocally unacceptable. However, as the two now-former members are indeed now-former, and as the College Republicans are holding a town hall tonight, it is also clear that CUCR, too, found the aforementioned to be condemnable, and that they are looking to move forward with greater transparency. What may not be clear, however, is that all of us, in and out of political student groups, can and should take this moment to reflect on the sort of political conversation that we want to be having on this campus.

We do not want to suggest that we don't understand why there was the uproar that there was over last week's sequence of salacious scandals, because we do. But we most certainly do want to suggest that perhaps the conversation that ensued last week is not the one we want to be having. Because, for all of the people who were eager to talk about the fake invitation, none of the comments that we read on any piece in any campus publication pointed out that, to the Iranian population, Ahmadinejad is decidedly not a joke. Because all of the uproar and Internet exchanges were not over an issue of any substance, but over a prank that went awry. Because, while the example that is set for us leading up to the 2012 election may be one of extreme partisanship, we have the opportunity to set our own example for one another, and to contribute to the electoral atmosphere in some small way. And because, while we can understand why writing a comment about another student's misdeeds is more appealing than writing about the larger political issue, that's not what we should be striving to write. That's not who we should be working to be. This isn't what we should

centrally in the life of Columbia's faculty of arts and sciences,” this is exactly what proponents of Columbia College and the Core should fear most. Indeed, a close reading of that text reveals an encoded restatement of the problem rather than its solution. It should not give College alumni comfort.

As if to confirm this view, we have been afforded instruction on how College alumni ought to behave by the dean of the graduate school, Carlos Alonso.

In a Spectator article this year (“Teaching and research at Columbia,” Feb. 17), Dean Alonso deployed the language of postmodernist cultural studies (the “knowledge of the mutual imbrication of all the University's components ... should be the guiding principle for all of Columbia's constituencies”) to describe the history of Columbia. Specifically, he claimed that “there was a time when Columbia College and the Graduate Faculties ... hired separate faculty and essentially lived parallel lives.” In those times, Alonso asserted, “the teaching and research functions of the University were divorced,” and teaching, apparently relegated to the College, “acquired a second-class status.”

This jaundiced view of the College's history will come as a surprise to alumni who were privileged to take courses by eminent professors in all fields, including Nobel laureates who taught Physics 1-2, a serious course for non-majors.

Until the dean of the College is incorporated fully into the leadership of the Faculty of Arts and Sciences, the identity and autonomy of the College will continue to erode.

Dean Alonso's spectacular misunderstanding of Columbia College history prefaced a homily on the interdependence of the various schools of the University, and on the need for “coordination and mobilization of resources in a way that allows for the pursuit of quality on all fronts at once.” College alumni were told that “demanding that Columbia College become or remain autonomous from the rest of the Arts and Sciences or the University,” or “demand[ing] that every dollar that Columbia College collects ... be invested in Columbia College—instead of being used even partially to finance the ‘research’ component of the University—is pernicious for a number of reasons,” including the “fostering [of] fantasies of untrammelled autonomy [that] distorts [an] interdependent reality.”

Translation: Kindly back off, and make your contributions to Columbia without “strings” attached, so that we can determine how best to apply your gifts within the Faculty of Arts and Sciences.

Until the position of dean of Columbia College is no longer merely a dean of students; until the dean of the College is an authentic dean of the faculty, with a significant role in the hiring and promotion of faculty, in capital budget deliberations, and in the various committees that govern the Faculty of Arts and Sciences; until the dean of the College is incorporated fully into the leadership of the Faculty of Arts and Sciences, the identity and autonomy of the College will continue to erode. Its fate will be in the hands of functionaries for whom the College and the Core are distant concerns.

In sum, until these objectives are achieved, the response of loyal and generous College alumni to suggestions like those of the dean of the graduate school should be, in the spirit of the poet Ogden Nash's one-liner on my beloved Bronx—“No thonx.”

José A. Cabranes is a graduate of Columbia Class of 1961, a United States Circuit Judge for the Second Circuit, and has served as a trustee of Columbia University since 2000. He delivered the keynote address at the celebration of the 75th anniversary of the Core Curriculum in 1994. In addition to his service as a trustee of other institutions, including 12 years as a member of the Yale Corporation, he was a founder of the Puerto Rican Legal Defense and Education Fund and chairman of Aspira of New York, an organization seeking to expand opportunities in higher education for urban Hispanic youth.

be talking about when we talk about politics at Columbia. Ours is a campus with a strong history of political engagement, and our contribution to that history can be as sublime or as senseless as we want it to be. What's more, college has the potential to be a time to establish, challenge, and reaffirm our political convictions, and there are conversations that we can and should be having to enable that. The one that we were all too willing to take part in next week is probably not among them, but if we use it to consciously elevate the register of our discourse, it could be.

Ours is a campus with a strong history of political engagement, and our contribution to that history can be as sublime or as senseless as we want it to be.

We encourage everyone to go to CUCR's town hall tonight, both to hear what its board has to say and to contribute to the conversation. We encourage everyone to go to political events, to read and write to political publications, to take the issues of the day seriously (even if we take ourselves not quite so seriously in the process). But above all, we encourage the students on this campus to remember that we are what we speak. If we treat politics like a publicity ploy or an opportunity to comment on a news article, if we treat civic engagement like a joke, then that's all it will be. But if we treat political conversation like an opportunity to express ourselves, to listen to others, to share what we already know, and to learn what we don't—maybe it can be that instead.

Emily Tamkin is the general manager of CPU as well as a former Spectator editorial page editor and a current editorial page columnist and blogger. Narayan Subramanian is the editor in chief of the Columbia Political Review. Mingming Feng is the director of operations. Shaynah Jones is the treasurer. Nick Singer is the events coordinator. Mishaal Khan is the director of communications. Krishna Hedge is the publisher. Robert Kalonian is the director of technology. Rajan Gupta is the publisher of CPR.

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.

The Canon

How should non-Western traditions feature in the Core Curriculum? Is the Global Core adequate?

STAFF EDITORIAL

Extending our Core

Recently, administrators, faculty members, and alumni have been discussing a broad-based fundraising initiative to endow the Core Curriculum. Although the endowment could aim to stabilize the Core in the long term, the practical uses of the money are still up for debate. As talks continue, we should not only focus on strengthening the Core financially, but also look to augment the curriculum itself.

One obvious objective should be improving the Global Core requirement. The main goal of the Core Curriculum is to give us a foundation in Western thought and, through an exploration of the Western canon, allow us to better understand and interact with the modern Western world. Still, we should engage with non-Western thought on an equal footing so as to challenge established Western beliefs and begin to acquire an ability to interact with an increasingly globalizing world. The Global Core should—as a counterpart to the rest of the Core—provide a foundation in non-Western thought.

The Global Core was introduced in 1988 as the Major Cultures requirement, after professor William Theodore de Bary released his report on the Core Curriculum. Although de Bary recommended a seminar format, the Major Cultures requirement consisted mostly of lecture classes in specific departments. With the infamous hunger strikes of 2007, students sought to amend the flawed Major Cultures requirement, and the administration promised to look into reforming it into a single mandatory seminar class. In 2008, Major Cultures was renamed the Global Core, yet the “extended core” remained as flawed and ineffective as before.

The current Global Core is superficial and peripheral in nature. Rather than seeking to provide an alternate foundation to challenge Western thinking, it offers disparate and department-oriented courses, such as Salsa, Soca, and Reggae, alongside broader classes like Asian Humanities. Unlike the foundational Western courses of the Core Curriculum, the vast majority of courses that fulfill the Global Core requirement do not draw from a body of classical works that underpin a mode of thinking. They do not provide the foundation that a core class should.

“That’s what is the trouble with the present Global Core: it’s too indiscriminate,” de Bary told Spectator. “It’s all over the place. It has no core. It has a specious globality, but it has no core.”

While logistical hurdles prevent the Global Core from being as extensive as the Western core, which extends to literature, philosophy, art, and music, the Core Curriculum would benefit from a non-Western equivalent of the Core’s flagship course, Contemporary Civilization. The Global Core should seek to provide a foundation in non-Western political thought parallel to CC, laying a groundwork for an exploration of non-Western cultures and providing an alternative to Western thought, along with cultures that draw from the intersection of the West and the East. A class modeled after Asian Humanities is readily available and would provide that groundwork.

We must also acknowledge that the nature of such a course might be limited and imperfect. As de Bary noted, the very nature of a civilization is a recent construct. Yet more practically, a core class is limited to the study of literary texts and not all civilizations are based in literary traditions. In de Bary’s view, the two traditions that should feature in the Core are the Western tradition and the Eastern tradition—that of East Asia, South Asia, and the Middle East—because they have developed out of “literary civilizations.”

We do not reject the value of non-literary traditions, nor do we see them as inferior. Rather, the literary nature of the modern university limits us to literary scholarship. To carry out an exploration of non-literary cultures is simply not feasible as part of a core, as it would require an entirely new course structure.

A natural question arises: What about a Latin-American or African canon? Given that we do not have access to classical literary artifacts from Latin America or Africa, there are inherent problems in constructing these canons. Yet if we can understand both the fundamentals of Western and Eastern thought, we have the capability to better explore most cultures and schools of thought in the modern world.

With a Global Core seminar modeled after Asian Humanities, the principles of the Core would be preserved. As with Lit Hum and CC, every student would be taking the same class designed to spark discussion and a common experience, a characteristic essential to the Core. Furthermore, the class would provide a “core” of knowledge, rather than random, auxiliary classes, as the Global Core does today. By providing a foundation in the Eastern canon, the Global Core would provide a basis for all students to understand that there are alternatives to Western thinking.

Creating a centralized, uniform Global Core may seem daunting given administrative considerations, but given the increased attention being paid to the Core as the foundation of the Columbia College experience, it is a possibility. More specific details, such as when the course would be taken, how many semesters it would be, and whether it would be separated into several courses, would have to be fleshed out. But as undergraduates, we recognize the constant need to rethink the structure of the Core. With an endowment for the Core on the horizon, it is time to think about its global component.

Argue but obey

Wasif Jawhariyeh was born in Jerusalem in the late Ottoman period, at a time when the city was incredibly dynamic, with Christians, Jews, and Muslims living in a symbiosis almost unimaginable given today’s tense geopolitical climate. French, English, and German missionaries, administrators, and businessmen had become part of a newfangled landscape of tramways, automobiles, and telephone poles. From this ooze of proto-globalization, Wasif, the son of a prominent Eastern Orthodox community leader and lawyer, emerged to become one of Palestine’s preeminent lute players. His unique ability to incorporate Western rhythms and melodies into his masterful performances earned him widespread recognition and acclaim.

At age nine, Wasif entered a Lutheran school where he was instructed in Arabic grammar, arithmetic, and Bible recitation. He then went on to the Dusturiya National School, where he learned English, French, and Turkish, and took a course designed to introduce the Quran to Christians. Switching schools once more, he mastered the English language. Having completed his education on the eve of World War I, Wasif entered cosmopolitan Jerusalem with a firm grasp of the many cultures that colored the dynamic city.

This account has stuck with me because it feels so modern in its premise. It is humbling to realize



ESFANDYAR BATMANGHELIDJ

that notions of a “global” education are at least a century old, if not plainly inherited from more ancient traditions. Yet despite the timelessness of such pursuits, we continue to remain uncertain as to the purpose of a global education and the form it should take. Wasif, vacillating between numerous languages, intellectual traditions, and institutions of learning, was seemingly on sure footing as he and his contemporaries pursued their educations. We seem to lack the same fortitude—at once compelled to seek a global outlook, but also uncomfortable with embracing foreign perspectives. The uncomfortable middle ground we occupy, with all its intellectual pitfalls, is endemic to the American university.

Diagnosing why we are in this predicament is a difficult task, but one aspect of Wasif’s experience explains his cosmopolitan education. At the time of his upbringing, many trappings of the nation-state had not yet reached the Middle East. A central characteristic of the nation-state is its use of education as a tool to craft a national ideology in order to form a loyal citizenry. In the late Ottoman Empire, identity and ideology were determined organically, and at ground level, no one tradition was privileged through channels of hierarchical political ordering.

As a result, Wasif and his contemporaries had total latitude to constitute their identities through a multi-faceted education. In the Jerusalem of long ago, the default position of education was one where the individual was expected to pursue learning through multiple traditions in order to enable fruitful interactions in multicultural communities. In present-day America, we are pushed to learn a single privileged tradition before all others. This condition is unavoidable, at least until

someone figures out how to float Columbia on the high seas, relocate it to the Antarctic, or jettison the campus into orbit. It is fruitless to imagine that a Global Core, however well articulated or rich in its offerings, could counteract the deep structures of education in the modern nation-state. Nor should we go so far as to say that the idea of a distinctly American education is defunct, despite its strictures. A strong, cohesive national identity is a necessity for collective action, even in a globalized world.

If anything, the Global Core, the process of learning non-Western traditions, ought to remind us that our educations should be of the ideologically free-wheeling type that Wasif was privileged to enjoy. The Global Core goes some way toward satisfying this need. But it is simply not in the interest of the University or the nation at large to give Western and non-Western perspectives equal billing. A neutral education is the most utopian of dreams.

Despite all of this, there is something wonderful and redeeming about the fact that we are even asking the question. It speaks to both the accommodating nature of American identity and to the intellectual courage of our university. It is unlikely that Columbia will definitively resolve the question of how to feature non-Western traditions at the institutional level. This is probably because it is impossible to return to the freedom of thought that existed before the arrival of modern political realities. Even Kant, a stalwart for intellectual freedom, concedes that in the face of sovereign power, “Argue as much as you want and about what you want, but obey!”

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

Inconsistent West

BY FELICIA BISHOP

This campus consistently proves hostile to students and faculty members who resist the pedagogy that undergirds Western-based curricula. Instead of critically engaging with the material presented at the recent CCSC Core forum, for example, one Contemporary Civilization professor assured his class that the dissenters “just don’t understand the purpose of the Core.” Although this dismissive response is white noise to activists who organize around the idea of intellectual violence, I want to take the time to unpack the conceptions of power and hierarchy that enable it, and, more importantly, the pedagogical inconsistencies it reveals.

We need to begin conceptualizing and discussing education as a means of both preparing and disciplining bodies and minds for a particular social, political, and economic landscape. When we begin to understand education as a means of induction, the politics of inclusion becomes more charged. Chosen material is marked as valuable in these processes of preparation and discipline. What is excluded, then, must either be irrelevant or dangerous.

“This is a course on Western Civilization, so it makes sense that other people aren’t included,” one student at the forum concluded. What I don’t understand is how intellectuals trained in the Western intellectual tradition are systematically excluded or, perhaps worse, rendered optional.

Albert Memmi, Richard Delgado, Toni Morrison, Audre Lorde, Catherine Mackinnon, James Baldwin, Zora Neale Hurston.

These intellectuals have made foundational artistic and philosophical contributions to Western thought. They were trained in Western schools. To exclude them is to attempt to preserve an obsolete conception of the “West” that was achieved through suppression and oppression. What people just don’t understand is that the “West” is a conceptual construct much like any other, attempting to delineate—in a classed, gendered, and racialized way—who belongs and who doesn’t. We’ve come to that critical point, though, where the “West” is denying the very intellectuals and thought it has created.

This brings me to my critique of the Global Core. It’s not surprising, to begin with, that courses focusing on marginalized identities of the West do not fulfill the requirement. African-American, Asian-American, and Latino-centered courses don’t satisfy our growing global and cultural fetishism. To write these people of the Americas into the Core, in any capacity, would begin to problematize the very binary between West and non-West that it aims to sustain. These kinds of inconsistencies need to be more ardently critiqued.

How, then, do we richly and critically engage with “non-Western” traditions? I do think we should remain faithful to the design of the Core in our engagements. Literature and philosophy should be the realms in which we rigorously work through other global traditions. Thinking that African Art achieves what CC or Lit Hum does is to suggest that foundational literary and philosophical canons can be replaced by any kind of cultural exploration. There is a reason CC is the linchpin of our education, one of the most academically celebrated elements of who we are as a university.

That the Global Core is framed, and often understood, as a “cultural” venture reproduces the power dynamics that it is purportedly meant to disrupt. An authentic commitment to rigor and respect would mean entirely redesigning the Core to include a series of sequences that mirror Lit Hum and CC for non-Western intellectual traditions.

The shortcomings of the Global Core cannot be addressed by alteration alone. It means re-conceptualizing the idea of the West to make it representative of the people and thought it actually includes. It means being honest about how the “West” has changed and who is responsible for these changes. It means recognizing cultural voyeurism as reproducing asymmetrical power dynamics. It means giving power and resources to marginalized and underfunded departments. It means recognizing that the suggestion we “just don’t” understand the purpose of the Core is really a way of preserving intellectual hierarchies and dangerously depoliticizing our educations.

The author is a Columbia College senior majoring in African-American studies and sociology. She is the former president of the Black Students Organization.



LANBO ZHANG

The core of Global Core

To consider the role of non-Western scholarship and thought in the Core Curriculum, it is necessary to reemphasize why the Core exists in the first place. From a historical perspective, the Core came about in response to World War I, with the goal of educating the country’s youth in a way that would help prevent war in the future. This initial catalyst began to form what would eventually become a full curriculum that gives its students a complete understanding of the origins and history of the West. Through the study of literature, philosophy, music, and art, the creators of the Core thought that students graduating from Columbia would fundamentally understand their society and civilization.

The Core Curriculum has expanded beyond its original intentions. For a campus that often lacks community, the courses that we all take in common are building blocks of a common Columbia identity among undergraduates. As ivory-tower as it sounds, our common exposure to the “Iliad” creates an interconnectedness that we would not have otherwise. The lack of a disciplinary focus in these Core classes also has come to define their appeal. As any Columbia College student knows, classes like Literature Humanities and Contemporary Civilization do not approach the course material with a particular departmental lens. Whether a biology or philosophy major, a student can feel free to engage with texts from his or her point of view and background. Because of the accessibility of these courses, they have much more to give to the students who take them.

The final added benefit to the Core Curriculum system is that degree to which knowledge is prescribed for the students. By having such a rigid set of classes that span such a large period of time, the College can ensure that each of its students has been exposed to what experienced educators and academicians have agreed is important. If they are to be believed, then the Core Curriculum gives every student the necessary groundwork to understand the world.

The Global Core, in its effort to represent the



DEREK TURNER

important role of non-Western civilizations, lacks all three of these benefits. As it stands now, there is a list of about 100 courses from which students choose two to fulfill the requirement. The courses are almost all in specific departments. Because of this disparity, there is no wide body of knowledge to which all students are exposed. Instead, the Global Core serves only to force students to take a course that is not particularly related to Western civilization. While that is a good goal, and we are all better educated because of it, the non-Western aspect of the Core could be much more robust.

The solution, I believe, is in establishing the Global Core as a single, year-long class for all students. While similar to Lit Hum and CC in format, it would combine literature and philosophy and span a much greater geography. Its goal would be analogous to the Core itself: to expose students to just enough foundational knowledge to be able to understand the world and potentially build upon it in their personal educational pursuits. Additionally, it would build Columbia’s community through common education and introduce students to non-Western concepts without the limitations of a department or discipline guiding the discussion.

Condensing the Global Core into a single course will certainly draw some immediate criticism. Part of the reason it remains such a wide-ranging requirement is that the non-Western parts of the world are numerous and impossible to distill. To limit the requirement to one specific course would rob students of the Global Core’s topical specificity. However, such an argument is tenuous, given that it could also apply to existing Core classes. Is a semester of Art Humanities really enough to get a sense of thousands of years of art? Is a year of Lit Hum even enough to do all of Western literature justice? The point has never been to be comprehensive—it has been to give a taste. Then, if students were intrigued, they could spend some of their academic time studying those subjects.

The current Global Core makes the mistake of choosing to be comprehensive in one small area instead of being broad in its exposure. While the battle for a required non-Western curriculum would be bitter, its resolution would place yet another jewel in the crown of a Columbia education.

Derek Turner is a Columbia College senior majoring in anthropology and political science and a student representative on the Committee on the Core. He contributes regularly to The Canon.

Crimson seizes NCAA bid for first time since 1946, Tigers win final game vs. Penn

BY AIGERIM SAUDABAYEVA AND
MELISSA CHEUNG
Spectator Staff Writers

After an exciting final weekend of conference play, Harvard will be heading to the NCAA tournament for the first time since 1946, ending a 65-year-long drought. Tuesday night, Penn had a chance to compete in a one-game playoff with Harvard, but after a 10-point loss to Princeton, the Quakers fell to second in the league, leaving the Crimson standing alone at the top of the Ancient Eight.

BROWN
The Bears (8-23, 2-12 Ivy) finished their season this weekend with a 54-43 loss to Penn and an 81-47 loss to Princeton. Despite getting off to a fast start on Friday against the Quakers, the Bears were down by two heading into the break. Brown was never able to take the lead, but did manage to tie the game at 36 with 8:19 left in the game. In the final game of the season, sophomore guard Sean McGonagill recorded four assists to secure a Brown record for most assists in a single season. Despite that bright spot for the sophomore star, Princeton limited McGonagill to only nine points. Following the conclusion of a disappointing season that included only two conference wins, head coach Jesse Agel was fired.

CORNELL
Cornell (12-16, 7-7 Ivy) finished at an even .500 in Ivy League play to end its season, defeating Dartmouth before falling to Ivy champions Harvard. Against the Big Green, senior guard Chris Wroblewski attained his 471st assist, making him Cornell's career leader, in the 70-57 win. The Big Red's offensive attack—led by Wroblewski—combined with Dartmouth's measly 26.1 percent shooting in the first half of the game, put the Big Green in an insurmountable hole. Cornell's matchup against the Crimson was a different story. Harvard edged the Big Red by four points in a 67-63 victory. Looking for an upset, Cornell pushed Harvard to its limits, relying heavily on good ball movement and a balanced scoring attack. Wroblewski notched 19 points, seven assists, and four boards, but was the only one on the team to reach double digits in scoring.

The Big Red chased the Crimson for the majority of the game, never letting the lead grow too large, but was never able to grab a lead and stay on top.

DARTMOUTH
The miseries continued for the Big Green (5-25, 1-13 Ivy) this weekend, as it finished its season with two losses. On Friday, Dartmouth lost to Cornell, 70-57. The game remained close, and although Cornell pulled away several times throughout the course of the first half, Dartmouth only trailed by four heading into the break. The Big Red pulled away midway through the second half, and Dartmouth couldn't recover, despite shooting 41.7 percent in the second half. The following night, the Big Green headed to Levien to take on Columbia and lost, 61-55. The game remained close until the last minute, but a jumper by Columbia junior center Mark Cisco with 41 seconds remaining put the game out of reach for Dartmouth.

HARVARD
For the first time since 1946, the Crimson (26-4, 12-2 Ivy) is headed to the NCAA tournament. The program's second-ever trip to the tournament was realized by Princeton's upset win over Penn on Tuesday night. Harvard pulled out wins in its final two games of the season in nail-biters—the games against Columbia and Cornell were decided by seven and four points respectively. In the penultimate game of the season, the Crimson defeated the Lions 77-70 in overtime, led by senior forward Keith Wright and junior forward Kyle Casey. Both Wright and Casey reached double digits in scoring, as Harvard shot 56.3 percent from the field. As if the bout against Columbia was not close enough, the Crimson defeated the Big Red by an even smaller margin in a 67-63 win. The victory meant that Harvard would have at least a share of the Ivy title—its second straight. Senior guard Oliver McNally led the Crimson with 17 points, and made four free throws in the last seconds of the game, closing it out for his team.

PENN
Penn went into its game at Princeton Tuesday night riding a successful weekend during which it beat Brown, 54-43, and Yale, 68-47. Against Brown, the Quakers only held a two-point lead at the intermission but were able to pull away thanks to a 18-7 run in the final

eight minutes of the game. On Saturday, Penn senior guard Zack Rosen, who was named Co-Ivy Player of the Week (along with Harvard's Casey) had a game-high 20 points. Only two Bulldogs scored in the double digits—forward Jeremiah Kreisberg and senior center Greg Mangano, each recording 10 apiece. With a chance at the Ivy title on the line, the Quakers dropped their most important game of the season last night to Princeton, 62-52. Penn was

silenced by the Tigers from the start, as it was only able to score two points in the first eight minutes. Midway through the second half, the Quakers were able to pull within three, but a 7-0 run again gave Princeton a 10 point lead. Princeton shot 58.3 percent from the field to shut down Penn's title dreams.

PRINCETON
The fact that the Tigers (19-11, 10-4 Ivy) ended their season on a

four-game win streak, adding to their perfect season at home, was satisfying for them, but even more so was their win over Penn. In what was ultimately the final game in the Ancient Eight for the year, Princeton prevented the Quakers from a share of the Ivy title and a chance to play Harvard for a NCAA tournament bid. This weekend, Princeton controlled its game

SEE ATL, page 11



COURTESY OF THE DAILY PRINCETONIAN

SENIOR SMACKDOWN | Forward Patrick Saunders played his final game as a Tiger on Tuesday, in which Princeton stopped Penn from obtaining the Ivy title.

IVY (LW)	TEAM
1 (2) 12-2	HARVARD CRIMSON The Crimson ended its season with two close wins, and more importantly, the Ivy League title and an automatic bid to the NCAA tournament.
2 (1) 11-3	PENN QUAKERS After losing its final game of the season to Princeton, Penn gave up the chance at a one-game playoff against Harvard for a chance at the NCAA tournament.
3 (4) 10-4	PRINCETON TIGERS The Tigers denied the Quakers a share of the Ivy title and a chance for a one-game playoff against Harvard, dominating Penn both offensively and defensively.
4 (3) 9-5	YALE BULLDOGS With a chance at the conference title on the line, the Bulldogs choked and dropped their last two games of the season in disappointing fashion.
5 (5) 7-7	CORNELL BIG RED The Big Red concluded its season with a tough loss to conference winner Harvard. Cornell remained in the middle of the pack for the majority of the season.
6 (6) 4-10	COLUMBIA LIONS The Lions won their last game of the season against Dartmouth, putting an end to their six-game losing streak.
7 (7) 2-12	BROWN BEARS The Bears lost their last two games of the season and will hope for a fresh start next season under a new head coach.
8 (8) 1-13	DARTMOUTH BIG GREEN The Big Green ended its wretched year with two more losses. Dartmouth's season took a nose dive early and never turned around.



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Tuesday, March 6

 **Concert: Playing Games With Kurtág**
5:30 p.m.
Miller Theatre

Bring a friend to enjoy the International Contemporary Ensemble's daring pianist, Jacob Greenberg, as he takes on György Kurtág's playful *Játékok* ("Games"). a series of experiments premised on the idea that "Playing is just playing." For more info call (212) 854-7799 or visit www.millertheatre.com/events.

Thursday, March 8

The Money Series: Debt: The Long View
6:15 p.m.
Davis Auditorium, Schapiro Center,
Morningside campus

Panelists: David Graeber, Goldsmiths College, University of London; Greta Kippner, University of Michigan; Louis Hyman, Cornell University; and moderators Peter Goodman, of the Huffington Post, and Daniel Immerwahr, Committee on Global Thought, Columbia University. For more info, call (212) 854-8443 or visit www.heymancenter.org/events.php.

Wallace Shawn: Why I Call Myself a Socialist
6:00 p.m.
Event Oval, The Diana Center, Barnard campus

Reading and book signing by playwright and actor Wallace Shawn. For more info, call (212) 854-2037 or visit www.barnard.edu/events.

Friday, March 9

Conversation With Diane Paulus and Suzan-Lori Parks
Noon to 1:00 p.m.
Miller Theatre, 2960 Broadway, Morningside campus

Join the Columbia Arts Initiative for a talk with celebrated theater director Diane Paulus and Pulitzer-winning playwright Suzan-Lori Parks discussing their current work, *The Gershwins' Porgy and Bess*. For more info, visit www.millertheatre.com or call (212) 854-7799.

Monday, March 12

Café Science: The Truth About Methamphetamine and Cognition
6:00 p.m. to 7:00 p.m.
PicNic Café
2665 Broadway at 102nd Street

Speaker: Carl Hart, associate professor of psychology, Columbia University. \$10 per person. Seating is limited. For more info, call (877) 854-2586 or visit www.cafes.columbia.edu.

Sunday, March 18

What Do Dead Plants Tell Us About Earthquakes?
3:00 p.m. to 4:00 p.m.
Monell Building, Lamont-Doherty Earth Observatory,
Lamont Campus

Speakers: Heather Savage, Lamont Assistant Research Director; Pratigya Polissar, Lamont Assistant Research Professor; Lamont-Doherty Earth Observatory, The Earth Institute, Columbia University. For more info, call (845) 365-8998 or email events@ideo.columbia.edu.

Monday, March 19

Café Humanities: Prisoners and Poets in the English Renaissance
6:00 p.m. to 7:00 p.m.
PicNic Café
2665 Broadway at 102nd Street

Speaker: Molly Murray, associate professor of English and comparative literature, Columbia University. \$10 per person. Seating is limited. For more info, call (877) 854-2586 or visit www.cafes.columbia.edu.


What is NY-LON? The Future of Design and Pedagogy
6:30 p.m. to 8:30 p.m.
Wood Auditorium, Avery Hall, Morningside campus

Speakers: Brett Steele, Architectural Association; architect Bernard Tschumi; and Mark Wigley, dean, Graduate School of Architecture, Planning and Preservation, Columbia University. For more info, call (212) 854-3414 or visit www.arch.columbia.edu/events.

Wednesday, March 21

 **Vital Transformations: Fusion's Young Discontents**
8:00 p.m.
622 Dodge, Morningside campus

Kevin Fellezs, assistant professor of music, Columbia University, will discuss the early formative years of fusion, outlining the rationales and aesthetics of young "fusioners," who were criticized by jazz writers and fans for merging jazz with rock and funk. For more info, call (212) 851-1633 or visit www.jazz.columbia.edu/events.

 **The Idea of Development: Development and Empire**
4:00 p.m.
Common Room, Heyman Center, East Campus,
Morningside campus

Speakers: Frederick Cooper, New York University; David Engerman, Brandeis University; Julian Go, Boston University; Odd Arne Westad, London School of Economics and Political Science; and moderator Daniel Immerwahr, Committee on Global Thought, Columbia University. For more info, call (212) 854-8443 or visit www.heymancenter.org/events.php.

Salon Magazine Series: Private Bodies, Public Texts
6:30 p.m.
Sulzberger Parlor, Barnard Hall, Barnard campus

The second installment in *Salon* magazine's series discusses Karla F.C. Holloway's new book, *Private Bodies, Public Texts: Race, Gender, and a Cultural Biethics*. For more info, call (212) 854-2037 or visit www.barnard.edu/events.

How is History Revealed? The Park Avenue Armory
6:30 p.m. to 8:30 p.m.
Wood Auditorium, Avery, Morningside campus

A conversation on the revitalization of the Park Avenue Armory, featuring its key architectural and programmatic players. Attention will be paid to the preservation of activity in the Armory's public spaces and period rooms. Speakers: Ascan Mergenthaler, Herzog & de Meuron; Charles Platt, Platt Byard Dovell White; and Rebecca Robertson, Park Avenue Armory. For more info, call (212) 854-3414 or visit www.arch.columbia.edu/events.

Thursday, March 22

Dominican York Proyecto Gráfica
6:00 p.m.
Event Oval, The Diana Center, Barnard campus

A panel and opening night reception for new art by the Dominican York Proyecto Gráfica. The exhibition runs through April 3. For more info, call (212) 854-2037 or visit www.barnard.edu/events.

Whitney Biennial Artist Talk: Georgia Sagri
7:30 p.m.
Prentis Hall, 632 W. 125th St.

Georgia Sagri's work examines the way in which social structures, such as technology, transform and shape society's perceptions and interactions. For more info, call (212) 854-2875 or visit www.arts.columbia.edu.


 **Composer Portraits: Karin Rehnqvist**
8:00 p.m.
Miller Theatre, Morningside campus

Tickets \$25. For more info, call (212) 854-7799 or visit www.millertheatre.com/events.

Student Life During Wartime: World War II at Barnard College
Noon
Barnard Hall, Barnard campus

Speaker: Karen Seeley, lecturer, anthropology, Columbia University. For more info, call (212) 854-2037 or visit www.barnard.edu/events.

Friday, March 23

 **Film Screening: David Hockney: A Bigger Picture**
7:00 p.m.
The Italian Academy, 1161 Amsterdam Ave.,
Morningside campus

The screening will be followed by a talk with director Bruno Wollheim. For more info, call (212) 854-2306 or visit www.italianacademy.columbia.edu.

Sunday, March 25


Landscapes Beneath Our Feet
3:00 p.m. to 4:00 p.m.
Monell Building, Lamont-Doherty Earth Observatory,
Lamont Campus

Speaker: Gregory Mountain, adjunct senior research scientist, Rutgers University. For more info, call (845) 365-8998 or email events@ideo.columbia.edu.

Saturday, March 24–Sunday, March 25

Comic New York
10:00 a.m. to 6:30 p.m.
Faculty Room, Low Library, Morningside campus

The Comic New York symposium brings together creators and academics to discuss the intertwined histories of New York City and the comics who were born here. For more info, call 212-854-7309 or email klg19@columbia.edu.


 **Italian Academy Spring Concert Series: Emanuele Arciuli, Piano**
6:00 p.m.
The Italian Academy, 1161 Amsterdam Ave.,
Morningside campus

Music by Morton Feldman, Peter Garland, Marcello Panni and Giacinto Scelsi. For more info, call (212) 854-2306 or visit www.italianacademy.columbia.edu.

Monday, March 26

Where is New York? Affordability at Via Verde
6:30 p.m. to 8:30 p.m.
Wood Auditorium, Avery, Morningside campus

Speakers Vincent Chang, Grimshaw Architects; Paul Freitag, Jonathan Rose Companies; William Stein, Dattner Architects; and Michael Wadman, Phipps Houses, will discuss the impact of this green housing project on its neighborhood. For more info, call (212) 854-3414 or visit www.arch.columbia.edu/events.

 **Colonial Rights & Migration: Cuba, Puerto Rico, and the Philippines in the 19th Century**
6:00 p.m.
Barnard Hall, Barnard campus

Speaker: Josep M. Fradera Barceló, Universitat Pompeu Fabra, Barcelona. For more info, call (212) 854-2037 or visit www.barnard.edu/events.

Café Social Science: Is Refugee Repatriation a Solution or a Problem?
6:00 p.m. to 7:00 p.m.
PicNic Café, 2665 Broadway at 102nd Street

Speaker: Elazar Barkan, professor, international and public affairs, Columbia University. \$10 per person. Seating is limited. For more info, call (877) 854-2586 or visit www.cafes.columbia.edu.

Tuesday, March 27

Immigration and Demographic Crisis: A New Identity for Europe
5:30 p.m.
1219 International Affairs, Morningside campus

Speaker: Philippe Fargues, Euro-Mediterranean Consortium for Applied Research on International Migration, European University Institute. For more info, call (212) 854-8443 or visit www.heymancenter.org/events.php.

Wednesday, March 28

 **A New Look at Global Ecology**
6:30 p.m.
Event Oval, The Diana Center, Barnard campus

An interdisciplinary panel with filmmaker Nora Bateson and Greenpeace co-founder Rex Weyler. For more info, call (212) 854-2037 or visit www.barnard.edu/events.

The Money Series: An Anthropologist in Wall Street
6:15 p.m.
Rennett Auditorium, Kraft Center, 606 W. 115th St.,
Morningside campus


Speaker: Gillian Tett, U.S. managing editor and assistant editor, Financial Times. For more info, call (212) 854-8443 or visit www.heymancenter.org/events.php.

Wednesday, March 28


Emma Goldman: Revolution as a Way of Life
Noon
Lehman Center, Morningside campus

Speaker: Vivian Gornick, independent scholar. For more info, call (212) 854-2927 or email lehmancenter@columbia.edu.

Thursday, March 29

 **The Scapegoating of Bradley Manning: Wikileaks and the Terror of the War Against Terror**
7:30 p.m.
Prentis Hall, 632 W. 125th St.

Great Small Works, famous for their giant puppets, presents *The Toy Theater of Terror as Usual: Episode 13*. For more info, call (212) 854-2875 or visit www.arts.columbia.edu.

 **Sports & Ethnicity: Jewish and Palestinian Soccer Teams in Argentina and Chile**
6:00 p.m.
Event Oval, The Diana Center, Barnard campus

Speaker: Raanan Rein, professor of Latin American and Spanish history, Tel Aviv University. For more info, call (212) 854-2037 or visit www.barnard.edu/events.

The Girl Who Burned the Banknotes: Rural Women, Memory, and China's Collective Past
6:30 p.m.
Sulzberger Parlor, Barnard Hall, Barnard campus

Barnard's Women's History Month Lecture will feature Gail Hershafter, chair of the Department of History, University of California, Santa Cruz. For more info, call (212) 854-2037 or visit www.barnard.edu/events.

The End of War
4:00 p.m. to 5:30 p.m.
Teacher's College

Speaker: John Horgan, director, Center for Science Writings, Stevens Institute of Technology. RSVP required. For more info, call (212) 854-6709 or visit www.earthinstitute.columbia.edu/articles/view/1877.

Friday, March 30

 **Ancient Soundscapes Reborn**
8:00 p.m.
Miller Theatre, Morningside campus

Miller Theatre presents Glories of the Japanese Music Heritage: Sacred Gagaku Court Music and Secular Art Music. For more info, call (212) 854-7799 or visit www.millertheatre.com/events.

Saturday, March 31

The Fitch Colloquium: Why Preserve Public Housing?
9:30 a.m. to 5:30 p.m.
Wood Auditorium, Avery, Morningside campus

Speakers: Andrew Dolkart, Graduate School of Architecture, Planning and Preservation, Columbia University; Dirk van den Heuvel, Delft University of Technology; and Levan Asabashvili, Urban Reactor. For more info, call (212) 854-3414 or visit www.arch.columbia.edu/events.

Friday, February 10–Saturday, March 31

Exhibition: Felix Candela: 1910-2010
Miriam & Ira D. Wallach Art Gallery,
826 Schermerhorn, Morningside campus

The Miriam and Ira D. Wallach Art Gallery offers American audiences, for the first time, a comprehensive look at the architectural career of "the wizard of concrete shells." For more info, call (212) 854-7288 or visit www.columbia.edu/cu/wallach.

Getting to Columbia
The Morningside Heights campus is located at 116th Street and Broadway.
By subway: No. 1 train to 116th Street station. By bus: M4, M11, M60 or M104.

Lions lose final game of season to Cornell

BY HAHN CHANG
Spectator Staff Writer

In Tuesday’s matchup, the Columbia women’s basketball team (3-25, 1-13 Ivy) fell to Cornell (12-16, 6-8 Ivy) 77-52 in its season finale at Ithaca. After a difficult year filled with injuries, inconsistent shooting, and last-minute defeats, the Lions ended their disappointing season with a loss and were unable to notch a single win on the road.

Both teams started off struggling, and neither could score in the first two minutes. Columbia struck first when Taylor Ward hit a layup. From there, a back-and-forth between the Big Red and Lions commenced, with the lead changing three times in the first half.

“I thought we came out and hit it pretty well, which was an improvement in the games over the weekend at both Harvard and Dartmouth. We came out much stronger,” Columbia women’s basketball head coach Nixon said.

Going into the half trailing by just five, 32-27, the Lions felt they had a chance to open the second half on a solid offensive run in order to throw off the Big Red.

“We definitely had some opportunites in the first half to hit some layups—to make some high percentage shots—where we could have re-taken the lead, closed the gap right before half time,” Nixon said. “We didn’t convert those opportunities—something that has really haunted us all year. The

inability to consistently hit the short shots, for whatever reason.”

The Lions had the ball after the break, but a quick turnover within the first 20 seconds turned into an easy jumper for Cornell senior forward Allie Munson.

“The run right at the beginning of the second half with Allie Munson, who hasn’t played much this season, and this game she made a lot of plays in the second half. She was blocking our shots, making layups, a one-woman show for a three to four minute stretch,” Nixon said.

Munson’s jumper would be the first of Cornell’s 15 unanswered points to start off the second half. Sophomore guard Allyson Dimagno, junior forward Clare Fitzpatrick, and Munson combined for 11 of the Big Red’s 15 points during this eight-minute stretch. Taylor Ward hit a three-pointer with 12:39 remaining to break Cornell’s run. Columbia struggled offensively during this stretch, going 0-9 from the floor.

When Columbia trailed 49-30, it managed to find somewhat of an offensive rhythm, hitting four of its next five shots. But the Big Red matched each of Columbia’s shots, leaving the Big Red with a 19 point lead.

“We were trying to score against a set defense. We did a decent job getting touches around the baskets, but we didn’t take the time on the follow through,” Nixon said.

In the game’s final minutes, Columbia’s defense allowed a

10-3 run, giving the Big Red a 75-48 advantage. Even with last minute consolation shots from freshman guard Miwa Tachibana and sophomore center Nicole Santucci, the Lions could only bring the final score to 77-52. Even though Columbia managed to play above its season average offensively, shooting 35.2 percent on field goals, Cornell played lights out, scoring its 77 points in part due to their 50 percent shooting from behind the three-point line.

“I think the thing that was effective about their three-point game was that they took wide open ones. They did a really good job of being really selective of when they shot threes, so they made sure the ones they took were pretty open,” Nixon said.

While this season played out unfavorably for the Light Blue, it looks to the future with a more experienced team. Even though the Light Blue will lose Fuller as well as the Columbia recordholder for three-pointers, Melissa Shafer, the Lions are a young team building up for next season with a trio of solid returners—sophomores Courtney Bradford and Taylor Ward, and junior Tyler Simpson, who combined for 36 points in last night’s game.

“We’ve got a lot of work to do in this off-season to take the positive lessons from this season, but we really need to work this season to get much much better,” Nixon said. “We’ve got a ways to go from being competitive in some games to being competitive all season.”

Penn falls to Princeton as Ivy season ends

ATL from page 9

against Yale from the start, winning 64-57. The next game for the Tigers was even easier, as they trounced the Bears 81-47. In the last game of the season, the Tigers were in control from the very start of the game, leading by as many as 17 points in the first half. Penn was able to bring the game within striking distance by halftime, down by only 10 points. The momentum seemed to swing to the Quakers’ side at the start of the second half as Princeton began missing its shots, but the early lead that the Tigers had sustained at the beginning of the game proved to be too difficult for Penn to overcome.

YALE

Going into the final weekend of play, Yale (19-9, 9-5 Ivy) had as good a chance at the Ivy title as fellow frontrunners Harvard and Penn, but needed to dominate their opponents. The Bulldogs dashed their chances at the title by failing to win either of the two games. Yale was able to come back from as many as 15 points against Princeton, characteristic of its season of come-from-behind victories, though it was unable to match the efforts of the Tigers as the minutes ticked off the clock. The Bulldogs outrebounded Princeton, but did not get the same results from their bench as their opponents did. Despite the 64-57 defeat, Yale still had a chance for second place in the conference. However, those

hopes were dashed by the 68-47 loss to Penn, in which the Bulldogs shot 27.5 percent from the field against the Quakers’

stingy defense. Yale finished the season with 19 wins, the most since the 2001-02 team notched 21.



COURTESY OF THE DAILY PRINCETONIAN

RIVAL DENIAL | Princeton junior forward Ian Hummer led the way for the Tigers against Penn with 18 points in their 62-52 win.

ATHLETE OF THE WEEK

MELISSA SHAFER



FILE PHOTO

SHARPSHOOTER | Senior guard Melissa Shafer had five points, two rebounds, and three assists in her final game at Levien. Shafer has been a perimeter shooting force throughout her career, knocking down the most three-pointers in the history of the program—an achievement reached in her game against Harvard this weekend.

Squash recruits from India find success

SQUASH from back page

Engman said on the process of contacting recruits. “I went to the British Junior Open last year and saw some really good players. They also travel over here to play in some of our tournaments, especially when they are interested in going to college in the United States.”

Current international recruits on both teams have already made considerable contributions to the squash program. Freshman and top seed Ramit Tandon is the only international recruit on the men’s team. A former No. 1-ranked Indian Junior player who led his team to a gold medal at last year’s Asian Junior Team Squash Championship, Tandon has had an exceptional season for the Lions. Most recently, he finished as the runner-up in the 2012 CSA Individual Championship.

“Ramit’s contribution is massive. We can go into most of our matches almost being guaranteed at least one win. It also pushes the entire team down one spot in the ladder, which makes us stronger in every position,” Swanepoel said of Tandon.

Freshman and No. 6 seed Dheeya Somaiya, the only international recruit on the women’s side, has also been a major player for the Lions since coming to Columbia from India.

Despite the squash program’s recent progress in international recruiting, logistical issues may have slowed its development. Difficulties with standardized

testing scores and providing financial aid for international students have made it challenging for coaches to get players through the admissions process.

“We certainly have lost people because they didn’t have the scores, and that is frustrating because they are really smart kids who could do well at Columbia,” Engman said. “They just don’t always have the same prep that U.S. kids do.”

Swanepoel added that money is often a problem.

“There is limited financial aid for international students here at Columbia, so many times we have to turn incredible athletes away because we can’t offer them the necessary aid,” he said.

In spite of these setbacks, Columbia still has many ways of drawing international recruits. When asked what the major incentive was for coming to play for Columbia, Tandon identified both access to a Columbia education and the ability to play among many professional squash players in New York as contributing factors.

According to Engman, the number of international recruits already on a college team is a major factor for prospective international students when considering attending an institution.

“The more recruits we bring in, the more appealing the program is. Recruits want to be on a team that’s diverse,” Engman said. “I know that having Ramit and Deehya on the team has given us great contacts with the Indian juniors.”

The squash program’s strong sense of community has made Tandon’s transition to U.S. squash an easy one.

“They have been great,” Tandon said. “When you play internationally, the teams are usually only three or four players. But here we have 15 boys and 10 girls, so it’s a huge team and I love playing with them. We really support each other.”

The coaches are not the only ones interested in making squash a stronger sport both in the U.S. and worldwide. Tandon has shown a vested interest in drawing attention to his sport, recently playing in the Squash World Cup in an Indian shopping mall to help promote squash and increase its popularity.

“It was the first sport played in a shopping mall in India,” Tandon said. “The World Squash Federation is trying to increase squash’s popularity and get squash into the Olympics. Even here there is an annual tournament at Grand Central Station that I played at recently.”

Although Columbia squash is still in the beginning stages of establishing a strong international recruitment program, Somaiya and Tandon have forged a path, making the next wave of recruits more eager to hear about Columbia squash. It will certainly take time to bring in more high-caliber international recruits, but the Light Blue is well on its way to achieving a squash program with an even mix of U.S. juniors and players from abroad.

CU sports look for edge internationally

GLUBIAK from back page

College, a college soccer powerhouse on the East Coast. At the end of the day, Sauerbier’s list included four schools—Columbia, Harvard, Brown, and BC. The first to go was the non-Ivy, despite the Golden Eagles’ offer of a full scholarship.

“I wanted to find a good balance, but it was more important to get an education,” Sauerbier said. “When you see Ivy League schools and you see BC, and you’re looking at academics, you have to go with the Ivy League.”

Brown soon fell out of the running, and here’s where our heralded college town came into the equation.

“I don’t come all the way from Germany to live in Providence,” Sauerbier said. “So that’s when New York becomes a big factor.”

That left only Harvard and Columbia.

“There you have a tough one,” Sauerbier said.

Sauerbier’s final decision, he admits, was “largely personal.” However, he emphasized two

things—the fact he already had a close friend from home at Columbia, and his comfort level in the city.

“New York was always on top,” Sauerbier said. “If you come all the way from Germany, you look for a special experience, and New York can provide such an experience. You’d prefer to live here than Providence, New Haven, or even Boston.”

While you could argue that Sauerbier’s friend’s role in his decision to come here makes it hard to generalize Columbia’s appeal to international athletes, there’s more to it. That friend, Julian Richers, CC ’13, found Columbia when he decided to do his year of service following high school—until recently, mandatory under German law—in New York, and fell in love with the city. Columbia seemed a natural fit once that year was up.

As Sauerbier himself admits, turning down a full scholarship at BC was a tough thing to do, and many recruits might be more tempted by that financial package than he was.

That said, his story is indicative of Columbia’s unique appeal as an Ivy League institution in New York, an appeal that gives it a particular advantage as our world becomes ever smaller and college coaches look farther abroad for talent.

It’s important to recognize that Sauerbier is not alone on campus—men’s squash super-freshman Ramit Tandon is the No. 2-ranked player in the whole country.

So while some coaches may not be as concerned about this as others—don’t expect new football coach Pete Mangurian to start scouring European training grounds for his next great pass rusher—for quite a few sports, this international allure could be a major competitive advantage moving forward.

As we have seen with both Sauerbier and Tandon, for some sports, it already is.

Zach Glubiak is a Columbia College senior majoring in history. He is a member of the varsity men’s soccer team. sports@columbiaspectator.com

Author criticizes ‘hipster’ writing

KUNZRU from page 5

Apple store. The hipster reveals to us the central prop of Modernism has been hollowed out. The new in itself is not enough. Hipster is perfectly fatalist, always re-configuring himself. The hipster writing is trying to play the 21st century with 19th century rules.”

Instead, Kunzru advocates messing with the notion of what the artist should be. “We’re not coming after, we’re coming before,” he said. “There’s a lot that hasn’t been said and needs to be said.”

Kunzru is the author of three novels and a short story collection. His novel “The Impressionist” landed him the Betty Trask Award

for first novels in 2002 and the Somerset Maugham Award in 2003. Granta named him one of the 20 “Best of Young British Novelists” in 2003 and the New York Times named his second novel, “Transmissions,” a 2004 Notable Book of the Year. Kunzru’s latest novel, “Gods Without Men,” will be released March 6.

arts@columbiaspectator.com



HENRY WILLSON / SENIOR STAFF PHOTOGRAPHER

SPEAKING OUT | Author Hari Kunzru is considered a controversial figure in the literary world. At Columbia, he explained his vision for the future of modern literature and authorship.

International recruits can call Columbia home

Just underneath “Columbia University,” in a slightly smaller font, our school’s website reads “in the City of New York.” Our school’s full name may seem like a silly marketing ploy, but in an age in which globalization is the ultimate buzzword, Columbia’s placement in the Big Apple looms larger than ever.



ZACH GLUBIAK
Boom Goes the Dynamite

Many of Columbia’s 31 varsity athletic programs compete in sports that are played globally, making the pool of potential recruits international as well. This is where the sub-headline on our website becomes so crucial.

Take Henning Sauerbier, a teammate of mine on the men’s soccer team, a former representative of the German youth national team at the U-17 World Cup, and a product of German welterweight Bayer Leverkusen’s youth program. His résumé raises eyebrows—for those of you who don’t follow soccer, imagine if the Yankees had a youth program and their stud young outfielder decided to take his talents to Morningside Heights.

Landing Sauerbier, now a sophomore, has been a boon to the Lions, and there is no doubt his decision to come here was largely personal. But Columbia is uniquely placed to land stars like Sauerbier, a two-time All-Ivy League player and 2010 Rookie of the Year.

Let’s track how he got here. “I got an idea about this whole system in the U.S.,” Sauerbier said. “About the chance to combine school and athletics. And then I did some research on my own.”

Sauerbier decided to email every Ivy League school along with Boston



COURTESY OF COLUMBIA UNIVERSITY ATHLETICS

SQUASH STAR | Freshman sensation Ramit Tandon is one of two international squash recruits this season who have made a marked impact on the Light Blue squad.

Light Blue squash looks for international talent to reach top

BY CAROLINE BOWMAN
Spectator Staff Writer

With 13 national titles and the longest win streak in college sports history, the Trinity men’s squash team has the most impressive college sports dynasty that no one outside of the college squash community knows about. “The Streak,” as it has come to be known, only gained significant national recognition when Yale defeated Trinity in January with a 5-4 win, ending Trinity’s 13-year, 252-game run.

Even if you have heard about Trinity squash, you would probably be surprised

to know that 15 years ago, Trinity’s squash program was not even close to attaining such a historic win streak—that is, until Trinity coach Paul Assaiante began looking overseas for new recruits. Coach Assaiante’s insight into the importance of recruiting internationally has undoubtedly shaped the course of college squash. International recruits have come to dominate the best teams in the country, including the Ivy League.

When Yale took down Trinity for its first loss since 1998, 18 players between the two teams hailed from 12 different countries, including India, Mexico,

Sweden, South Africa, and El Salvador.

What does this mean for the Light Blue’s squash program? Still in its first few years as a varsity sport, Columbia squash has made significant strides toward the top of the league. The women’s team has moved up 13 spots in the national rankings in the last two years, and both the men’s and women’s sides were given most-improved awards after the 2010-2011 season. Despite the progress, Columbia remains one of the only teams in the Ivy League without a top-10 national ranking.

Both men’s head coach Jacques Swanepoel and women’s head coach

Kelsey Engman believe that the future of the Columbia squash program lies abroad.

“International recruiting is essential to the program’s success,” Swanepoel said.

Engman agreed. “If you look at the other Ivies, their lineups are dominated by international recruits, especially at the top of their ladders,” she said. “In order to compete with them, we will need to bring in more international players.”

Both coaches have already invested considerable time and effort into global outreach. “We do travel to see them,”

SEE SQUASH, page 9

THE 2011-2012 SOSHITSU SEN XV DISTINGUISHED LECTURE ON JAPANESE CULTURE
MARKING THE ANNIVERSARY OF
THE 2011 TOHOKU EARTHQUAKE

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