

Themed UWriting classes offer variety

BY CECILIA REYES
Columbia Daily Spectator

First-years registering for classes on Thursday will have the chance to sign up for a University Writing section that focuses on readings in American studies, gender studies, or sustainable development—continuing the themed classes that began this semester.

Undergraduate Writing Program director Nicole Wallack said that she wanted to create themed sections to teach students to apply college-level writing skills outside of a traditional English class setting. As the program continues in coming semesters, Wallack said she hopes to expand the variety of themed sections available to include topics in science, technology, engineering, and mathematics.

“One of my ambitions is to have courses that go even more in the STEM area—artificial intelligence, neuroscience,” Wallack said, adding that she was encouraged by the sustainable development faculty’s willingness to experiment alongside the English department.

After two years in the planning stages, four sections of each theme debuted this fall, as well as two UWriting sections specifically for international students. All 14 sections will be offered again in the spring, in addition to 72 traditional sections of UWriting—50 for CC

SEE UWWRITING, page 3



LUKE HENDERSON / SENIOR STAFF PHOTOGRAPHER

LENS ESSAY | Selby Schwartz’s University Writing class focuses on gender, one of 12 sections to have a theme this semester.

At town hall, SGA encourages student involvement

BY EMMA GOSS
Spectator Staff Writer

At a Barnard Student Government Association town hall on Tuesday, conversation focused on difficulties in communication between representatives and the student body.

The central question of the event—“What does SGA do?”—presented students with the opportunity to understand the

role of student government and to give input on the issues they want to see addressed.

Sarah Steinmann, BC ’13 and vice president of student activities, said she hoped the town hall would be an avenue for students to mount concerns to the administration.

“What Dean Hinkson wants from us and what we want to give her is what students actually think,” Steinmann said,

adding that student concerns have the ability to significantly influence changes in college policy.

SGA members were dispersed at tables throughout the Diana Event Center Oval, prepared to lead discussions with students.

Despite SGA’s efforts to strengthen student involvement, few are responding, according to Sharon Kwong, BC

’14 and a representative of SGA’s student organization committee.

“I see SGA really trying to reach out to students. I don’t really see as much students trying to communicate back,” Kwong said.

The lack of student interest was evident at the town hall, which was poorly attended.

SEE SGA, page 2

Broecker talks future of climate change research

BY SHAYNA ORENS
Spectator Staff Writer

Thirty-seven years after Wallace Broecker, CC ’53, coined the terms “climate change” and “global warming” in his research, he still thinks that his predictions were “smack on.”

At a discussion on Tuesday sponsored by the Institute for Religion, Culture, and Public Life, Broecker and New York Times reporter John M. Broder, who covers energy and the environment, considered future solutions to global warming and how scientists can best implement them.

Broder said that—especially in light of Hurricane Sandy, which ripped through New York

City two weeks ago, causing mass flooding and power outages across the five boroughs—the topic of climate change needs to be addressed.

“I have to admit, I haven’t been busy in the last couple of years,” he said. “I think we’ve learned in the last three weeks that this is an emergency—it’s real, and it’s here now.”

Broecker explained that scientists are working on new solutions to combat climate change and global warming and that some solutions are coming from within Columbia itself. In particular, he called the work of Klaus Lackner, professor of geophysics, one of the most promising

SEE BROECKER, page 2

Reflective windows at JTS causing bird collisions

BY ABIGAIL GOLDEN
Columbia Daily Spectator

Birds killed by colliding with windows of the Jewish Theological Seminary’s Morningside Heights campus have raised concerns among residents about the seminary’s commitment to the neighborhood.

Residents of 123rd Street between Broadway and Amsterdam Avenue, the northern border of the JTS campus, said that numerous birds hit

the building’s reflective windows and end up injured or dead on the sidewalk below.

“The bird thing is horrible—I see the same dead bird, day after day after day, which means that they’re not going around the periphery of their building and cleaning up,” Sidaya Sherwood, who lives on 123rd Street, said. “I have two young children who are three, and they walk by the bird and I’ll tell them it’s sleeping.”

According to Daniel Klem—an ornithologist at Muhlenberg

College in Allentown, Pa. who has studied the problem of birds running into windows for 40 years—the problem is that birds are physically unable to see glass, making them more vulnerable to collisions. The Audubon Society, an organization dedicated to conserving bird habitats, cites mortality from glass collisions as a widespread and significant issue for bird populations. Its website states that the risk of

SEE BIRDS, page 3



COURTESY OF KAREN MCANANAMA

NO-FLY ZONE | A dead bird on the sidewalk in front of Jewish Theological Seminary, presumably after crashing into a window. Administrators are meeting with the Audubon Society to resolve the problem.

Councils, boards support CUArts petition

Student groups unanimously resolve for CUArts growth

BY FINN VIGELAND
Spectator Senior Staff Writer

The four undergraduate student councils and two largest governing boards have all passed resolutions supporting an increase in funding to the Arts Initiative and calling on new administrators to take a bigger role in running the program.

The six student organizations adopted the same resolutions as the 1,262 students and alumni who had signed the online “Save the Arts Initiative” petition as of Tuesday.

The unanimous approval of the councils and governing boards is the latest addition to the growing chorus of student concerns that CUArts has not been proactive in supporting students’ artistic endeavors, whether on or off campus.

Several student leaders began making noise last month about what they describe as a lack of support and transparency from CUArts and its executive director, Melissa Smey. Smey met with leaders of arts groups in November to discuss their concerns and has been defensive of the program in interviews, saying that she has been meeting with other administrators and considering ways to improve the initiative’s outreach.

The resolutions called for an increase in funding to the program, the appointment of a full-time director to oversee it, and the creation of an advisory committee. They also supported moving the program out of the purview of the graduate School of the Arts and re-establishing a subsidy that would allow the Columbia Ballet Collaborative to perform for free in the only place it can on campus, Miller Theatre.

“We’ve tried to personally reach out to club leaders to have them send the position to their group members.”

—Saketh Kalathur, CC ’13,
Activities Board at
Columbia president

A statement from the Advocates of the Arts Initiative, a group of student leaders organizing the petition, called the support of the councils and governing boards the next step in “our ongoing campaign to save the Arts Initiative and bring transparency and accountability to this vital campus resource.”

The Advocates’ statement called on School of the Arts Dean Carol Becker and Dean of Academic Administration Jana Wright “to listen to the concerns we are raising,

SEE CUARTS, page 2

OPINION, PAGE 4

The nuance of American

Julian NoiseCat reflects on his Native American and Columbian identities.

The Canon

Should Columbia provide its students with pre-professional training?



SPORTS, BACK PAGE

Men’s basketball beats Haverford in 74-40 win

Columbia men’s basketball continued its winning ways in its home opener last night as the Lions won a blowout against Haverford.

EVENTS

Ignorance: How It Drives Science

Professor Stuart Firestein leads a panel discussion on what we don’t know.
Miller Theatre, 6 p.m.

Catalan Film Series 2012: Llach, la Revolta Permanent

The 2006 film deals with the aftermath of a police shooting in the Basque region.
201 Casa Hispanica, 7 p.m.

WEATHER

Today



50°/ 38°

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48°/ 38°



AYELET PEARL / SENIOR STAFF PHOTOGRAPHER

PEDAL PUSHERS | A CB7 committee approved measures to install bike corrals up to 110th Street.

Proposals for more UWS bike parking pass CB7

BY AVANTIKA KUMAR
Spectator Senior Staff Writer

At its monthly meeting on Tuesday, the Community Board 7 transportation committee backed two measures to expand bike parking options on Upper West Side streets.

The two proposals—one to install curbside bike racks on Broadway and Amsterdam and Columbus avenues between 59th and 110th streets and another to install a bike corral in the parking space bordering the restaurant Henry’s on 105th Street and Broadway—passed with only two and one votes in opposition, respectively. Both will be brought to CB7’s full board meeting in December.

Lisa Sladkus, who presented the bike rack proposal on behalf of transportation advocacy group Upper West Side Streets Renaissance along with intern Andrew Balmer, CC ’10, said the proposal “fulfills a grave need” in the community. Sladkus said the proposal will not only improve bike safety, but also encourage a sense of belonging in bikers.

Balmer and other pro-biking volunteers identified 136 potential spaces for bike racks and sent letters to the owners of neighboring properties in mid-October. After receiving 45 negative responses, the number of potential spaces was reduced to 91.

Balmer, who has volunteered with the organization for two years, said that it was “encouraging to make progress.”

CB7 members at the meeting largely supported the plan, given the shortage of bike parking space on the Upper West Side, but some had reservations. A few members feared that neighboring businesses could take over the racks, and others—including transportation committee co-chair Dan Zweig, who voted against the proposal—expressed concern that business proprietors or members of the public

were not well-informed enough about the proposal.

Zweig said that CB7 members should look at the sites and talk to business proprietors as well as property owners before supporting the proposal.

“I think we ought to investigate more clearly,” Zweig said during the meeting.

Bike corrals “put us at the forefront of a citywide, a nationwide, and an international movement.”

—Henry Rinehart,
Henry’s restaurant owner

Henry Rinehart, owner of Henry’s, partnered with Jennifer Harris-Hernandez, a representative from the city’s Department of Transportation, to present the proposal for a corral outside his restaurant. If the proposal passes at the full board meeting, the corral will be the sixth to be built in Manhattan and the first on the Upper West Side.

Rinehart said the new corral would “put us at the forefront of a citywide, a nationwide, and an international movement.”

He added that, within 24 hours of distributing a petition to neighboring businesses and residents, he had gotten 126 signatures of support.

Meeting attendees were largely supportive of the initiative, but some said the current plan—which includes four 34-inch-wide planter pots as “buffers” to protect the bikes—takes up precious street space that could be used for extra bikes. The committee included

this concern in its resolution, and Hernandez said she would look into removing one of the planters.

Another concern raised was that the corral, which takes up one parking space, would infringe upon increasingly tight parking space in the neighborhood, especially with the M106 bus taking up several spots on 106th Street.

Committee member Marc Glazer said that, though he supported both proposals, he feared retail businesses would lose patrons due to the lack of parking spaces.

“My concern is the parking,” Glazer said, adding that traveling on a bike is not an option for some.

The committee’s approval of the measures comes after the UWSSR and other cycling advocates assailed it last month for moving too slowly on biking issues.

Peter Frishauf, Upper West Side Streets Renaissance member and 60-year Upper West Side resident, said he was frustrated that the community was “so far behind the rest of the city in approving accommodations for walkers and bicyclists.”

Frishauf pointed out that, out of 35 miles of protected bike lanes on Manhattan avenues, the Upper West Side has “one measly mile.”

“A big reason for that is that the leadership of the transportation committee consistently opposes proposals to improve life for walkers and bicyclists,” Frishauf said. He added, “It’s like they’re living in a different time.”

Sladkus stressed to the committee that expanding bike parking was a pressing need for the community.

“We would really like to see this move forward,” Sladkus said.

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Councils, 2 gov. boards back CUArts petition

CUARTS from front page

and institute the reforms we propose.” Citing University President Lee Bollinger’s comment to Spectator in September that he had not kept tabs on CUArts since it left the purview of his office—where it had resided from its creation in 2004 until its move to SoA in 2009—the Advocates urged him to restore its funding.

The Activities Board at Columbia, the governing board that represents arts clubs and other special interest groups, was the first student organization to pass a resolution in support of reinvigorating the Arts Initiative. In its Oct. 31 resolution, the ABC’s four board members and 13 representatives-at-large noted that many of its dance, vocal, and theater groups rely on CUArts to fund their programming.

“Since then, we’ve tried to personally reach out to club leaders to have them send the position to their group members,”

ABC President Saketh Kalathur, CC ’13, said in an email.

Columbia College Student Council, the Engineering Student Council, Barnard’s Student Government Association, and the General Studies Student Council unanimously adopted resolutions this week authored by Will Hughes, CC ’13 and CCSC vice president for policy. Hughes, the president of the Columbia University Performing Arts League, began the petition.

The executive board of the Student Governing Board followed suit on Tuesday evening, expressing its dismay over dwindling funds allotted to performing groups.

“CUArts provides a unifying presence to Columbia that creates the vibrant campus atmosphere in which our groups prosper,” the SGB’s statement read. “Its downward spiral is a detriment to the Columbia undergraduate population and the principles of community that the SGB represents.”

Smey has said that \$60,000 has been set aside annually for student groups in the form of grant money through the Gatsby Student Arts Fund. “The number and total dollar amount of grants awarded fluctuates from year to year, however, we (CUArts) have been able to award funds to all the projects that met the eligibility requirements,” she said in a statement.

Hughes, who gave a presentation to all of the councils about the Save the Arts Initiative campaign, has criticized that number as misleading. “It is a matter of public record that the budget for CUArts was cut 40% in the two years before Melissa Smey began serving in her dual role” as director of Miller Theatre and CUArts, he said in a statement.

“It seems we fundamentally disagree as to the adequacy of this reduced budget for the continued health of the Arts Initiative,” he said.

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AYELET PEARL / SENIOR STAFF PHOTOGRAPHER

LISTENING IN | Danielle Youngsmith, BC ’15 (center), attends a Barnard SGA town hall that addressed student government’s role in the college and asked for more student feedback.

SGA reps, students discuss role of student gov’t

SGA from front page

Sobia Khan, BC ’15, said that SGA should make it clearer that they seek student input, which can, in turn, affect change.

“Outside of this town hall, how would I ever tell someone on SGA that I have an issue that needs to be addressed?” Khan questioned. “I don’t think it’s clear that I just need to send an email. It seems like common sense, but I do not even think my email would be read.”

“I don’t think its inadequacy on SGA’s part,” she added. “We just don’t think an average person can go change and affect. It’s very systemized.”

In response to a question about the difference between SGA and the McIntosh Activities Council, JungHee Hyun, BC ’13 and SGA president,

said, “It’s really hard to conceptualize and quantify and understand and see SGA’s impact on campus.”

Hyun said that although some students see SGA’s efforts as passive, she believes holding discussions is an important way for the student body to move forward.

“What we strive on is all the talking we do, that’s how we move forward and get solutions figured out,” she said.

Barnard Dean Avis Hinkson spent a large portion of the town hall speaking with a table of students about building relationships between first-year and upper-class students within the same Constellation—a network of Barnard students based on the floor they lived on in their first years. Hinkson said she was

glad to have the opportunity to sit down and hear student feedback on improving the nascent Constellation program she spearheaded last year.

Representatives acknowledged that student attendance at the town hall was low, with the majority of attendees being SGA members. Despite the low turnout, SGA representatives said the conversations were fruitful.

“We always want to make sure that this type of thing is available to students,” Mica Spicka, BC ’13 and senior representative to the board of trustees, said. “We’re always dealing with different issues coming up. We can use this general topic as an avenue to talk about those issues.”

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Climate research suffers without political support

BROECKER from front page

developments in dealing with carbon emissions.

Lackner’s work involves carbon capture and sequestration techniques, but, despite promising innovations, funding for carbon capture research has been minimal, Broecker explained.

“It takes CO2 out of the atmosphere at a reasonable price,” he said. “But the total amount of money spent on this so far is something like \$15 million—that’s what a Yankees pitcher makes in one season. This is a huge, huge, huge problem, and we should be exploring all avenues of how to solve it.”

Broecker said that other solutions to limiting greenhouse gas emissions have been met with hesitance as well.

“Wind power runs into all kinds of trouble because people who live on Martha’s Vineyard don’t want wind turbines in front of their million-dollar cottages,” he said.

While regular citizens are

opposed to certain techniques that reduce carbon emissions, the government has not been lavish with its support for green projects, Broecker added.

“We’re spending incredibly large amounts of money on our military,” he said. “Why? That’s a small problem compared to CO2, but we’re spending nothing on CO2.”

Broder said that in Washington, there is an “issue of messaging,” noting that government officials may not be implementing the best strategies to stress the importance of addressing climate change.

“Al Gore is probably the best example of this planetary emergency,” Broder said. “These are fear-based messages, and I don’t think they work very well.”

Audience members echoed Broecker and Broder, saying that the solutions to climate change require cooperation and communication across disciplines.

“We understand the scientific problems well enough,” Cody Kent, GSAS ’13, said. “It’s about

getting from the place where we know there’s a problem to we have a solution to are we willing to pay for it.”

Linda Amato, GSAS ’13 and a student in the climate and society master’s program, said she thinks climate change is lacking an efficient way to translate science into politics.

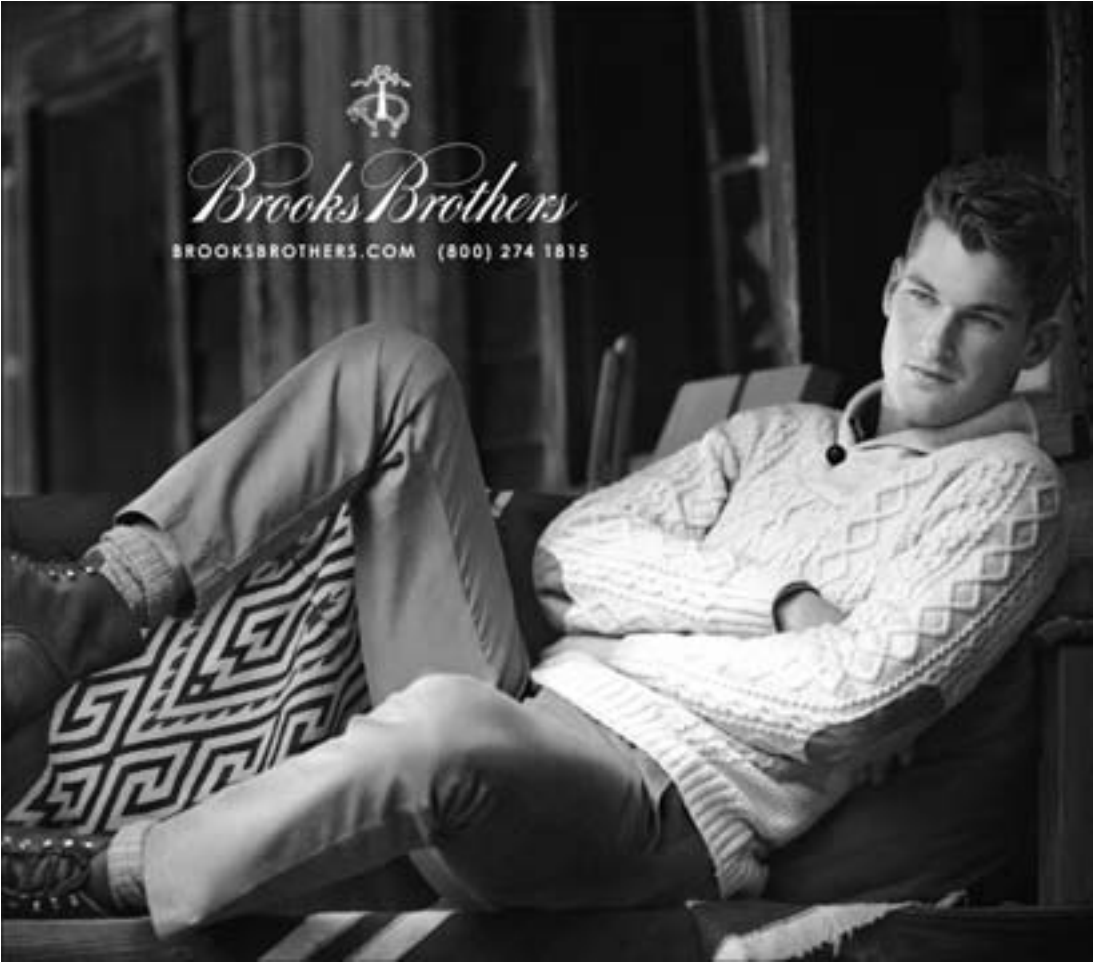
“It’s such a huge task and I think more needs to be done in terms of how the scientific community communicates,” she said.

Mark Taylor, the co-director of the IRCPL, agreed, saying that there is a political unwillingness to fund research and that more “global solutions” are needed.

Broecker, who called himself a “very optimistic person,” said he still harbors doubts about whether enough action will be taken.

“Somehow we have to get together and say, let’s not fight, let’s come up with some plan and get going,” he said.

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JTS to discuss bird deaths with Audubon Society

BIRDS from front page

collisions poses a “threat of sufficient magnitude to affect the viability of bird populations, leading to local, regional, and national declines.”

Residents have seen the effects of this threat to birds, which gather in a small park in the Morningside Gardens residential complex across the street from the seminary.

“I think what happens is they fly and they see the reflection of the window and it looks like sky or trees,” Karen McAnanama, who has lived on the block for four years, said. The reflection turns into a death trap for the unsuspecting birds, whose bodies are left scattered on 123rd Street for days, especially during spring and autumn months, McAnanama said.

Programs in other cities, notably Toronto, have sought to mitigate the glass hazards of urban environments by encouraging institutions to make their buildings more visible to birds. Techniques such as installing patterned window films that make glass visible to birds and adding awnings or opaque blinds to make windows less reflective can help prevent the collisions.

According to Eve Glasberg, an assistant director of communications at JTS, the institution’s facilities and operations staff will be meeting with the Audubon Society in the near future to discuss a solution to the bird problem. McAnanama said the seminary has promised changes in past years but has failed to take action.

Francine Perlman, who has lived on the block for 40 years,

said she was not optimistic that JTS would implement changes.

“I don’t have much hope for it, because they put a lot of money many years ago into a renovation of the building,” which improved it aesthetically, she said. “You have a very different aesthetic if you wanted to use shades, if you wanted to use decals. But, maybe they will, I don’t know. It’s a point that has to be made to them.”

According to Klem, it’s not uncommon for institutions to cite aesthetic reasons for refusing to alter their windows to be more bird-safe. He said the glass on the Central Park side of the Metropolitan Museum of Art is an example of such a case.

“They don’t want to do anything to alter those windows because of aesthetics, so now the birds suffer,” he said. news@columbiaspectator.com



AYELET PEARL / SENIOR STAFF PHOTOGRAPHER

FLIGHT RISK | The windows at Jewish Theological Seminary are very reflective and have killed several birds that have crashed into them. Administrators are working to resolve the issue.



COURTLAND THOMAS FOR SPECTATOR

WRITE ON TARGET | Nicole Wallack, director of the Undergraduate Writing Program, wants to expand the themed UWriting sections to fields like science, technology, engineering and math.

UWriting to expand themed sections to STEM

UWRITING from front page

and SEAS students and 22 for GS students.

“The thought was to let the instructors teach and develop curricula together, come up with material for an archive of our own, and make this as unified an experience for students to underscore the principles of the class,” Wallack said.

She added that she thought the new options would strengthen interdisciplinary relationships among leading researchers, faculty, and students.

Roosevelt Montás, director of the Center for the Core Curriculum, said that Core administrators are always looking for ways to engage students with different academic interests.

The English department already has partnerships with the American studies and gender studies faculty, which is why Wallack turned to those fields first. “It was easier to begin this experiment with people

we knew,” she said.

Wallack acknowledged that the relatively low turnover rate for graduate instructors—50 percent stay on year to year—and the limitations of their areas of study would make the addition of science themes harder to implement.

In UWriting—a Core Curriculum class required of first-year students in Columbia College, the School of Engineering and Applied Science, and the School of General Studies—students analyze and respond to short essays to develop their writing skills. The introduction of a directed focus of readings comes with new challenges for instructors and students.

“This is first and foremost a writing class, but when you carry the conversations all the way through, it’s tempting to talk about the issues,” said Nicholas Neely, who teaches a sustainable development section. “This can distract from learning the writing, but it has been very rewarding in

the end.”

Kamay Jin, CC ’16, who is in Neely’s section, said that she enjoys the focus of sustainable development but would have preferred a broader range of topics and discussion of the analysis of articles rather than an emphasis on a single field.

“Sometimes it’s an endless treadmill of writing, writing, and writing,” she said. “Learning how to read articles, so that we can see what the professor sees, would be helpful.”

For UWriting instructor Aaron Ritzenberg, who teaches one of the American studies sections, the course has still proven effective, even with different readings. Some of those readings include the Declaration of Independence, the Gettysburg Address, and Martin Luther King, Jr.’s “Letter from Birmingham Jail.” “The philosophy is the same,” Ritzenberg said in an email. “The best academic writing begins from a place of deep inquiry.”

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The American question

BY JULIAN NOISECAT

Are we Native, American, or Native American? These are some of the questions raised by the theme for November's Native American Heritage Month—"Native [or] American: Being Indigenous in America in 2012." It allows us to consider our identities—as Indians, as members of first nations, as citizens, and as students—at a University whose mission statement includes a commitment "to advance knowledge and learning at the highest level and to convey the products of its efforts to the world."

We can begin by taking stock of our numbers. As Indians we comprise a mere 1.6 percent of the population of the United States—too few to achieve political relevance. At Columbia we are but 3 percent of the class of 2016—a number that has grown from 1 percent of the class of 2013—but again, perhaps too few to be relevant. However, numbers do not define our relevance. These numbers are living evidence that the Indian question remains. We would not be a minority on our own soil if foreign diseases had not killed our ancestors, if government policies had not removed them, and if the government had not persecuted them when they resisted as a testimony to our history and our prior and rightful claim to this continent. No issue or question in this nation or on this campus should proceed without considering the people whose land we stand upon—the Indians and their descendants who gave it up so that the founding fathers could build a nation. After all, this campus was once Manna-hata—a Lenape word—before it was King's College, and this country was red before it was red, white, and blue.

As Indians we do not always feel at home in these United States. Feelings of unease and antipathy have obvious historical roots. Even before this country was founded there was an "Indian question," which some professors mention in CC, but it remains an under-studied part of our education. Yet, for many generations, Indians have considered and answered the Indian question themselves with defiant statements of, "The Black Hills are not for sale," "You're on Indian Land!" and "Custer died for your sins," to remind America that this land is ours, that it was swindled and stolen from us through a series of unjust acts that simultaneously served to belittle our humanity, but that we are still here.

This country was red before it was red, white, and blue.

Despite this history, Indians have wholeheartedly joined the American experiment. We serve in the military at the highest rate per capita of any minority group. At many of our traditional gatherings we begin with a flag song, a national anthem composed in our own languages to honor our traditions, soldiers, and country. We have also contributed intellectually. When Benjamin Franklin first proposed a union of the 13 colonies, he used the six council fires of the Haudenosaunee as an exemplar of unity and strength. Ironically enough, after the 13 colonies rose up against their British oppressors, the New York State Legislature renamed this university "Columbia." In so doing it honored a lucky explorer and ignored the contributions of many people who were already here, who had given generously to the first settlers (Thanksgiving), and who in any account sacrificed more for this nation than those who settled it. It is in this spirit that we claim the Ghost Dance to be as legitimate an articulation of the American Dream as Cesar Chavez's "Sí se puede," F. Scott Fitzgerald's "The Great Gatsby," and Martin Luther King Jr.'s "I Have a Dream." Far from existing before or underneath this nation, we are every bit a part of it, and have given so that it might succeed.

On campus, we continue in this tradition of giving. Every year we work to provide Columbians with the opportunity to engage with our cultures with events throughout Native American Heritage Month, Indigenous People's Day, and powwows—and we hope that our contributions at the campus level do not go unrecognized. But we are concerned that the University does not provide us with adequate support, although the University has spoken of its commitment to serving the needs of our community in terms of recruitment and resources. We are mindful of this school's mission to "convey the products of its efforts to the world," and we insist that world should extend to our world as well—Indian Country, right here on this continent. Indeed, other Ivy League institutions provide indigenous students with spaces, residences, and administrators dedicated specifically to their communities—support systems we do not have at Columbia.

This fits into a larger narrative of inadequate consideration of indigenous peoples, who have given much but whose generosity has not been reciprocated. Last Tuesday, we heard Barack Obama speak fervently in his victory speech about progress, but as Indian people we know all too well that progress is often an empty promise that means abuse as often as it means education; obesity as often as it means health care; the destruction of our environment as often as it means conservation. And so we are weary people, suspicious of promises and mindful of reality.

Thus as Indians and Columbia students, we have an American question on our hands: What does progress mean this time around, and who might progress forget? Will same-sex couples be denied their basic human rights, just as Indians were denied their rights for far too long? Will we continue to hunt down "terrorists," killing women, children, and noncombatants just as we did Crazy Horse, Black Kettle, Little Crow, and their families? Will we continue to ignore global climate change just as we poisoned California in the Gold Rush? And right here at our beloved alma mater, we are looking for signs of commitment. Are we an important voice in this university? Will we be provided with the resources we need to succeed? Will the University fulfill its mission, and help us to convey the products of our efforts to our world?

As we reflect on our identity in this month of November, we inevitably think about what our experience as Indians, Americans, and Columbia University students means and what it can lend to others. And so we invite all of you to join us in dialogue so that we may learn from one another, share in fellowship, and understand how we are all related.

The author is a Columbia College sophomore and the treasurer of the Native American Council.

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.

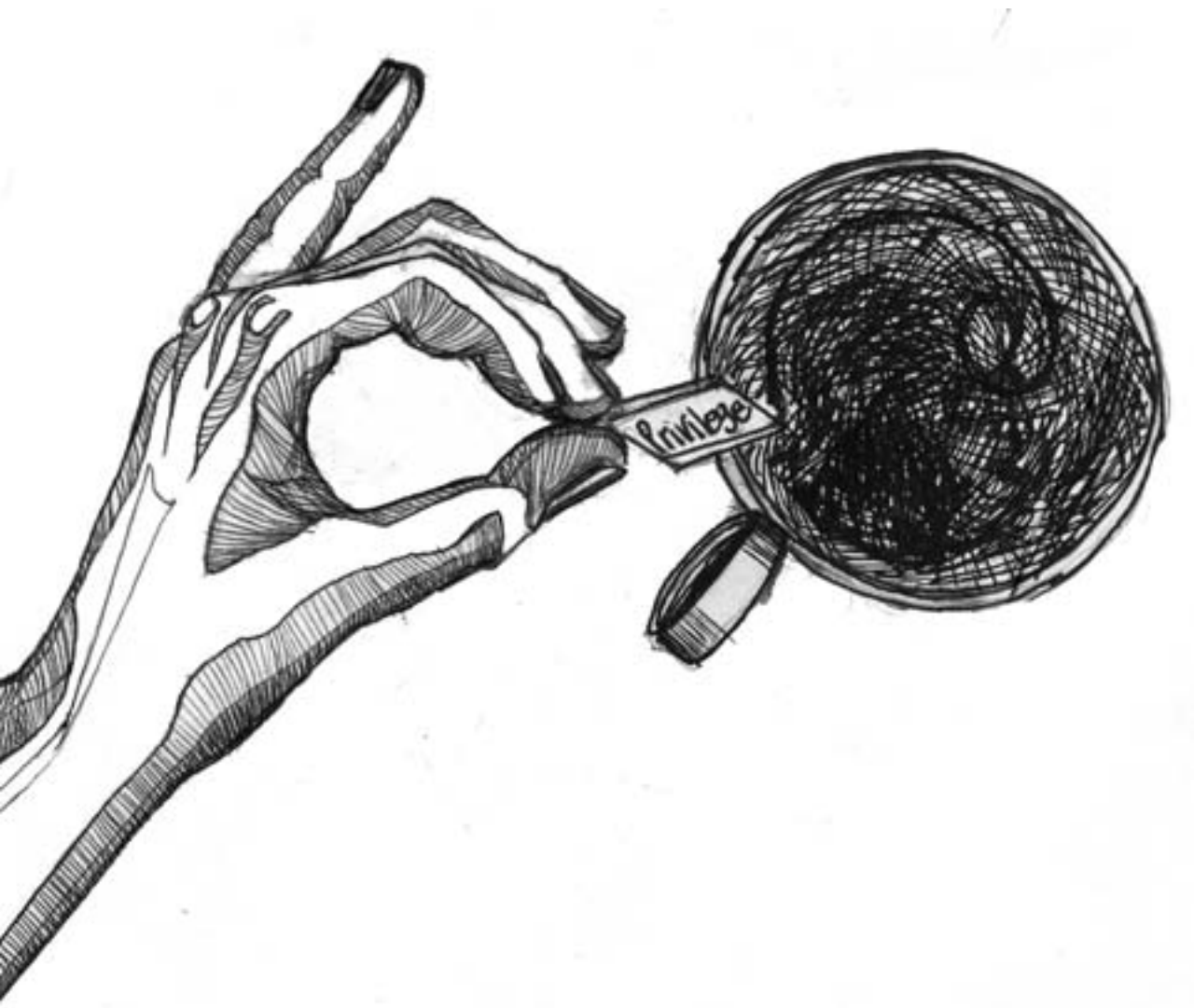
Turning it off

Last week, I found myself with some students from across the country in Washington, D.C. for a political science fellowship that I'm participating in this year. On Saturday night at the end of our conference, we found ourselves in a bar near the White House, talking about the election and its implications for the future. As we left and headed past the home of our president, one of my fellow participants noted that he had not had such a highbrow conversation about politics in a long time. His comments surprised me for a second.

Just a few days before, during the Hurricane Sandy lock-in, a few friends had come over for what was supposed to be an impromptu hangout session. Instead, it turned into a discussion (or perhaps better described as a debate) in response to the column I wrote two weeks ago regarding the usage of the word "privilege" and its historical uses. For me, these conversations have become the norm. They have helped to define my experience at Columbia. But what I realized during my short time in D.C. is that this type of college experience, where we sit around and philosophize about everything from the particular usage of words to the death penalty, is not an essential or commonplace occurrence across the country.

Many of us experience a different type of discourse with our college peers here in Morningside Heights than we do in many other places, including home. Immediately after the election results were released, I began a monologue (if you can call it that) to my mother, explaining to her why I believed the Republican Party had lost in so many areas. After about five minutes, though, my mother, exhausted from her nine-hour work-day teaching students in inner-city Los Angeles, wasn't really up for it. She said she had a headache, understandably so, and commented that all my jargon about politics was just getting her confused. As I ended my comments, I had to pause for a second and ask myself a question: Had I lost my ability to relate to my own mother, and consequently, a large part of society?

Maybe that assertion is a bit drastic, but I realized that in that small region from 114th to 120th streets, we are called to, and gladly participate in, the discourse that an institution of academia so calls for. We have discussions about power, history, morality, ethics, and leadership, both inside and outside the classroom. It has become part of our daily routine. It is why many of us came to this institution.



JULIA JARRETT

STAFF EDITORIAL

Revisiting Barnard's pass/fail policy

Tomorrow marks the last day Columbia College and General Studies students can take advantage of the pass/D/fail option on a class this semester, while Barnard students now have until next Tuesday, after the college rescheduled due to "class days lost to the hurricane." But, unlike CC and GS students, Barnard students do not have the option of uncovering their grades after they are finalized. In spring 2009, Spectator's editorial board discussed the same policy and its shortcomings. Since then, nothing has changed with regard to a Barnard student's ability to uncover a grade. We reaffirm and restate the reasoning of that editorial board:

The CC and GS guidelines permit students to uncover the grades received in courses taken pass/D/fail for up to two weeks into the following semester. The option allows students to take classes outside of their areas of expertise without the risk of such classes bringing down their GPAs. Barnard's Committee on Instruction elected against implementing a similar policy to prevent students from manipulating their grades and unnecessarily fretting over marks. As a result, Barnard students are not allowed to uncover grades

And yet, I have come to realize that beyond our campus, inside the city, inside the real world, some of what we talk about is just that: talk. While we believe it's important to challenge one another continuously and question everything we say, sometimes we try to do this to those outside our gates, continuing to prod them on their beliefs or comments, constantly insinuating issues with word choice or phrasing—and ultimately, that proves to be unfruitful.

But unlike at Columbia, where I believe that all students have come to accept, or even expect, a certain degree of such argumentation, not everyone needs it or even wants it. A common weakness, I admit, among many of us is that we always need to be the ones to contribute our two cents to the discussion, to always have the last word. I'm not saying that we should not correct errors in people's logic or facts. When corrections need to be made, then they need to be made. But sometimes that mindset, the one that calls into question every word, every statement, does more harm than good.

When we use our words to correct errors, I assume we do so in order to expand knowledge and to increase understanding, to look at a perspective perhaps unseen or unknown. We should realize, though, that when we do this to individuals who aren't expecting that type of discussion, when we forget the context of the situation that our words find themselves in, we often just confuse and fluster. For many of us, this fact—the idea of berating others when it is unwarranted—is something that we should become more cognizant of.

Beyond our campus, some of what we talk about is just that: talk.

Discourse and dialogue help Columbia thrive. I believe them to be the lifeblood of Columbia. But we need to be conscious of, and better yet, understand, our audience and realize that, outside the classroom and our campus, not everyone is looking for that type of discussion. We need to be able to turn the "switch" on and off, and realize that there is a time and place for that type of discourse—and at other times, we need to bite our tongues.

Ryan Cho is a Columbia College senior majoring in political science. He is president of the Multicultural Greek Council and a member of Lambda Phi Epsilon. Let's Be Real runs alternate Wednesdays.

in courses they have opted to take as pass/D/fail, regardless of the circumstances surrounding their decision or how well their final grades turned out. By opting to take a course under the current policy, a Barnard student forfeits her right to have a good grade on her transcript should she perform better than expected. The policy limits how she can structure her coursework and pursue her intellectual curiosities.

By adjusting its policy, Barnard could encourage more of its students to extend themselves beyond their academic comfort zones. It is not always easy for a student to anticipate their grades before the pass/D/fail declaration deadline, as marks of most classes consist of only a few exams or papers. The policy would encourage students to continue with classes that initially appear difficult but later prove easier to handle. ... The change would help put Barnard students on equal footing with their Columbia counterparts in the classroom. Every student, regardless of his or her college, should have uniform access to the University's resources.

In addition, the option to uncover a grade provides students with the incentive to perform well in classes they elect to take under the pass/D/fail option. The reasons for giving Barnard students the option to uncover a grade are as self-evident as Barnard's current policy is nonsensical. Barnard's elected student representatives are as much at fault as academic administrators for failing to implement a policy that is proven and popular east of Broadway.

Though it may be impossible to implement a remedy at this late stage in the semester, we hope that Barnard can find one in time for next semester so that the editorial board of spring 2013 will not have to address this issue again when spring's pass/D/fail deadline looms.

The Canon

“Should Columbia provide its students with preprofessional training?”

FROM THE EDITOR:

There are people who think of college as a stepping stone. Life, these people argue, is the sequence of birth, school, college, job, promotion, marriage, house, car, white picket fence, two and a half children, (divorce?), retirement, then death. These people, the ones who think of college as a means to employment, struggle to understand the concept of a liberal arts education.

Yet they exist at Columbia in great numbers, and they never fail to complain about how Kant has nothing to do with their future jobs (often they don't bother to read Kant at all, but complain just the same).

They have a point. The liberal arts curricula that Columbia offers at three of its four undergraduate schools teach few marketable skills.

Should those students transfer to SEAS? Or worse, Wharton?

Lanbo Zhang
Editorial Page Editor

Free to plan ahead

8 a.m. Snooze once, snooze twice, roll over. I briefly entertain the possibility of calling in sick. 8:05 a.m. I turn off my alarm, unplug my phone from its charger. Eyes sticky and barely open, I balance my phone on my chest and check emails, texts, Facebook, and Twitter, always in that order. As an afterthought, some days, I check Instagram. 8:10 a.m. I get out of bed and stumble around my room for 20 minutes, chasing items on a memorized checklist. Eyeliner. Umbrella. Lip gloss. Headphones. Caffeine. Laptop. Coat. 8:30 a.m. I try to arrange my hair in a way that looks at least somewhat intentional and then I leave. Walk across campus (which is wet and empty at this hour save for athletes, engineers, and babies) and into the subway station. Fight my way onto a crowded downtown 1 train. 8:40 a.m. I put headphones in and I play my jam of choice on repeat. Currently “Remix to Ignition,” #noshame. 9 a.m. I disembark, and I take a deep breath. I enter the workforce.

Since the beginning of my sophomore summer, this is what my mornings have looked like at least three days every week. The destination has changed from term to term, but the routine hasn't. This, on repeat, is my version of college. This, week after week, is my preprofessional training of choice, and by no means am I alone in the school-work double life. At Columbia, nobody is following us around, observing our habits, breathing jobs and internships down our necks, and forcing us to be enterprising, but most of us are anyway. We are allowed free reign to pursue whatever preprofessional paths we choose for ourselves, and I'm happy to report that most of us take advantage of this freedom. This is, indubitably, a good thing.

In my case, it's been in the form of internships (as it is for a lot of us here), but when I look around our campus, I see a host of other choices. The aspiring restaurateur who's always a little tired on Thursday mornings because he bartends Wednesday nights. The aspiring Silicon Valley-ers who are always in a rush to leave class because they have meetings with potential investors for their start-ups. The aspiring actor who sleeps two hours every night because he's in Varsity Show rehearsal 20 hours a week. The aspiring speechwriter who's been conspicuously absent all semester because he landed a speechwriting gig at the White House. The aspiring journalist who is generally hard to find in the a.m. because she's editor in chief of a daily newspaper. These are preprofessional decisions we've made, and I'm proud of us for having made them ourselves.

By no means am I alone in the school-work double life.

If the best preprofessional environment is one that seeks to develop real professional skills by simulating the real professional world, then by that measure, Columbia is doing fairly well. At Columbia, as in the real world, you yourself are responsible for identifying your calling and breaking into it. As in the real world, people exist here who will answer your questions if you ask them. As in the real world, some bureaucratic networks here are difficult to navigate, but not impossible if you try hard enough. As in the real world, who you are nice to matters every bit as much as what you know. As in the real world, sometimes you have to make some sacrifices to get ahead: sleep for athletic practice, an A paper for a paycheck. If you are open to it, being a Columbia undergraduate is as rigorous a preprofessional training as any because it forces us to make decisions, manage time, keep commitments, and establish a work ethic. Along with the incredible pressure to do those things, it also gives us the freedom to dip our toes into many waters, until we've determined what one thing we love enough that it makes the pressure worth it.

Sure, there is one slacker-shaped hole in my argument, poked by the kid who criticizes career services at Columbia as being too passive, too hard to find, too completely unhelpful. This kid is 19, 20, 21 years old and won't take anyone's advice on anything else but still, when it comes to making professional decisions, demands to be spoon-fed. Here's my challenge to that kid: Take ownership. Schedule a counseling appointment. Go to walk-in hours. Do a mock interview. Ask specific, informed questions. Take the first step. You'll notice that, as soon as you do, there's a whole network at this school that's rooting for you to take the second.

Rega Jha is a Columbia College senior majoring in creative writing. She contributes regularly to The Canon.

All in due time

BY DEREK TURNER

Columbia College does not give you skills. Nor should it. Its mission is not to equip for the workforce and its purpose is not to produce professionals. Instead, Columbia College exists to cultivate the foundational elements of its students. It concerns itself with quality of character, flexibility of intellect, and wideness of perspective.

Why? Because the undergraduate years are ripe for that type of development. Those four precious years are when we begin to answer critical questions of identity, faith, and values. And as reticent as we may be to admit it, we come to Columbia still having a lot to learn about how to approach problems, conduct dialogue, and understand the world around us.

Our English classes may not teach us financial literacy, but they inform us about the pain of betrayal and the sweetness of love. Intro to Anthropology certainly doesn't produce familiarity with PowerPoint, but it helps us determine what we believe about universal truth. And who can forget Lit Hum and CC, whose literary and philosophical conversations sharpen our perception of reality itself, but offer nothing in the way of marketing best practices.

There is a time for professional education, but it is not before we become professionals. As a recent graduate now working at a start-up, I have managed to gain the ability to build financial models, design

white papers, and convert leads into customers. I did not learn these skills in the college. Instead, I learned to complete such tasks during summer internships and in the five months since graduation.

I am the first to admit that there is value in seeking out professional environments for the purpose of skill-building and career-searching during summer internships. I also will not hide the fact that I benefited from the intensive business training provided by Venture for America this past summer.

However, that does not take away from my basic argument: A Columbia College education is far too valuable to be wasted on preprofessional training. Whereas anyone can learn the skills of a profession at any age, the kind of development that can occur during the college years cannot be redone. There are no remedial courses for identity formation. You cannot easily make a mid-career worldview change.

The college years can certainly be spent building skills. But the question is not can or cannot, but should or should not. I believe that if you are privileged enough to attend a school like Columbia, using it to prepare skills for your profession is a tragic waste. To get the most value from this wonderful school, demand more from it. Expect challenges beyond learning skills—expect disputes about the basic ways that you see and understand the world. It is through those hardships that you become a better person, not just a better worker.

You will sometimes hear supporters of the liberal arts pointing to the value of “transferable skills.” They argue that the excellent writing and communication skills that you get in academia

can be transferred to the workplace. Even that, though, sells the liberal arts short. The true value of a Columbia education—the real transferable skill—is the strength of intellect and character that is developed from four years in Morningside. Nothing can be as transferable or valuable as that.

So no, Columbia should not provide preprofessional training. It shouldn't even provide preprofessional education like the business minor. Instead, it should dedicate itself to what it does best: cultivating the greatest and most versatile minds in the country, regardless of their career tracks.

The kind of development that can occur during the college years cannot be redone.

Columbia College should give the gift of a mind that can handle any job that we will face in our lifetime. I know I received that gift, but will future generations of students on this campus too? In the face of the financial economics major and other pseudo-professional programs, will Columbians-to-come gain the benefits of identity development or settle for the temporary skills of the workplace? The answer, and with it the future of the Columbia education, is entirely up to us.

The author is a Columbia College graduate of the class of 2012. He is a Venture for America fellow in Detroit.

Finding your own niche

BY SHIBANI MEHTA

I am a recent graduate of Columbia College working in sales at LinkedIn's San Francisco office, and I absolutely love my job. Back in May, I thought life without Columbia, New York City, my family of Lions, and even Butler Library was unimaginable. Six months later, I am shocked to find myself saying I couldn't be happier, and my job at LinkedIn is most of the reason why.

Unfortunately, I do not attribute most of my professional success to Columbia's “preprofessional training.” Before I discuss why I feel this way, I will acknowledge that I have a very narrow and biased perspective. There aren't many Columbia graduates who go into the technology sector, much less into technology sales. Having said that, there were a few experiences I had with the career center and my career search in general that I'm sure other alums, and seniors currently in the midst of campus recruiting, felt as well.

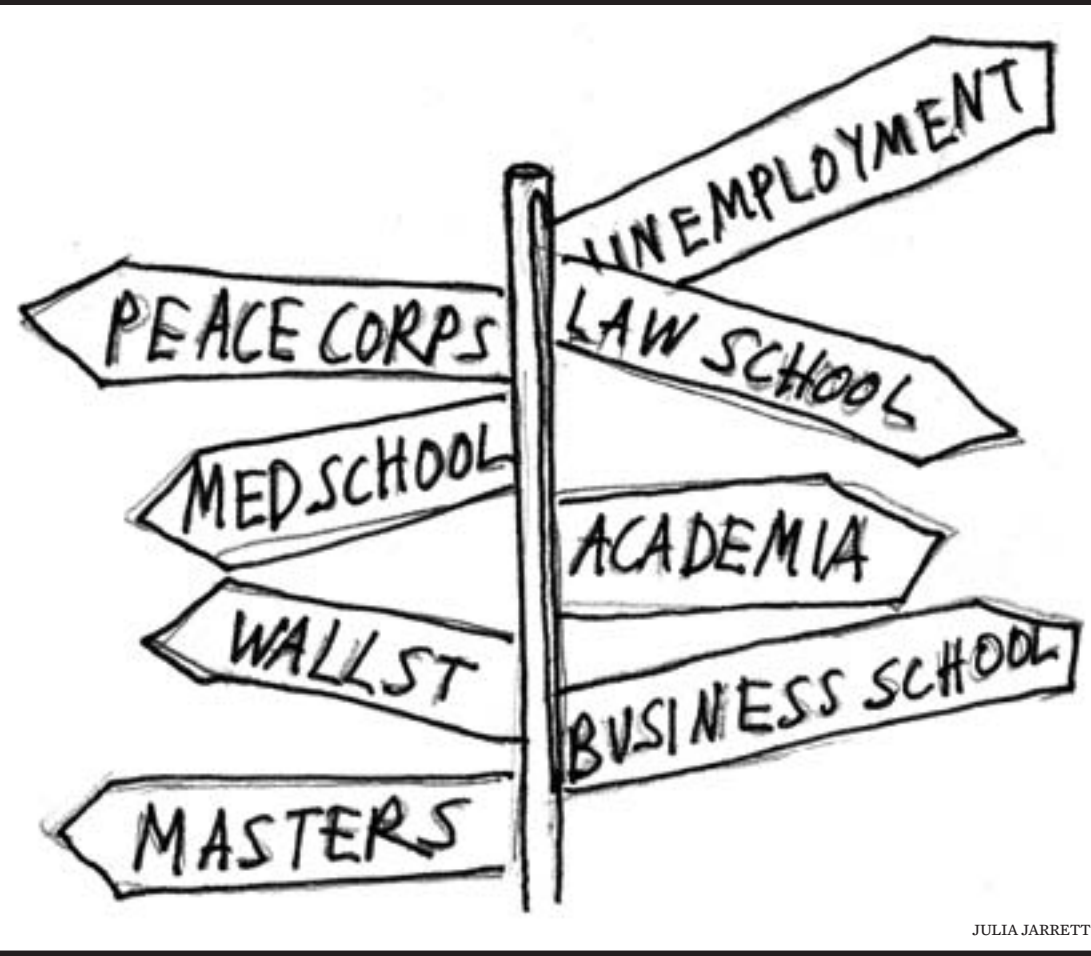
To put it bluntly, I was lost for a while. I had no idea what I wanted to do (I briefly considered law school), but I knew I had to have a job. Those four wonderful years at CU were going to come to an end some time, and I needed a plan. I tried to reach out to the Center for Career Education repeatedly—I left voice mails and followed up proactively until I finally got a response telling me to look on LionShare for internships. Columbia in general takes a hands-off approach with its students, and CCE was no exception. When I realized that a student who was sure she didn't want to go into finance or consulting wasn't going to be able to make use of Columbia's resources, I had to turn to those outside Columbia for help.

I was fortunate enough to have a supportive family and a great group of friends who helped me figure out that a career in sales could fit my personality. I then turned to LinkedIn, coincidentally, to leverage my professional network into getting me a sales internship the summer before my senior year. More networking led to an internship in LinkedIn's New York office through senior year, and within a couple months, I had a job offer for the San Francisco office. I had to be extremely proactive in my career search, which isn't necessarily a bad thing, but I can't say that Columbia helped me. Because I realized quite early on that I didn't want to choose the popular career path (finance), I couldn't utilize Columbia for preprofessional training.

There is so much joy that can come from a rewarding career, and there are a few things I think both Columbia and the student body can do. Columbia sets up career fairs that anyone can attend, but what about those who need help figuring out where to even begin looking? It should not be so difficult to contact CCE, and when you do manage to get an appointment, a counselor should help you figure out what industries and companies to explore (and even what classes to take) based on your interests and personality. Helping students with applications, interviews, and even putting them in touch with alums at those companies should be part of this preprofessional training.

Columbia's “preprofessional training” needs to be actual training, not the random invitations to career fairs going on around campus. Furthermore, students can do a few things to help their own career searches as well. The first piece of advice I can give is to start early—freshman year is not too early to start thinking about where you want to be in three years. Start talking to people, reflect on what would make you happiest (and what your dream job would be), and work toward getting there. And in a shameless plug for LinkedIn, get on LinkedIn and start networking as much as you can—connect with CU alums and find out about career paths you never even thought possible. There is so much opportunity on the site, and if you leverage your network correctly, you can find some pretty appealing job opportunities. Most importantly, never settle for a job that won't fulfill you emotionally and intellectually.

The author is a Columbia College graduate of the class of 2012.



JULIA JARRETT

Preprofessional paranoia

Every so often the question of future employment rears its ugly head, casting a pall over an otherwise cheery day. It is a funny thing how these questions can continue to perplex us, if only because for those of us at Columbia, the question of employment is more nuanced than simply having a job. As the recently published 2012 Global Employability Survey outlines, Columbia students are ranked the world's seventh most desirable prospects for employment. A Columbia graduate is almost certainly going to find a job. Even if in a future economic cataclysm our “temporary” job as a barista is suddenly marked by an inglorious permanence, employment will remain obtainable. The challenge for the Columbia graduate is to secure gainful employment, to make good on the expenditure of blood and treasure made on the battlefields of Avery, Uris, and Butler. For most, it would seem that the paycheck is the ultimate measure of whether we have made good on the Ivy League promise. A fat paycheck makes it all worth it. As former Vogue editor Diana Vreeland once proclaimed, “Money is vital! VITAL!”

Perhaps then it is no surprise that a large cohort among us pursue majors in a few gilded subject areas: economics and all its variations, the mouthful that is industrial engineering and operations research, and for an elite group, financial engineering. Students in these majors find themselves angling for jobs in that coveted finance, insurance, and real estate (FIRE) sector (those with more eclectic tastes pursue grab-bag management consulting). The nation's firms welcome this influx of ambitious and money-minded students with open arms. For them, the bonanza of quality applicants both raises the level of human capital available to their organizations, and also strokes the egos of Patrick Bateman types. But a large supply means that the banks can be choosy, and our brave classmates pursuing careers in this sector have countless hurdles to jump. From an interview process that warrants its own anthropological study, to résumé requirements that would impress St. Peter himself, we might pity the poor souls who enter this gauntlet to eventually fall short of Goldman and Blackrock, landing among the dimmer stars of Royal Bank of Scotland and Morgan Stanley.

One would think that Columbia should do more to help train these intrepid students in advance of their forays into the cruel world of



ESFANDYAR BATMANG-HELIDJ

finance. As it stands, the majority of Columbia's preprofessional efforts lie in advising students how best to tailor their academic programs for admission into professional school, be it law school or medical school. But the actual content of these academic programs isn't of the sort that would really prepare a student for working in these industries right out of college, even at a low level—it presupposes immediate continued education. Perhaps then it is only natural that students looking for gainful employment right out of college would be drawn to the financial side of things, where Columbia's curriculum and prestige are by default well-suited to employment.

If you are looking to take the formula of coursework, plus extracurriculars, plus nominal work experience, and parlay it into the trapings of a career, applying to work at a bank or in corporate services is a solid bet. Trying to do the same thing with a degree in English or history is problematic for obvious reasons. What would happen if Columbia carved out some small corner of its offerings for a more vocational education to augment coursework in such a way that Columbia students are more immediately employable out of college? Interestingly, the closest we come to such a program is the Reserve Officers' Training Corps—during the course of their academic careers, ROTC cadets engage with a program that will directly contribute to their being commissioned into the armed forces. Can we imagine an ROTC for finance? Or politics? A corps of students in each subject area getting programmatic experience that would go above and beyond the patchwork of internships sought each summer?

It has to be said that this would constitute a major reimagining of the traditional Columbia education, and with an employability ranking of seven, it is unclear why exactly we would need to make such efforts. More compellingly, it can be argued that the best way to ensure gainful employment is to simply strive to be among the best at a subject you love. I'd hazard a guess that this isn't the modus operandi for most economics or finance majors. A good number among them would have been academically more successful in another less-gilded subject area—one that they enjoyed. And while academic excellence—especially in a more obscure major—isn't a guarantee of employment, it should be at least a guarantee of mediocrity among the masses. After all, passion goes a long way. In this view, treating our college experience in a functional way, as merely a preprofessional endeavor, is profoundly self-defeating.

Esfandiyar Batmanghelidj is a Columbia College junior majoring in political science and Middle Eastern, South Asian, and African studies. He contributes regularly to The Canon.

Light Blue continues search for first win against Wagner Seahawks

BY CAROLINE BOWMAN
Spectator Staff Writer

With a 0-2 record going into tonight's game against Wagner (0-1), the Lions are still in the hunt for the vital first win. Securing the first win of the season provides a mental boost to any team, and gives players the satisfaction that they did something right in their offseason preparation. Getting an early win can set the tone for the rest of the season.

Last season, the Light Blue struggled to secure a win early in the year and began the season with an 0-5 record. Although the Lions are winless so far this season, Columbia has demonstrated clear growth on both ends of the court in its first two games against Long Island and Vermont, and has the potential to break last season's pattern with a strong showing against Wagner.

This year the Lions had periods of brilliance in their opening games, but the key to victory against Wagner will be sustaining the team's offensive prowess over the course of 40 minutes. Junior forward Courtney Bradford cited the importance of establishing a rhythm and capitalizing on all of the team's offensive opportunities. "We, as a team, need to calm down and relax and make the layups and wide open three-pointers that we need to make."

Head coach Paul Nixon also expressed the importance of offensive stability. When asked how the team could maintain its momentum over the course of an entire game,



ALYSON GOULDEN / SENIOR STAFF PHOTOGRAPHER

FORWARD THINKING | Junior forward Courtney Bradford looks to score as women's basketball seeks its first win of the season this evening, knowing that establishing a rhythm early will be critical if the Light Blue is to overcome Wagner.

Nixon said, "The biggest key to that is being more consistent offensively."

Senior guard and captain Tyler Simpson will lead the effort for offensive consistency. Simpson scored in the double digits in each of the first two games of the season, combining for a total of 26 points. Sophomore guard Caitlyn Unsworth stepped up as a shooter in the Lions' match-up against Vermont and buried three three-pointers for the Light

Blue in the contest.

Standing in the way of the Lions' first victory of the season are the Wagner Seahawks. While the Seahawks dropped their first game of the season in a 65-62 loss to Army, Wagner's post players asserted themselves offensively, and will prove to be a big obstacle for the Lions. Forwards Marie-Laurence Archambault and Stephanie Blais combined for 30 of the Seahawks' points against Army. In

fact, 45 of Wagner's 65 points against Army were scored from the team's forwards.

With this kind of scoring potential in the paint, the Lions will need to establish a strong defensive presence early on in the key to hold off the Seahawks' strong post presence.

The action starts at 7 p.m. tonight at home in Columbia's Levien Gymnasium. sports@columbiaspectator.com

Looking for the meaning of a New Yorker

FINE from back page

might all want to strive toward the cosmopolitan ideal, we might all want to conceive of New York as this shiny great cosmopolis, but reality tells a far different tale.

The truth is that New York might or might not be a cosmopolitan city, but its potential cosmopolitanism is irrelevant to the daily lives of New Yorkers. We all impose our own definitions on what it means to become a New Yorker because otherwise the very notion becomes either meaningless or overwhelming.

Being a New Yorker means more than just living here, it means melting a part of your old self and replacing that with something that is uniquely New York. The city's vastness allows us to pick and choose what part of ourselves disappears in the process, but make no mistake that New York requires a sacrifice.

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FILE PHOTO

SIZING UP THE COMPETITION | The Lions' dominance was clear early on, as their size advantage in the frontcourt controlled the paint on both sides of the ball.

Brown and Cornell qualify for men's NCAA soccer tournament

SOCCER from back page

having secured a bid to the NCAA Division I Men's Soccer Tournament.

CORNELL

The Big Red (15-1, 6-1 Ivy) reaps the glory as the 2012 Ivy League champion, following a 1-0 win over Columbia. Cornell entered the pitch Saturday night knowing it had clinched the championship, but it left no doubts as to its league supremacy, ending its season with a narrow win over the Lions. The accolades continued for the Big Red as Daniel Haber was named Ivy League Player of the Week for a record fifth time. Holding the Ivy trophy, Cornell looks to achieve even more as it enters the upcoming NCAA soccer tournament.

DARTMOUTH

Despite a crucial victory over Brown this past week, the Big Green (9-7, 5-2 Ivy) still could not edge out Cornell for the Ivy League championship. Falling behind early in the game, Dartmouth managed to even the score, ultimately seizing the win dramatically with a hotly contested buzzer-beater. Albeit with a disputed goal, the Big Green walked off the field with a victory, placing Dartmouth in a close second place, and maintaining its perfect at-home Ivy record for this season.

HARVARD

Yet again, the Crimson (3-11-3, 0-6-1 Ivy) proved unable to sustain early success, losing 3-1 to Penn. This time, however,

Harvard failed to hold onto its 1-0 lead for even a full minute, folding nearly immediately under the pressure of Penn's quick counterattack. Although it outshot the Quakers in the second half, the Crimson simply could not find the back of the net, securing its last-place finish.

PENN

The Quakers (3-13, 1-6 Ivy) ended the season on a high note, achieving two firsts with their 3-1 victory over Harvard. The match marks Penn's first Ivy win of the season, as well as its first at-home victory, sweetening an otherwise bitter seventh place. Also, midfielder Sam Engs gained Ivy honors and was named Rookie of the Week.

PRINCETON

The Tigers (8-6-2, 4-1-2 Ivy) conquered Yale 1-0 in their regular-season closer, due to the seasoned goal-scoring abilities of senior Matt Sanner. At the onset of the season, Princeton looked to be a major contender for the Ancient Eight but will have to settle for a fourth-place finish.

YALE

The Bulldogs (4-8-5, 1-3-3 Ivy) could not get a single shot off during the entire first half of their loss to Princeton on Saturday. They picked up their game significantly during the second half, but the Bulldogs failed to build up the sufficient momentum to get on the board. Yale ends its 2012 season in sixth place.

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ATHLETE OF THE WEEK

JOSH MARTIN



ALYSON GOULDEN / SENIOR STAFF PHOTOGRAPHER

BABY GOT SACK | Senior Josh Martin recorded three sacks, costing Cornell 21 yards en route to a 34-17 win over the Big Red in the third Empire State Bowl.

Finding your identity within New York City

I've made my sacrifice on the altar of sports. I'm switching from being a Cowboys fan to a Giants fan because I want to take one more step in my conversion as a New Yorker. Some of you might consider this an excessive sacrifice, a wrong-headed offering, an oblation that burns foul, but it is the one I feel I must give. Many people, many Columbians, give sacrifices of identity to New York on a regular basis, most without even knowing it. Is mine less worthy because it is done purposefully, with intent?

Many would argue, yes, it is, and many would argue that I'm wrong because what I'm doing violates the spirit of being a New Yorker. But, what exactly is that spirit?

Let's talk about cosmopolitanism. If I may reduce it, cosmopolitanism entertains the notion of a global citizen, the idea that despite one's culture, religion, ethnicity, and other identifying accoutrements, all are members of a global human mass.

Cities like New York are often touted as exemplars of cosmopolitanism. Anyone can come to the city, New York cosmopolites argue, and immediately participate in a massive human project, no matter their cultural distinctions. Such cities exist all over the world, but New York is often heralded as America's only "true" cosmopolitan city.



DAVID FINE
The Whole Fine Yards

Being a New Yorker means more than just living here.

It's easy to see why cosmopolitanism is a seductive way of thinking about New York. Variegated dialects, ethnicities, and cultures coexist here everyday, coming together to form the best city on earth. Step onto New York's streets and you could instantly see "cosmopolitanism" working. How else could such a great city exist without the culture-ignoring conceit of cosmopolitanism to hold us together? It's no mistake that one of the earliest proponents of cosmopolitanism was Cicero, statesman premier from that other great city, ancient Rome.

If someone brought up cosmopolitanism at a sports bar during a football game, he might (rightfully) get punched.

I write about cosmopolitanism in my sports column because it poses a threat, an existential threat that is, to this very column. If cosmopolitanism is the defining feature of New York, though, then my desire to unceremoniously strip a part of my culture to become a New Yorker flies in the face of all it means to be a New Yorker. If the city is an unvarnished amalgam of cultures, why do I feel the need to varnish my identity to become a New Yorker?

Indeed, by claiming that one need identify with a sports team to become a New Yorker, I'm imposing a rather strict definition on what it means to be a New Yorker, a big cosmopolitanism no-no.

Joseph O'Neill grapples with this very question in his rhapsodic post-Sept. 11 love letter to New York of a novel, *Netherland*. *Netherland's* protagonist, a Dutch financial worker, spends most of the novel attempting to enmesh himself in post-Sept. 11 New York. He goes to great lengths in his quest to become a New Yorker: He separates from his family, he enrolls in a local cricket league, he even subjects himself to living in Chelsea.

In the end, though, he fails, leaving New York to rejoin his family in London. He fails for a variety of reasons, but perhaps the primary one is that he feels rejected by New York itself. New York's American bureaucracy, its unique brand of callousness, and, perhaps most importantly, its vastness, all conspire to foil his attempt at becoming a New Yorker.

The point of the novel is that we



MICHAEL DISCENZA / SENIOR STAFF PHOTOGRAPHER

FRESH START | The Light Blue has started the season with dominant victories in both games of the season, relying on solid defense and a major size advantage.

Bench scores 33, Light Blue defeats Haverford 74-40

BY STEVEN LAU
Spectator Senior Staff Writer

After a few minutes of play, it was never a question of whether or not the men's basketball team would defeat Haverford in the Light Blue's home opener Tuesday night.

Using their height to control the boards and score in the post, the Lions earned a commanding 74-40 win over the Fords. With help from a talented bench and two freshmen, the Lions improved their record to 2-0.

"We came out with the mindset that

we were playing a good team—with any team, you can't take it lightly," sophomore forward Alex Rosenberg said. "We didn't start off great, but about 10 minutes in, we started really putting the pressure on and finished out well."

Size was a big factor underneath the basket, as Rosenberg and the rest of the Columbia big men dominated Haverford's squad, which includes only one player over 6-foot-6.

In points in the paint, the Lions outdid the Fords 46-16, and boards followed the same pattern, as the Light Blue out-rebounded its opponent

41-22.

While the Light Blue front-court starters played a large role in Columbia's dominance on Tuesday night, the contributions by the bench, which combined for 33 points, were also an important factor.

Freshman guard Isaac Cohen and freshman forward Zach En'wezoh each had 10 points in their respective 19 minutes on the court, while senior forward John Daniels added another seven.

"I was really pleased," head coach Kyle Smith said. "And Zach, when he

finally got a bucket, the weight of the world was lifted off, and he started playing a little bit better."

Of Columbia's newest additions to the team, En'wezoh and Cohen played the most on Tuesday night. Besides their help scoring and rebounding, the two freshmen also showed their athleticism with several big dunks.

"We're going to need a little help, and we can go pretty deep with this team," said senior guard Brian Barbour, who finished with just two points and

SEE BASKETBALL, page 7



HALEY SHOECK FOR SPECTATOR

SEALED THE DEAL | Princeton prevailed in its final game of the season versus Yale, earning a 1-0 victory on the road.

Cornell claims Ivy League title as season finishes

BY THERESA BABENDREIER
Spectator Staff Writer

As the curtain falls on the 2012 men's soccer season, Cornell emerges victorious as the Ivy League champion while last year's co-champions, Dartmouth and Brown, won second and third place, respectively. Harvard failed to secure a single Ivy win, ending

up in last place. Columbia finished in fifth place while Yale and Penn did not fare much better, as they settle near the bottom of the league with sixth and seventh place, respectively.

BROWN

The Bears (12-3-3, 4-1-2 Ivy) failed to follow last year's championship with a repeat performance, as they lost their last Ivy League game to Dartmouth 2-1. Brown entered the game with a 12-game

winning streak when, less than 20 minutes into the match, Eric Robertson headed a goal into the net. But with Dartmouth's equalizer in the 43rd minute, the game ended up in overtime, and the Bears were unable to redirect the offensive pressure laid on by the Big Green, succumbing to their opponents in the final seconds. Brown does not walk away empty-handed, though,

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IVY	TEAM
1 6-1	CORNELL BIG RED  Cornell continued its dominance in Ivy League play. It will need to play its best in the NCAA Championship first round versus Syracuse.
2 5-2	DARTMOUTH BIG GREEN  A heated overtime victory helps Dartmouth close the season strong despite a shaky overall record.
3 4-1-2	BROWN BEARS  Despite the loss this past weekend, Brown secured an NCAA Championship bid. It will face Drexel in the first round this Thursday.
4 4-1-2	PRINCETON TIGERS  Riding a two-game winning streak, Princeton defeated Yale on the road to end the season on a positive note.
5 2-3-2	COLUMBIA LIONS  Columbia fell to Cornell 1-0 this past weekend in its close-out home game of the year.
6 1-3-3	YALE BULLDOGS  The Bulldogs were unable to overcome Princeton this weekend, and enter the offseason with an overall losing record.
7 1-6	PENN QUAKERS  Penn overcame last-place Harvard for its sole Ivy win of the season, winning 3-1.
8 0-6-1	HARVARD CRIMSON  Occupying the cellar in the rankings, Harvard was unable to capitalize on the chance to ascend to seventh place.

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