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Columbia Undergraduate
Scholars Program (CUSP)



Columbia Journey Seminar Syllabus

2017-2018 STUDENT GUIDE

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The CUSP Columbia Journey Seminar

The Columbia Journey Seminar (CJS) is the cornerstone of the Scholars Program. Anchored in the principles of community, exploration, and engagement, this year-long seminar is modeled by core classes and meets weekly for one hour. It brings First-Year Scholars together with Graduate Student Mentors (GSM's) completing their PhDs in different fields as well as faculty, administrators, and representatives from the community.

The theme of the Columbia Journey Seminar is inspired by the name of alma mater, "Columbia University in the City of New York." Scholars will explore the concepts of identity and belonging both in the city and on campus through field trips and seminar discussions. Utilizing a stimulus and discussion model, Scholars should consider the ways in which each encounter – a lecture, film, neighborhood visit, interview with Columbia faculty, or tour of university spaces – shapes and is shaped by their experience as Columbia students.

Attendance: All First-Year scholars **must** participate in one of the Harlem tours that were scheduled at the beginning of September. Also, every First-Year Scholar must sign up for one CJS section that meets for about 1-hour weekly, eight times per semester. Scholars are permitted 2 excused absences per semester (no unexcused absences are allowed) and need to notify their GSM as soon as possible. Please note that unexcused absences impact negatively the scholar's good standing in the program.

Readings: The session summary and reading list is available below. Preparatory reading assignments are provided for each CJS session and must be read before the session date. The optional reading list provides additional readings that you can review at your leisure to expand your knowledge. Links for the articles are available in this syllabus and a comprehensive list is available in the "For CUSP Scholars – CJS" folder. PDF (or digital) versions of these articles will be available in the "For CUSP Scholars – CJS" folder as well. Scholars will receive an email notification when their access to the "For CUSP Scholars – CJS" folder is granted.

THE CUSP COMMUNITY AGREEMENT

At the core of the CJS are the weekly classroom discussions, which provide a forum for participants – scholars and the GSM – to share their viewpoints on the topics in the curriculum and to learn from the viewpoints of others. Our shared goal is the achievement of productive discussions in the classroom, particularly when exploring sensitive issues. Productive discussions are based on genuine *communication* and *inclusive exchange* occurring among all participants.

By being a part of the CJS, together we agree to observe a code of conduct that enables each participant to feel free to discuss issues in this seminar and contribute one's own ideas.

Specifically, we agree to:

1. Respect different points of view and strive for an inclusive exchange of experiences that provides for fruitful direction of the discussion topic. We can disagree with another person's point of view without putting that person down.
 - Barriers to a productive discussion/inclusive exchange might include:
 - *People who may not express their views for fear of being shut down or condemned.*
 - *Too much disagreement can be unproductive, but too much agreement can signal self-censorship and/or lack of engagement (risk of echo chamber).*
2. Avoid the language of blame when making claims or observations concerning the topic or others. We can achieve this by being aware of the differences between our own perceptions and objective statements.
 - For example:
 - *Instead of saying, "you/your views are offensive," consider saying, "I feel hurt by what you said/I find that view hurtful."*
 - *Instead of saying "You are attacking me right now," consider saying, "I feel defensive and uncomfortable right now."*
 - *Instead of saying "You are not listening to me", consider saying "I feel misunderstood/invalidated/unheard."*
3. Encourage honesty and openness about ideas and feelings. We aspire to have the courage to share what we feel/think in a considerate way, even if it might make us or others uncomfortable (knowing we have the GSMs' support!). Discomfort may arise in an environment of learning and during the exchange of ideas. These sessions are opportunities for expressing
 - our feelings rather than ignoring or repressing them.
4. Acknowledge that a diverse array of social and cultural identities (e.g., gender, age, class, spiritual, personal, etc.) exists, as these associations may be noticeable or observable by others. Through this recognition, we aim to have a positive on our own communication choices as we relate to others.
 - This includes:
 - *Awareness of differences in communication styles. E.g., the fact the certain people express themselves more assertively can be mistaken for increased aggression or antipathy; some people's quiet or self-effacing styles of communication can be incorrectly equated with lack of thought or lack of interest.*
 - *Awareness of how socio-cultural identities can influence the perceived content of our speech. For example, an opinion may have quite different connotations when expressed by a white male than it would have if a woman of color expressed it.*
5. Make a more conscious effort to become aware of our personal biases and those of others. A productive discussion acknowledges the existence of biases. Recognizing these exist will help us to be less defensive and more open to learning from others.
6. Approach this community agreement in a spirit of openness and tolerance, knowing that learning to communicate productively is a (lifelong!) process.

CJS SYLLABUS: Fall 2017 Semester

Pre-CJS: The Harlem Tours

This Event is Mandatory for All First-Year Scholars

Harlem Tour Schedule: All tours leave Lerner Lobby at 2:30 pm with a GSM to travel together to meet with Neal Shoemaker at 3 pm at 104 Malcolm X Blvd. The tour lasts approximately 2 hours.

First-Year Scholars must sign up (e.g. on a Google Form) for the one of these tour dates:

<i>Friday, September 8th, 2017</i>	<i>Friday September 15th, 2017</i>
<i>Saturday, September 9th, 2017</i>	<i>Saturday September 16th, 2017</i>
<i>Sunday, September 10th, 2017</i>	<i>Sunday September 17th, 2017</i>

Each GSM must participate; at least one GSM is expected to accompany each tour (someone will need to participate twice). The Program Coordinator will establish a signup sheet for GSMs to schedule their dates of participation. In addition, the Program Coordinator will distribute and manage the signup sheet for Scholars. A list of Scholars will be sent to the GSM for their assigned tour dates.

GSM's will distribute a pre- and post-survey to Scholars in their tour group.

CJS #1 – Introduction To The CJS

Sept. 25-29, 2017

STUDENT SUMMARY –

This introductory CJS session will present an overview of the goals and expectations of the Columbia Journey Seminar. During this session, we will preview some of the topics that will be explored this semester and conclude with an agreement on an effort to work together toward productive academic discussions inspired by the theme of “Columbia University in the City of New York.”

CJS #2 – Harlem and Its Relationship with Columbia

October 2-6, 2017

STUDENT SUMMARY -

During this session we will explore your personal reactions to the Harlem Tour and reflect upon Columbia University's place in the fabric of the surrounding neighborhood. We will discuss Columbia's expansion to Manhattanville in light of the assigned articles.

Preparatory Reading Assignment:

- Jonathan Hollander, "Manhattanville's Forgotten Beneficiaries," *Columbia Daily Spectator*, January 24, 2008
<http://columbiaspectator.com/2008/01/24/manhattanville%E2%80%99s-forgotten-beneficiaries>
 - Andrew Lyubarsky, "Manhattanville in a Global Context," *Columbia Daily Spectator*, January 29, 2008
<http://columbiaspectator.com/2008/01/29/manhattanville-global-context>
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CJS #3 – The Immigrant City: Coming to New York, Coming to the U.S.

October 9-13, 2017

STUDENT SUMMARY –

New York was, for many years, the principal port of entry for immigrants to the United States, particularly once Ellis Island became America's first Federal immigration station in 1890 (and its busiest until its closure in 1954). In this class, we will explore questions about how immigrants have contributed to the success of NYC specifically and America more generally.

Preparatory Reading Assignment:

- Anand Giridharadas, “The Immigrant Advantage,” *New York Times*, May 24, 2014 http://www.nytimes.com/2014/05/25/opinion/sunday/the-immigrant-advantage.html?_r=0
 - Jose Antonio Vargas, “My Life As An Undocumented Immigrant,” *New York Times*, June 22, 2011 <http://www.nytimes.com/2011/06/26/magazine/my-life-as-an-undocumented-immigrant.html>
 - Amy Chua and Jed Rubenfeld, “What Drives Success?,” *New York Times*, January 25, 2014. <https://www.nytimes.com/2014/01/26/opinion/sunday/what-drives-success.html?mcubz=0>
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CJS #4 – Genealogy

October 16-20, 2017

STUDENT SUMMARY –

What are we, exactly, and where do we come from? How have our identities been shaped by events of the past over which we have no control? In what ways are our family's stories also the stories of the places they have settled?

Preparatory Reading Assignment:

- Susan Dominus, "The Mixed-Up Brothers of Bogotá," *New York Times*, July 9, 2015 <http://www.nytimes.com/2015/07/12/magazine/the-mixed-up-brothers-of-bogota.html>
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CJS #5 – Implicit Biases & New York

October 23-27, 2017

STUDENT SUMMARY –

When taking a subway ride or entering a classroom for a new class you are surrounded by fellow New Yorkers or fellow Columbians. They have something in common: they are strangers to you. And yet, by just looking at them you can know (or falsely believe) many things about them, such as their race, ethnicity, gender, socioeconomic status, religion or sexuality. How do our snap judgments about others, often based on little information, influence our daily interactions with strangers, colleagues, friends, lovers, teachers, and authorities? In this session, we will explore the concept of implicit biases and how it can affect our lives. We will review two cases, the NYPD Broken Windows program and the Implicit Association Test (IAT), where social science, psychology and implicit biases have played a controversial role.

Preparatory Reading Assignment:

- Jason Farbman, “Breaking Broken Windows,” Socialist Worker (US), January 7, 2015 <http://socialistworker.org/2015/01/07/breaking-broken-windows>
 - Jesse Singal, “Psychology’s Favorite Tool for Measuring Racism Isn’t Up to the Job,” New York Magazine, January 11, 2017 <http://nymag.com/scienceofus/2017/01/psychologys-racism-measuring-tool-isnt-up-to-the-job.html>
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CJS #6 – The City: What Should It Be and Who Gets to Decide?

October 30 – November 3, 2017

STUDENT SUMMARY –

The article we will read for this session together with the publication of her book, “The Death and Life of Great American cities” a few years later, made its author Jane Jacobs famous (and, in some circles, infamous) through its visceral and highly original critique of prevailing philosophies about city planning and regeneration projects.

There are many who feel that Jacobs’ warnings were vindicated by how quickly expensive projects, heralded by city administrators with much idealism and fanfare, were beset by insurmountable problems. Many of the most famous high-rise low-income housing projects built in this time, for instance, became so dangerous within a decade that they had to be torn down (in some cases, within only a few years). Moreover, despite the fact that these writings are now more than fifty years old, some feel that her insights are still astoundingly - and tragically - relevant today.

In this class, we will use Jacobs’ arguments, in conjunction with your own experiences having completed the tour of city landmarks, as a springboard for discussing the issue of city redevelopment in New York and beyond from both a historical point of view and in the context of our current day. Prepare for this week’s session by reading Jane Jacobs’ article and by traveling independently or in a small group to locations listed in the handout. Bring with you your answers to the questions in the handout.

Preparatory Reading Assignment:

- Jane Jacobs. “Downtown is for People.” *Fortune Magazine*, April 1958
<http://fortune.com/2011/09/18/downtown-is-for-people-fortune-classic-1958/>
 - CJS #6 Student Outing Assignment (Handout Section).
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CJS #7 – New York City On Film

November 13 – 17, 2017

STUDENT SUMMARY –

When you arrive in New York City, you arrive in two cities. One city is the one you imagined, dreamed of, watched in countless movies and TV shows, and swiped through so many times in your social media feeds. It is the city of Broadway shows, the Statue of Liberty, red carpets, museums, and historical landmarks. The other city is the one that smells like trash yearlong, where you can see rats more easily than birds, where the subway is always late, where everyone is so competitive; it is the city that you cannot afford to live in and where people seem distant and rude. Which one is the real New York City?

In this class we will discuss issues about the romanticization of NYC by considering a handful of the city's most iconic roles. In reading E.B. White's famous depiction of NY during the 50's and watching scenes from *Breakfast at Tiffany's* (1961), *Midnight Cowboy* (1969), *Manhattan* (1979), and *Do the Right Thing* (1989), students are invited to think about how these and other narratives reflect, shape and/or distort the identity of the city and those who live in it.

Preparatory Reading Assignment:

- *Video montage for in-class discussion –*
<https://www.youtube.com/playlist?list=PLkwiJC4GMumsr1BzgGW6YNPlSS-Yryo88>
 - E. B. White, "Here is New York," 1949 [excerpt located in a student folder in the Google Drive]
 - Jeremiah Moss, "Jeremiah's Vanishing New York," *Vanishing New York (blog)*, 2016 <http://vanishingnewyork.blogspot.com/>
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CJS #8 – Genealogy (Project Discussions)

November 27 – December 1, 2017

STUDENT SUMMARY –

The goal of the Genealogy Project is to explore your own personal genealogy in light of themes we have discussed over the course of the CJS fall seminar. The central question to consider is “How did you get to Columbia?” To answer this question, please conduct informal interviews with family members in order to piece together a narrative of your genealogy up to the present moment. You can reflect on any aspect of your broader identity (gender-race-class-nationality) at any scale (that is reasonable within the scope of the assignment); or you can be very specific, for example by focusing on a single pivotal shift. Allow yourself the freedom of a literary reflection, like White and Eugenides, but also strive to be as concise as possible. To that end, your essay should be approx. 600 words. Please upload it for the rest of the class to read by the Friday before the last class session. We will have a general discussion in class about your essays.

Preparatory Reading Assignment:

- ✂ Russell Shorto, “The Source of New York’s Greatness”, *The New York Times*, September 8, 2014 <http://www.nytimes.com/2014/09/08/opinion/the-source-of-new-yorks-greatness.html?hp&action=click&pgtype=Homepage&module=c-column-top-span-region®ion=c-column-top-span-region&WT.nav=c-column-top-span-region>
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CJS SYLLABUS – SPRING 2018 SEMESTER

CJS #1 – Screening of May 1968 Documentary of the Columbia Revolt

February 8 – 12, 2018

STUDENT SUMMARY –

During this session students will view a documentary on the 1968 student protests and explore Columbia University's role in shaping the broader academy and the social movements of the 1960s.

Link to Film: http://www.youtube.com/watch?v=BUcYLuGiL_s

Preparatory Reading Assignment:

- ∞ Wikipedia contributors. "Columbia University protests of 1968," Wikipedia, The Free Encyclopedia. 11 Aug. 2017. Web. Retrieved 16 Aug 2017 from https://en.wikipedia.org/wiki/Columbia_University_protests_of_1968

CJS #2 – College & Society: 1968 and the Struggle Over Columbia’s Role in the World

February 12 – 16, 2018

STUDENT SUMMARY –

During this session we will introduce ourselves and have an initial discussion about the Capstone Projects that are due at the end of the semester.

In addition, we will discuss the documentary we watched last week, *Columbia Revolt*. Many issues are raised in *Columbia Revolt*, including the importance of activism at Columbia and within universities more generally during the 1960s. The student protests proved that universities do not exist in a bubble, and are susceptible to the political, social, and economic realities that surround them. In this session of the CJS, we will talk about how the protests at Columbia reflected diverging ideas about what Columbia’s role in society was – and should be. Many of these differing positions are visible in the alumni accounts of 1968 that we read. And as last year’s Disorientation Guide shows, these divergent ideas continue to exist today.

Preparatory Reading Assignment:

- ✂ “Spring ’68: Alumni Recall a Tumultuous Time and How it Changed their Lives,” *Columbia College Today*, May/June 2008
https://www.college.columbia.edu/cct/may_jun08/cover_story
- ✂ Conor Friedersdorf, “The New Intolerance of Student Activism,” *The Atlantic*, November 9, 2015. <http://www.theatlantic.com/politics/archive/2015/11/the-new-intolerance-of-student-activism-at-yale/414810/>

Chronology of spring, 1968 at Columbia University

23 April 1968	Occupation of gym site, occupation of Hamilton Hall
24 April 1968	Occupation of Low Library
26-28 April 1968	Occupation of Math, Avery, Fayerweather
30 April 1968	712 building occupiers and bystanders arrested
6 May 1968	University reopened, students boycott classes
17 May 1968	117 arrested at 114th Street SRO
21 May 1968	138 arrested in "Hamilton II" + bystanders
4 June 1968	Counter-commencement on Low Plaza.

CJS #3 – RBML Visit

February 20 – 22, 2018

STUDENT SUMMARY –

As a group, we will visit the Rare Book & Manuscripts Library, located on the sixth floor of Butler Library. University Archivist Jocelyn Wilk will present a show-and-tell of interesting archival documents and publications from the history of Columbia. In an era when a multitude of resources are readily available via digital technology, it is good to be reminded of the material resources that are available in archives, which tell a richer and often unknown story than cannot be accessed on the internet. Primary sources can also spark the historical imagination and curiosity of the dedicated researcher.

Rare Book & Manuscript Library, Columbia University Libraries:
<http://library.columbia.edu/locations/rbml.html>

Preparatory Reading Assignment:

- Ian Cobain and Richard Norton-Taylor, "[Sins of colonialists lay concealed for decades in secret archive](https://www.theguardian.com/uk/2012/apr/18/sins-colonialists-concealed-secret-archive)," *The Guardian*, April 18, 2012
<https://www.theguardian.com/uk/2012/apr/18/sins-colonialists-concealed-secret-archive>
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CJS #4 – Inclusion/Exclusion

February 26 – March 2, 2018

STUDENT SUMMARY –

What does it take to 'belong' at Columbia? In this class we consider the idea that a letter of admittance is not always enough: the barriers to inclusion at a college may extend beyond whether one "gets in" or not. Paul Tough opens his article, "Who Gets to Graduate?," with a deeply disturbing statistic: about a quarter of college freshmen born into the bottom half of the income distribution will manage to collect a bachelor's degree by age 24, while almost 90 percent of freshmen born into families in the top income quartile will go on to finish their degree. According to a study of this phenomenon at UT-Austin, there are no statistically significant differences in intelligence between poorer and wealthier students which would explain the disparity. Instead, researchers found that the impediments to success of poorer students could be attributed to the students own beliefs about their suitability for college: first, students in transition often experienced profound doubts about whether they really belonged — or could ever belong — in their new institution; and second, students tended to believe that ability was innate, and thus took early failures as a sign that they lacked 'what it took'. In this class we'll discuss the implications of these problems and proposals for how to remedy them, as well as relating those to your own experiences of the 'Columbia identity' and institutional belonging.

Preparatory Reading Assignment:

- ✂ Paul Tough, "Who Gets to Graduate?" *New York Times Magazine*, May 15, 2014, http://www.nytimes.com/2014/05/18/magazine/who-gets-to-graduate.html?_r=0
- ✂ Identify your favorite or least favorite Columbian, write 100 words about this individual, and prepare to present why you chose him or her. Notable Columbians may include famous politicians, writers, public figures, former faculty members, prominent intellectuals, or institutional pillars of the Columbia community.
 - For an introduction to some of the most notable Columbians, please familiarize yourself with the *Columbia 250* website. The website features a page called "Columbians Ahead of Their Time." This list of short bios should provide an excellent starting point as you search for your favorite intellectual forefathers: http://c250.columbia.edu/c250_celebrates/remarkable_columbians/

- Here, you will find the Finding Aid for the Historical Biographical Files, which features many of the figures noted in the *Columbia 250* list cited above: http://findingaids.cul.columbia.edu/ead/nnc-ua/ldpd_4202865/summary
 - For a broader look at the institutional history of the university, you might also look at the *Columbia 250* feature, “Columbia through Time:” http://c250.columbia.edu/c250_celebrates/people_and_ideas/
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CJS #5 – Teachers & Mentors: Office Hours and Beyond

March 5 – 9, 2018

STUDENT SUMMARY –

In this session, we will explore the culture of teaching at Columbia and the importance of building a wide range of mentoring relationships. In the weeks leading up to this class, you should reach out to a professor at Columbia and interview them (for about 15 minutes) about their research and academic history. This is a great opportunity to interact with someone who you've enjoyed as a teacher, or would like to work with in the future in a way that is more personal than getting help with an assignment or an exam. You'll also gain some perspective on Columbia as institution from their position 'on the other side of the classroom', so to speak.

Preparatory Reading Assignment:

- Rachel Riederer, “The Teaching Class,” *Guernica: A Magazine of Art & Politics*, June 16, 2014 <https://www.guernicamag.com/features/the-teaching-class/>

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**Week of March 12 – 16, 2017: Spring Break –
No CJS Sessions This Week!**

CJS #6 – CJS #9: Capstone Project Presentations & Wrap Up

March 19 – April 13, 2018

STUDENT SUMMARY –

During our final three classes, each one of you will present your Capstone Project. We will discuss the specifics of this assignment early in the semester, and a sheet outlining the Capstone Project will be distributed. We will also take a look at some examples from last year and wrap up in the final session with an overview of our journey for the year.

SUPPLEMENTAL READING

Are you interested in furthering your exploration of the topics and issues introduced during the CJS? This reading list provides additional resources for you to continue your journey.

FALL SEMESTER 2017

CJS #2

Francis Morrone, "No, New York City is not losing its soul: What the anti-gentrification handwringers fail to understand about the city's past, present and future," *New York Daily News*, May 31, 2015
<http://www.nydailynews.com/opinion/francis-morrone-no-new-york-city-not-losing-soul-article-1.2240544>

CJS #4

Instant HPS, "Is Race Real?" Created by Edouard Machery, Sandra Mitchell, and Haixin Dang. Online video clip. YouTube, September 19, 2014. Retrieved from
<https://www.youtube.com/watch?v=dwGuF9umTo>

Paul Bloom, "Lecture 13 – Why Are People Different?: Differences," *Open Yale Courses*, Online video clip and PowerPoint slides. Retrieved from <http://oyc.yale.edu/psychology/psyc-110/lecture-13>

CJS #5

Ta Nehisi Coates, "The Myth of Police Reform," *The Atlantic*, April 15, 2015
<https://www.theatlantic.com/politics/archive/2015/04/the-myth-of-police-reform/390057/>

Ken Auletta, "Fixing Broken Windows," *New Yorker*, September 7, 2015
<http://www.newyorker.com/magazine/2015/09/07/fixing-broken-windows>

CJS #6

Richard Florida. "Fixing the New Urban Crisis" *CityLab.com*, May 5, 2017.
<https://www.citylab.com/equity/2017/05/fixing-the-new-urban-crisis/521043/>

Martin Filler. "New York's Vast Flop." *The New York Review of Books*, March 9, 2017
<http://www.nybooks.com/articles/2017/03/09/world-trade-center-new-yorks-vast-flop/>

CJS #7

Joan Didion, "Goodbye To All That," *Slouching Towards Bethlehem*, New York: Farrar, Straus & Giroux, 1968. 225-238. Retrieved from <http://juliaallison.com/goodbye-to-all-that-by-joan-didion/>

SPRING SEMESTER 2018**CJS #1**

Mark Rudd, "Che and Me," *MarkRudd.com*. <http://www.markrudd.com/?violence-and-non-violence/che-and-me.html>

Serena Golden, "Harlem vs. Columbia University: An Interview with Stefan Bradley," *Inside Higher Ed*, August 20, 2009. <https://www.insidehighered.com/news/2009/08/20/bradley>

Daniel J. Wakin, "Quieter Lives for '60s Militants, But Intensity of Beliefs Hasn't Faded," *New York Times*, August 24, 2003. <http://www.nytimes.com/2003/08/24/nyregion/quieter-lives-for-60-s-militants-but-intensity-of-beliefs-hasn-t-faded.html>

CJS #2

"Disorientation Guide," created in 2014 by campus activist groups about current issues at Columbia, <https://cudisguide.files.wordpress.com/2014/08/dis-guide1.pdf>

"1968: Columbia in Crisis" (Online Exhibition from the Columbia University Archives) <https://exhibitions.cul.columbia.edu/exhibits/show/1968>

George Joseph, "Breaking Past the Brochure," *Youngist*, April 6, 2014 <http://youngist.org/breaking-past-the-brochure/#.U4zpWZSwLtM>

George Joseph, "Title IX and Title II Federal Complaint," *Youngist*, April 24, 2014 <http://youngist.org/columbia-students-file-clery-act-title-ix-complaints/#.U4zp55SwLtM>

CJS #3

David J. Craig, "[The Ghost Files](#)," *Columbia Magazine*, Winter 2013-2014 <http://magazine.columbia.edu/features/winter-2013-14/ghost-files>

CJS #5

Alan Ryans, "The Fall of the Faculty," (book review) *Times Higher Education*, December 1, 2011 <https://www.timeshighereducation.com/books/the-fall-of-the-faculty-the-rise-of-the-all-administrative-university-and-why-it-matters/418285.article>

Noam Chomsky, "The Death of American Universities," *Jacobin Magazine*, March 3, 2014 <https://www.jacobinmag.com/2014/03/the-death-of-american-universities/>

HANDOUTS

- **Fall Semester CJS #6 – Outing: Developing the City**
- **Spring Semester CJS #5 – Informational Interview with A Professor**
- **Spring Semester CJS #6-9 – Capstone Project**

Fall Semester CJS #6 – Outing: Developing the City

Due by CJS #6 (Week of October 30 – November 3, 2017)

Assignment:

The three (3) “expeditions” described here are designed to guide your thinking about the tangible realities of the large-scale city development projects that have shaped the city in which you live and work. **Choose one out of the three expeditions** to undertake with a partner or with a small group, preferably with your CUSP peers. Each of the three (3) expeditions lists three (3) destinations for you to complete. During your outing to each destination, take notes about your experience, answer some of the questions posed in the expedition description and take some pictures (hopefully some with you and/or your group in the photo). Your photographs, together with captions, are to be uploaded to the Google Drive CUSP Scholar Folder prior to CJS#6. Bring with you to your CJS #6 session the notes you took during your expedition.

Note: in order to get the most out of your trip, it is **strongly recommended** that you undertake your expedition in conjunction with doing the reading for CJS #6.

The outing choices include:

EXPEDITION #1 – Railways in Manhattan.

EXPEDITION #2 – Motorways in the Bronx and Manhattan.

Know that expedition 2, which involves a visit to the Bronx, is more challenging -- if you are still unsure of yourself in navigating the city at this point, you would be better advised to try one of the other two expeditions. However, particularly for those of you who have some familiarity with the city already, it represents an opportunity to consider a construction project that has strongly shaped the history of the city in a way that may not be as evident in some of the more familiar tourist attractions.

EXPEDITION #3 – Ground Zero in Downtown Manhattan.

See below for maps, descriptions, and reflection questions.



Expedition #1: Railways

Throughout the early part of last century, the US system of railways was a backbone of the American economy, allowing the transportation of materials and goods for industry as well as the transportation of people for work. The railway industry led to the creation of millions of jobs - - as well as famed railway tycoons like Cornelius Vanderbilt -- and left its mark on American cities with dazzling and innovative architectural structures. However, the rapid decline of the railway industry in the second half of the twentieth century led to special problems for these sorts of sites: how can one balance the need to maintain historic sites with the inevitable and impossible economic pressures it takes to do so? Is there even any value to maintaining such structures of the past rather than making way for 'the city's future'? In this expedition, we invite you consider such questions in relation to some of the great railway structures of New York.



1. Grand Central Station 89 E 42nd Street

From Columbia University, take the 1 train to South Ferry, and get off at Times Sq. – 42 St. Then take the S shuttle train to Grand Central – 42 St., and get off at Grand Central.

2. Penn Station 8th Avenue between 31st Street and 33rd Street

From Grand Central, take the S shuttle train to Times Sq, and get off at Times Sq. – 42 St. Walk West on 42nd St. for one block, then take the A, C, or E train to downtown, and get off at 34 St – Penn Station.

3. The High Line Park Gansevoort Street

From Penn Station, take the C or E train to downtown, and get off at 14 Street, then walk South to the Gansevoort street entrance.

1. Grand Central Station

Grand Central, as we know it today, was built between 1903 and 1913 to be the biggest terminal in the world (the chief planner, William J. Wilgus, wanted the terminal's design to compete with Penn Station's similarly grand design, which was being built simultaneously). The result has been described as one of the most majestic buildings of the twentieth century. Notable features include the elaborately decorated astronomical ceiling, the subterranean Oyster Bar, and the 'Campbell Apartments' -- at one time the office of 1920s tycoon John W. Campbell and replicates the galleried hall of a 13th-century Florentine palace, which were restored and reopened as a cocktail lounge.

In the sixties, there were proposals to demolish Grand Central Station and replace it with office towers (similar to the proposals for Penn Station). After a close battle, Grand Central was saved, in part thanks to the intervention of Jackie Kennedy. It is interesting to note that the construction of Grand Central Station had brought its own controversies: many people objected to the project because of the fact that dozens of buildings on a 17-acre plot of land had to be razed to build the terminal.

2. Penn station

Penn station, operated by the Pennsylvania Railroad Company from 1910–1963, was one of the busiest passenger stations in New York: by 1945, at its peak, more than 100 million passengers a year traveled through it. It was also one of the most beautiful, built by the architectural firm of McKim, Mead & White in a neoclassical style not dissimilar to Grand Central Station (see images below). However, the station was expensive to maintain, and with rail travel declining dramatically (largely due to increased access to planes and cars) by the end of the 1950s, the Pennsylvania Railroad company was facing bankruptcy. In 1962, it was announced that the station would be demolished to make way for Penn Plaza and Madison Square Gardens. In exchange for the air rights to Penn Station, the Pennsylvania Railroad received a brand-new, air-conditioned, smaller station completely below street level at no cost, and a 25 percent stake in the new Madison Square Garden Complex.

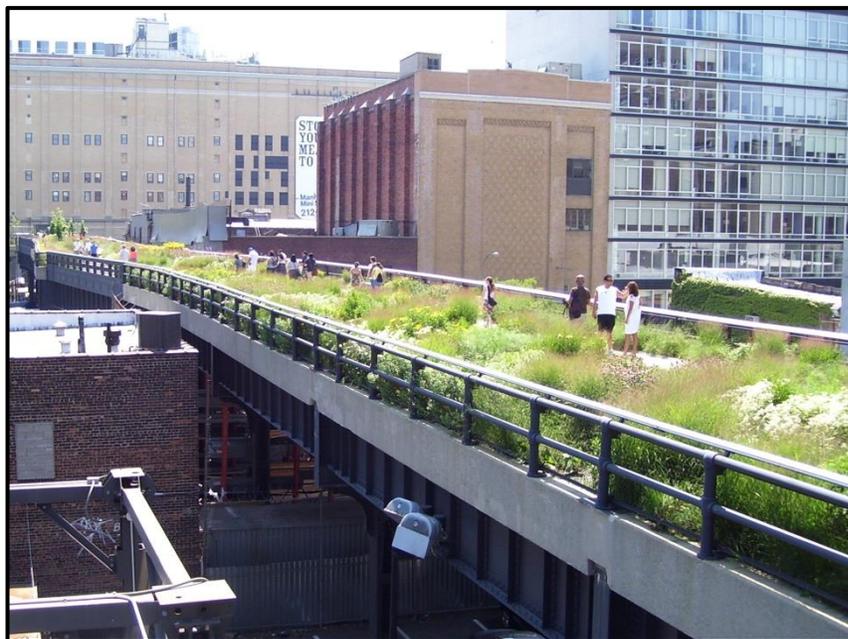


3. The Highline Park

The highline opened in 1934 as part of the West Side Improvement Project. Running from 34th Street to St John's Park Terminal, at Spring Street, it was a commercial freight-line, designed to carry goods to and from Manhattan's largest industrial district. With the decline in railway freight business, large sections of the West Side line were demolished in the 60s and the remaining sections was derelict through the 1980s and 90s. In the late 90s, at a time when the historic structure was under the threat of demolition during Giuliani's second mayoral term, the nonprofit organization Friends of the High Line was formed by Joshua David and Robert Hammond.

David and Hammond, who were residents of the Chelsea neighborhood that the line ran through, proposed that the railway structure be preserved and reused as an open park space. Since opening in 2009, the High Line has become an icon in contemporary landscape architecture and one of New York's most popular tourist attractions. According to the park's website, 3.7 million people visited the High Line in 2011, only half of them were New Yorkers.

Despite its popularity, responses to the highline have been mixed. Those who celebrate its success point to the positive impact it has had on approaches to redevelopment, inspiring cities nationwide to reimagine obsolete infrastructure as public space. Yet this success is not without its drawbacks. In March 2012, the blog 'Jeremiah's Vanishing New York' reported that local residents – unhappy with the way the development was putting old Chelsea out of business while attracting monstrous levels of luxury development and crowds to the area – plastered Chelsea with a message to the High Line tourists, one of which included the following: "3,000,000 [3 million] of you come to West Chelsea and walk the High Line a year. 40,000 (forty thousand) people live in Chelsea. That's roughly a ratio of 100 tourists on the streets of Chelsea and walking the High Line to 1 resident trying to get to the store, ride her bike, take a stroll, go the gym or just have a quiet moment with his dog. Please consider how you would feel if 3 million people a year from around the world trampled your street, your neighborhood, and your local park, and act accordingly – in the way that your morals or religion or general human consideration would dictate."



Expedition 2: Motorways

Robert Moses, an influential city developer who left an indelible mark on New York City through the various large-scale development projects of the 1950s and 60s, was and remains a deeply polarizing figure: whereas some credit his determination and energy with laying the foundations for the thriving metropolis that is modern-day New York, others (notably Jane Jacobs) viewed him as nothing less than an enemy of the people, overseeing the destruction of the very 'soul' of the city. Nowhere is his controversial legacy clearer than in the highway construction projects he championed as part of his modernist vision of New York. In this expedition, you'll assess Moses' legacy and vision by visiting the site of the controversial Cross Bronx Expressway. You'll compare this site to two proposals that were never realized - a plan to extend 5th Avenue down through the middle of Washington Square Park; and a plan for a Lower Manhattan Expressway (LOMEX) that would have cut through SoHo and Little Italy - due to strong resistance from local activists who claimed that these plans would lead to devastation in the neighborhoods through which they were to run.



1. The Cross Bronx Expressway / Tremont

Take the van Cortland park-bound 1 train from 116th street to 181st street. Walk east on 181st street and cross the Washington bridge via the footpath into Tremont, to see the route the expressway cuts through Tremont.

Suggested route: From the Washington bridge footpath, follow university avenue around till it meets Featherbed lane. Follow Featherbed Lane till you hit Macombs Road, then turn right and cross the expressway. Follow Mt Eden avenue to Jerome Avenue, then turn left on Jerome. Walk north to 175th street, then turn right to 174/175 station.

2. Soho: LOMEX Broome Street

From 174-5 st station, take the south-bound D train to Grand Street. Walk north till you reach Broome street, then walk west on Broome to Wooster street.

3. Washington Square Park West 4th & MacDouglas Street

Follow Wooster street north until you hit Washington Square park

To get back to Columbia from Washington Square park: Walk 6 blocks west to Christopher street station (on 7th avenue). Take the 1 train back to Columbia.

1. Tremont: The Cross Bronx Expressway

One of Moses' biggest and most controversial projects was the Cross Bronx Expressway. Built between 1948 and 1972 at a cost of around \$350 million dollars in today's terms, it was the first highway built through a crowded urban environment in the US. Many have blamed the Cross Bronx Expressway for worsening the decay of neighborhoods in the South Bronx: many of the neighborhoods it runs through have been continually poor since before its construction, partly due to the lowered property value caused by the Expressway.

2. Soho and Little Italy: LOMEX

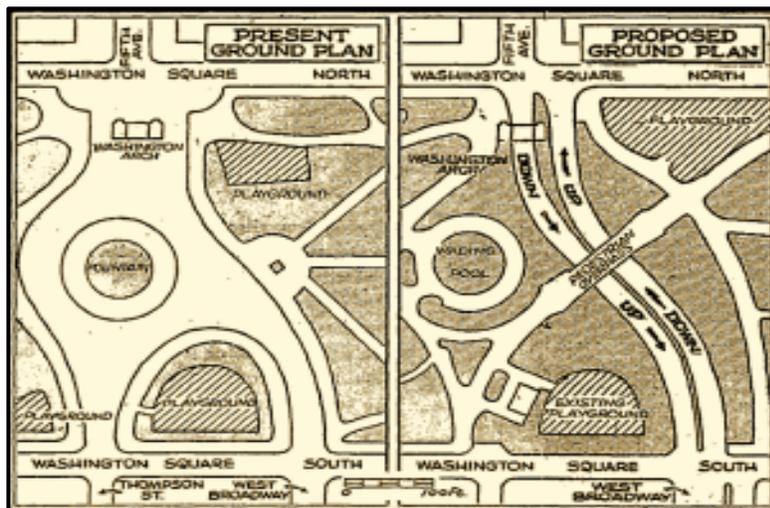
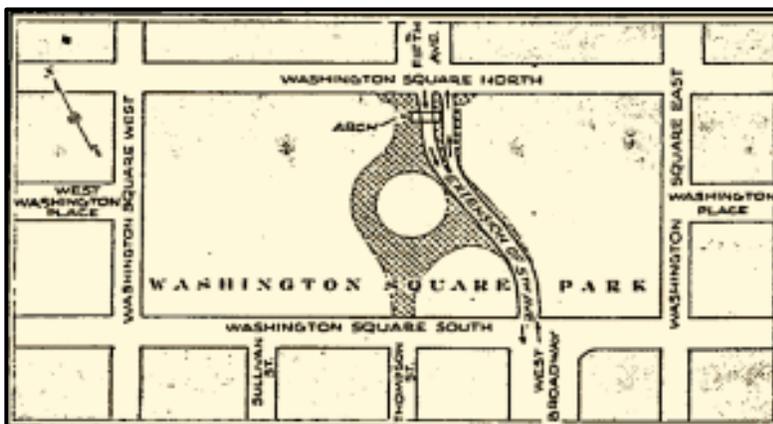
The Lower Manhattan Expressway (LOMEX), was a plan for an expressway through Lower Manhattan, notably transecting the neighborhoods of SoHo and Little Italy (see map and model rendering below). The Expressway, which was proposed to ease chronic downtown traffic congestion, would have begun at the Hudson River on the west side of Manhattan where it would have connected to I-78 at the eastern portal of the Holland Tunnel. From here, the LOMEX would have proceeded generally southeastward as a ten-lane elevated highway, carrying I-78 across Broome street, canal street. Near the eastern edge of Little Italy, the road would have split into two branches, one leading to the Williamsburg Bridge, the other would heading south to the Manhattan Bridge. The spur to the Manhattan Bridge would have been mostly depressed, passing under Chrystie Street. Robert Moses, although not the first to propose the expressway, threw his significant influence behind it in the 1950s and was largely responsible for its nearly being realized through his raising of funds and political capital at both the local and federal levels.

According to the proposal, portions of the neighborhoods the bridge was to pass through would be razed to accommodate the highway. By 1961, Moses had set in motion two federal initiatives, funded as "slum clearance", which would have leveled fourteen blocks along Broome Street in Little Italy and what is now SoHo. The highway would have required many historic structures to be condemned and destroyed, and would have displaced an estimated 1,972 families and 804 businesses. It was narrowly defeated after a protest at the city council meeting by local activists, led by Jane Jacobs, brought public attention to the issue.



3. Washington Square Park: 5th Avenue Extension

Prior to their ‘face off’ over the Lomex proposal, Moses and Jacobs had already clashed over Moses’ plan for a highway running through Washington Square Park. As Parks Commissioner in 1940, Moses originally wanted to build a “double highway” snaking along the side of Washington Square Park (see top image below). After that double highway was defeated due to opposition from local residents, business owners, and NYU officials, Moses made a new proposal (see bottom image below): a highway connecting Fifth Avenue to West Broadway—which would be widened and renamed Fifth Avenue South (the renaming was partly a bid to secure higher rents from tenants due to the illustrious name). As reported by the New York Times in 1955, the plan that was submitted proposed a “depressed, four-lane highway running through the park in an open cut from Fifth Avenue under the Washington Arch... Mothers and children, New York University students and others who use the park would be able to cross from one half of the park to the other by a foot-bridge thirty-six feet wide.” There was fierce opposition to the proposal from local residents, led by Jane Jacobs and with support from Eleanor Roosevelt and future mayor Ed Koch. By the end of the decade, Moses retreated, but did not give up -- the proposal for LOMEX followed soon after.



Around the same time, there was a proposal by Moses to raze 14 blocks of prime Greenwich Village real estate - which he had fought to have officially designated as a 'slum' - and build a series of apartment complexes. The plan was defeated and the designation eventually overturned. However, some indication of what this would have meant for the area can be seen in Washington Square Village – a collection of high rise buildings in Greenwich Village whose construction required multiple blocks to be razed, forcing 132 families out of their homes and displacing 1000 small businesses (see image below).



Who gets to decide how cities are built, demolished, or transformed? Governments are placed to make these type of decision, but activists and communities have a say and power in some cases. How should we balance the role of these two driving forces of cities? By what principles should a community / government decide how to transform a neighborhood? Improving the commute of a city's residents is important, but means of transformation and people's preferences change continuously. How can big infrastructure plans be successfully developed with these constraints? Should efficiency of transportation be the main criterion for developing a city? Do you think SoHo and Washington Square Park would be the fancy areas they are today if the LOMEX and the 5th Ave extension had been built? How could the extended poverty in neighborhoods near the Cross Bronx Expressway could overcome their tragic history without a major infrastructure change?

Expedition 3: Ground Zero

9/11 remains a pivotal event for the United States and indeed the rest of the world. But 9/11 remains especially salient for New York and its residents: 2,996 people were murdered at this site. Special issues arise for development projects which have the aim of memorializing and regenerating regions of the city devastated by this tragic terrorist attack. In this expedition, you are invited to consider what these are and whether the ground zero sites successfully meet them.

Note: Some of your classmates might have grown up in New York and may carry memories of the attacks and its devastating aftermath; some of the people at the site on the day of your visit might be there to commemorate the loss of loved ones. Your demeanor at the site and subsequent discussions in class (and especially at the memorial monuments) should be sensitive to this.



1. One World Trade Center (“Freedom Tower”)

285 Fulton Street

From Columbia University, take the 1 train to South Ferry, and get off at Chambers St. Walk South through W Broadway, and then turn right on Fulton St.

2. ‘Oculus’

33-69 Vesey Street

From the Freedom Tower, walk East on Vesey St., between Greenwich St. and Church St.

3. National September 11 Memorial & Museum

From the ‘Oculus’, exit on Greenwich St., between Fulton St. and Liberty Street Walkway.

1. One World Trade Center (“Freedom Tower”)

In 2003, New York’s then-governor George Pataki labeled the building the “Freedom Tower.” But the building was eventually re-christened One World Trade Center (1WTC) because, as developer Douglas Durst said at the time, the building “is an office building and not a memorial and not a monument.”¹ The lead architect of 1WTC, Daniel Libeskind, takes an opposing view. According to him, a reference to freedom is built into the very design of the building, with its symbolic height of 1776 feet – accordingly, Libeskind always calls the building the “Freedom Tower.” Behind this dispute over nomenclature are interesting and broad-reaching questions about the function of the skyscrapers which delineate the iconic New York City skyline, which thus serve both a ‘cultural’ and a ‘utilitarian’ function: can one separate the ‘monumental’ and ‘memorial’ aspects of this (and other) buildings from its strictly utilitarian office function? How do such skyscrapers achieve a cultural significance? How can they serve memorial as well as utilitarian functions?

The “Freedom Tower” is built on a “200-foot concrete and steel pedestal, sheathed in ornamental metalwork, overlooking the memorial” (*NYT*)² – designed to withstand security concerns given the significance of 1WTC. Some commentators have reacted with dismay at the base, accusing it of making a “grotesque attempt to disguise its underlying paranoia.”³ Do you think that the base takes away from the aesthetic of the building? Does it instill in you a sense of paranoia? In contrast, does the utter grandeur of the site seem to you to overcompensate for something lost?

2. ‘Oculus’

The highly anticipated transportation hub and shopping mall finally opened in early 2017. It has been a subject of controversy due to years of delays and cost overruns (costs rose from an original projection of \$2 billion to a huge \$4 billion). Conceived by Spanish Architect Santiago Calatrava, its design is intended to evoke the skeletal structure of a bird’s wing.

3. National September 11 Memorial & Museum

The design is entitled *Reflecting Absence*, and was selected from an international competition to commemorate 9/11. It lists 2,983 names on the parapets of the walls of the memorial pools. In addition to *Reflecting Absence*, there stands before 1WTC a different monument, *America’s Response Monument*. What is the point or purpose of memorializing the dead with public monuments? Some speak of “the duty to remember.” If there is such a duty, why would there be such a duty and what do we honor in doing so? To put it another way: what would be lost if, collectively, we utterly *forgot* 9/11 and those who died here?

¹ Quoted in [“Freedom Isn’t Free...and One World Trade Isn’t the Freedom Tower?” *National Review Online* June 24, 2013](#). See also [“No, that isn’t the Freedom Tower,” *Wall Street Journal* June 23, 2013](#).

² [“Redesign puts freedom tower on a fortified base,” *New York Times* June 30, 2005](#).

³ [“Medieval modern: design strikes a defensive posture,” *New York Times* March 4, 2007](#).

While *Reflecting Absence* memorializes those who lost their lives on 9/11, *America's Response Monument* honors a branch of the U.S. armed forces that fought in Afghanistan (Operation Enduring Freedom) following the 9/11 attacks. Reflect on the juxtaposition of these monuments. Do they serve the same purpose or do they serve distinct purposes? If the latter, what is the distinctive purpose served by each monument? Is the "duty to remember" those who lost their lives on 9/11 commensurate with the duty to remember those who fought in the military campaigns that followed after 9/11?



Spring Semester CJS #5 – Informational Interview with A Professor

Due by CJS #5 (Week of March 5-9, 2018)

Assignment:

Identify a faculty member with whom you would like to conduct a 10-15 minute interview about: (i) what his/her research interests are, (ii) what professional trajectory led him/her to where they are today, and (iii) his/her advice on how to best use the opportunity of CUSP summer funding to pursue a field you are interested in. Once you have selected the faculty member, call or email him/her to request an appointment for the interview.

Pre-interview Preparation:

Perform some background research on the professor/instructor whom you plan to interview. Find out which institutions/centers s/he is affiliated with and what his or her main research topics are. Identify two or three recent articles authored by the instructor and read the paper abstracts.

Suggested Questions For Interview:

- What do you consider your current area of specialty?
- What originally attracted you to your current field?
- If originally from a different field/discipline, ask about how s/he made the transition.
- Has your research focus shifted over the years?
- Has the substantive focus changed? How? Why?
- Have there been methodological shifts? How? Why?
- What aspect of your research work do you most enjoy doing? Why?
- Which aspect of research work do you find most challenging? Why?
- What avenues do you recommend for learning more and keeping current in this specific field? Which journals? Which conferences?
- Informational interviews? (Can they recommend colleagues with whom you could speak?)
- What skills/knowledge base do you consider most fundamental in this field? How do recommend students learn these skills/acquire this knowledge? (Ask about opportunities in the context of CUSP summer funding.)

Spring Semester CJS #6-9 – Capstone Project

The Capstone Project should be considered the culmination of the year's topics, conversations and debates. It is your opportunity to explore, in as creative a manner as you wish, the seminar theme "Columbia University in the City of New York." You may complete the project individually or in pairs or groups.

We highly encourage you to approach this as an occasion to integrate multiple themes. When choosing your topic you may wish to consider a subject that lends itself to different media interpretations: performance (e.g. dance or song); photography, film, painting, poetry, digital, etc. Of course, essay-type submissions are welcome, if this is your preferred format.

Below are some ideas and themes that might inspire you:

- Columbia University and New York City;
- Columbia, Harlem, and Manhattanville;
- The politics and culture of Columbia then and now;
- Community, neighborhood and urban politics;
- Belonging and exclusion;
- At the end of the first year, what does college mean to you?
- At the end of the first year, how would you describe YOUR New York, your experience of the City? Are you a New Yorker?
- Immigrants to the City – old and new;
- The architecture/urban planning of New York City neighborhoods;
- Comparing New York to other cities;
- Your personal Journey at Columbia University in the City of New York;
- Tie it back to the purpose of interacting/dialogue with faculty & mentors & advisors: Has your perception of mentors etc. changed?
- Interviewing your peers about their experience as Columbia students in New York City.

Examples of past Capstone projects are available as seeds for thought in the student folder on the Google Drive.

The project could take the form of a meditation on finding your place in the intellectual genealogy of Columbia and Columbians. It could be an exploration of certain artifacts in the Rare Book and Manuscript Library or it could be an expansion of your Favorite Columbian post. Building on your faculty interview, your project could reflect on the role of the professoriate and the relationships between students, faculty, advisors, and mentors. Alternatively, it could

gesture to the approaching summer, exploring the connections between the Columbia Journey Seminar and your own summer plans.

Scholars are expected to make appointments with their GSM to discuss their proposed Capstone Projects early on!

Scholars will then present their completed projects in class during CJS #6, 7, 8 and 9.

For more inspiration, we recommend speaking with your CUSP peers about the capstone projects they completed in previous years.