

COLUMBIA UNDERGRADUATE SCHOLARS PROGRAM



Berick Center for
Student Advising

Columbia Undergraduate
Scholars Program

CJS Syllabus - Scholars

FALL 2020

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CJS SYLLABUS 2020-2021

[Content for Scholars with Annotation Inserts for GSMs]

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 fifty minutes. All CJS sessions are facilitated by Graduate Student Mentors (GSMs). This interaction brings First-Year Scholars together with GSMs completing their PhDs in different fields, thereby providing a common ground for scholarly discussion between those at the beginning and end of the academic journey.

The theme of the Columbia Journey Seminar is inspired by the name, “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. Using 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.

CJS Scholar Responsibilities

All First-Year scholars in CUSP must participate in the CJS. During their participation in this seminar, we expect that they will:

SIGN- UP: CJS sessions for both Fall and Spring terms begin approximately two weeks after the end of the “change of program” period to allow Scholars to settle their course selections and schedules. A CJS sign-up form will be distributed to all first-year scholars about one (1) week before CJS begins. Once they select the CJS section that fits best into their course schedule, they will remain in that section for the duration of the semester.

MAINTAIN REGULAR ATTENDANCE: All First-Year scholars **must** participate in one of the Harlem tours (or virtual alternatives) that are scheduled at the beginning of September. If you missed the tour, then you must communicate with a GSM or CUSP Advisor. Also, every First-Year Scholar must sign up for one CJS section that meets for about 1-hour weekly, seven to eight times each semester. The first CJS session of the semester will meet in early October for the fall semester and mid- January for the spring semester. Attendance will be recorded during each CJS session. Scholars are permitted two (2) excused absences per semester (no unexcused absences are allowed) and you must notify your GSM as soon as possible. Please note that unexcused absences impact your standing in the program. Participation in the virtual Harlem tours and the CJS sessions are Scholar responsibilities that are in addition to general CUSP scholar obligations requiring attendance at a minimum of four (4) CUSP events.

COMPLETE THE READINGS: The session summary and reading list are provided in the syllabus. Preparatory reading and assignments are provided for each CJS session and must be read before the session date. The optional reading list toward the end of this syllabus provides additional reading suggestions that a scholar can review at their leisure to expand their knowledge. Links for the articles are available in this syllabus and a comprehensive list is available in the “*For CUSP Scholars – CJS*” folder on Google. 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 this folder is granted.

SUBMIT ASSIGNMENTS: There are four (4) main assignments throughout the fall and spring semesters – the identity essay (fall), the personal expedition reflection (fall), the faculty interview (spring), and the capstone project (spring) – with smaller reflection pieces in between. Instructions for assignments will be reviewed by the GSM prior to the due date and they are described in the respective session below. Assignments are due on or before the session during which they will be discussed. Submission details may vary by GSM; please keep in contact with the GSM for updates.

FIELD TRIPS: There are 3 **VIRTUAL mandatory** field trips associated with the CJS: (1) the virtual Harlem Tour; and (2) the “History, Memory, and Place” expedition during the fall semester; as well as: (3) the Rare Book and Manuscript Library (RBML) tour in the spring semester. Participation in additional field trips (e.g. Research & Industry in Action and CUSP Alliance events) are optional.

The CUSP Community Agreement

For CJS and Beyond

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."*

1. 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.

2. 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 impact 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.*

3. 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.
4. Approach this community agreement in a spirit of openness and tolerance, knowing that learning to communicate productively is a (lifelong!) process.

Fall 2020 Semester

Pre-CJS: The Virtual Harlem Tours

Sept. 18-20, 2020

Sept. 25-27, 2020

The fall semester of the Columbia Journey Seminar (CJS), which explores the rich and multilayered identities of New York City and New Yorkers, typically opens with a two-hour guided walking tour of Harlem, given in partnership with Mr. Neal Shoemaker of *Harlem Heritage Tours*.

Traditionally, Mr. Shoemaker walks the First-Year Scholars through a nuanced and vibrant living community as it negotiates the challenges and successes of Harlem as a center of African American urban life among the exigencies of changing demographics and the arrival of gentrification. Also, students usually visit lively locales such as the African market and “Little Senegal” and witness the ever-changing contours of Harlem through contemporary immigration.

During the fall 2020 semester, however, Neal Shoemaker will be present for a virtual presentation of a pre-recorded tour complemented by visual aids that he developed just for CUSP. Two GSMs will connect Scholars with Neal via Zoom and play the 40—minute video. A Q & A session will be offered at the end of the recording. Scholars will be responsible for completing a pre- and post- Harlem Tour reflection survey as part of their participation. The surveys will be sent from CUSP to those Scholars that are listed on the GSM’s attendance sheet.

CJS #1 – Introduction to the CJS

Week of Oct. 5, 2020

STUDENT SUMMARY –

The first semester of the CJS is designed as an introduction to New York City: its history, its culture, and the social dynamics that suffuse it. In the Spring term, we move toward a consideration of Columbia in relation to the city around it, with an emphasis on the responsibilities that students have as citizens. Due to public health concerns, all CJS meetings and activities in Fall, 2020 will take place online. Beyond the readings, discussions, and virtual outings that are included on the syllabus, students are encouraged to seek out online volunteer opportunities and virtual internships to develop their roles as community members, and to further explore the topics covered on the syllabus.

This introductory CJS session will present an overview of the goals and expectations of the Columbia Journey Seminar. During the academic year, CJS participants will be able to:

- Trace the context of an event;
- Identify and use primary sources;
- Strengthen skills as a discerning reader;
- Identify conflicting narratives;
- Cultivate skills in digital literacy and e-learning;
- Transform knowledge through experience and reflection.

During this session, we will preview some of the topics that will be explored this semester and review the assignment timeline. We will conclude with a collective agreement to work together toward productive academic discussions inspired by the theme of “Columbia University in the City of New York.” **NOTE: The post-Harlem Virtual Tour survey must be completed before this session.**

****Each week, we will have mandatory readings that serve as the basis of group discussion. Occasionally, there will be additional activities to complete in preparation for certain sessions. These are highlighted in the table below.****

DUE DATE	DELIVERABLE/ACTIVITY	IN PREP FOR
SEPT. 10	SIGN UP FOR VIRTUAL HARLEM TOUR & COMPLETE PRE-TOUR SURVEY RESPONSES	CJS 1
SEPT. 23	SIGN UP FOR CJS SESSIONS	CJS 1
SEPT. 30	VIRTUAL HARLEM FIELD TRIPS & POST-TOUR SURVEY RESPONSES	CJS 1
OCT. 23	“HISTORY, MEMORY & PLACE” EXPEDITION DESCRIPTIONS DUE	CJS 4
NOV. 13	PERSONAL HISTORY PROJECTS DUE	CJS 6

CJS #2 – Harlem and Its Relationship with Columbia

Week of Oct. 12, 2020

STUDENT SUMMARY -

During this session, we will explore your personal reactions to the Harlem Virtual 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 and digital exhibitions. In addition, we will familiarize ourselves with some of the Columbia Libraries' online resources for academic research.

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>
- Visit the digital exhibition "[1968: Columbia in Crisis](#)," created by Columbia's Rare Book and Manuscript Library, for additional context for these readings going further back into the longer institutional history of the university.
- Suggested: Check out the [Harlem Digital Archive put together](#) by the Columbia Center for New Media Teaching and Learning, which includes oral histories, film clips, digitized documents, audio recordings, and other media and information about the history and culture of Harlem.

CJS #3 – The Immigrant City: Coming to New York, Coming to the U.S.

Week of Oct. 19, 2020

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:

- 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>
- Nancy Foner, “Immigrants At Home,” *New York Times*, November 26, 2006 <https://www.nytimes.com/2006/11/26/opinion/26CI-Foner.html>

CJS #4 – History, Memory and Place

Week of Oct. 26, 2020 [HOME TOWN EXPEDITIONS TO BE COMPLETED BY THIS WEEK]

STUDENT SUMMARY –

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

Preparatory Expedition:

Prior to CJS #4, Scholars must choose an expedition to a place in your hometown or home country that has broad social significance and personal significance to you. You should arrange, through photos, videos, or other media, to undertake a virtual expedition to your chosen location. If it is nearby and safe for you to do so, you may go to this place and document this expedition yourself. You might think of this expedition as a chance to reflect on how personal and social meanings, as well as public and private memory, become embedded in a particular place.

Note that submission of a short reflection and documentation is required upon completion of the expedition. This documentation may take the form of photographs, video footage, sound recordings, "audio postcards," or any other multi-media documentation that you can share with your fellow scholars.

Preparatory Reading Assignment:

- Paul Hond, "The Double-Edged Helix," *Columbia Magazine*, Winter 2015-16
<http://magazine.columbia.edu/article/double-edged-helix>

Week of November 2, 2020: Fall Break – No CJS Sessions This Week!

CJS #5 – Race, Space and Power in New York City

Week of Nov. 9, 2020

Student Summary –

This week, we will bring a number of the questions that we have considered this semester to bear on the broader question of how differences of race, class and power have been inscribed, interconnected and entrenched in the making and the unmaking of New York City. For these purposes, we will read and discuss three articles from three renowned critics, each of whom has written about race (Nikole Hannah-Jones), class (Michael Kimmelman) or power (Jane Jacobs) in NYC, with a view to how ordinary people as well as public officials might advocate, legislate or agitate for a metropolis that praises, rather than penalizes, difference. To this end, we will conclude a first leg of our journey and commence a second as we continue to think together about what it means in the present as well as what it has meant in the past to be “Columbia University in the City of New York.”

Preparatory Reading Assignment:

- Nikole Hannah-Jones, “Choosing a School for My Daughter in a Segregated City,” *NY Times Magazine*, June 9, 2016
<https://www.nytimes.com/2016/06/12/magazine/choosing-a-school-for-my-daughter-in-a-segregated-city.html>
- Jane Jacobs. “Downtown is for People.” *Fortune Magazine*, April 1958
<http://fortune.com/2011/09/18/downtown-is-for-people-fortune-classic-1958/>
- Michael Kimmelman. “Is This the Neighborhood New York Deserves?” *New York Times* magazine, March 14, 2019:
<https://www.nytimes.com/interactive/2019/03/14/arts/design/udson-yards-nyc.html>

Supplementary Charts and Graphs:

- “[Nine Charts about Wealth Inequality in America](#)” (The Urban Institute, 2017)

Optional Reading and Media:

If you have internet access, consider these additional resources in preparing your reflection:

- Citizen Jane: The Battle For The City (available through [CLIO](#));
- My Brooklyn, accessible [here](#) with Columbia credentials;
- [Decolonize this Place](#), a part of [FTP](#), a larger public-space grassroots movement in NYC that aims to disrupt the policing, racial profiling, and privatization of public space that the MTA makes possible in its contemporary administration of the subway.
- Virtual Tours of NYC with Michael Kimmelman

[Brooklyn Bridge](#)

[Manhattan Skyscrapers](#)

[East River Waterfront](#)

CJS #6 & #7 – Personal History Project Discussions (2 weeks)

Week of Nov. 16, 2020 &

Week of Nov. 30, 2020

STUDENT SUMMARY –

The goal of the Personal History Project is to explore your own background, experiences, and engagements 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?”

The concept of “personal history” does not need to follow a chronological order of biographic events. It can be understood broadly — and laterally — as a nexus of social, personal, and spatial connections that extend your own position to other people, places, prospects, and potentials. You might wish to consider some of the issues we covered at CJS this semester: immigration, urban planning, gentrification, community development, cultural literacy, racial awareness, DNA/kinship associations, etc. These are unique and complex webs of relations in which many of us see ourselves deeply embedded. Examined together, these networks of connections (personal, spatial, intellectual, or familial) help contextualize your arrival at Columbia as a CUSP scholar.

For this assignment, you can reflect on any aspect of your broader identity (gender-race-class-culture-community-place-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 and its impact. In your writing, you should be explicit about why you chose a particular aspect (or scale) of interpretation. Be concrete in illustrating how your own background led you to study at Columbia. You should also discuss what general theme(s) informed your reflections on your individual journey to Columbia. Allow yourself the freedom of a literary reflection, like *White and Eugenides*, but also strive to be as concise as possible.

Be prepared to share aspects of your Personal History Project with your peers during these remaining two weeks of the CJS.

Writing Assignment:

- Your personal history reflection essay will be due for discussion during this session. Your essay should be approx. 600 words. Your GSM will provide instructions regarding the submission process and deadlines. Please upload and share your document for the rest of the class to read by Friday Nov. 13. Scholars will present their essays during the CJS seminar. We will have a virtual discussion in class about your essays.

In-Class Assignment:

- Complete the Fall 2020 semester CJS survey.
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SUPPLEMENTAL READING LIST

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 2020

- **CJS #2 – Harlem and Its Relationship with Columbia**
- **CJS #3 – The Immigrant City: Coming to NY, Coming to the US**
- **CJS #4 – History, Memory & Place**
- **CJS #5 – Race, Space, and Power in New York City**
- **CJS #6 – Personal History Project Discussions**
- **CJS #7 – Personal History Project Discussions (Continued)**

FALL SEMESTER 2020

CJS #2 – Harlem and Its Relationship with Columbia

Francis Morrone, “No, New York City is not losing its soul: What the anti-gentrification hand-wringers 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 #3 – The Immigrant City: Coming to New York, Coming to the U.S.

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

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>

Sewell Chan, “Immigrants’ Children Live Better Lives,” *New York Times*, May 18, 2008

<https://www.nytimes.com/2006/11/26/opinion/26CI-Foner.html>

CJS #4 – History, Memory, & Place

David W. Dunlap, “Evidence of Burial Ground is Discovered in East Harlem,” *New York Times*, January 21, 2016

<https://www.nytimes.com/2016/01/22/nyregion/remains-discovered-at-an-east-harlem-site-thought-to-be-an-african-burial-ground.html>

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>

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 Overview,” *Open Yale Courses*, Online video clip and PowerPoint slides. Retrieved from

<http://oyc.yale.edu/psychology/psyc-110/lecture-13>

CJS #5 – Segregation in NY: Race, Space, and Power in NYC

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>

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>

Eliza Shapiro, “Only 7 Black Students Got Into Stuyvesant, N.Y.’s Most Selective High School out of 895 Spots,” *The New York Times*, March 18, 2019

<https://www.nytimes.com/2019/03/18/nyregion/black-students-nyc-high-schools.html?login=email&auth=login-email>

Eliza Shapiro, “Fair? Biased? Asian-American Alumni Debate Elite High School,” *The New York Times*, February 6, 2019

<https://www.nytimes.com/2019/02/06/nyregion/nyc-specialized-high-school-test.html>

Jason Farbman, “Breaking Broken Windows,” *Socialist Worker (US)*, January 7, 2015

<http://socialistworker.org/2015/01/07/breaking-broken-windows>

CJS #6 & #7 – Personal History

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>

COLUMBIA UNIVERSITY
PHOTOGRAPHY AND VIDEO RELEASE

For good and valid consideration, receipt whereof is hereby acknowledged, I hereby agree as follows:

1. I agree to be filmed, photographed and interviewed by Columbia in connection with photographing _____. I hereby give and grant to Columbia University, its employees, licensees, assigns and agents, (collectively "Columbia"), the right to film, photograph and videotape me, to use, and copyright such films, photographs and videotapes ("Photographs and Videos"), and to use my name in connection therewith, for any purposes it deems appropriate in regard to Columbia College and Columbia University branded materials, in any and all media, whether now known or hereafter devised, and specifically including without limitation in and on related web sites owned and/or operated by Columbia.

2 I agree that Columbia shall own all rights, including the copyright, in and to the Photographs and Videos, and that Columbia's rights in and to the Photographs and Videos shall be worldwide and perpetual.

3. I hereby release any and all rights I may have in the Photographs and Videos, and waive any right to inspect or approve the finished Photographs or Videos or any printed or electronic matter that may be used in conjunction with them now or in the future, whether that use is known to me or unknown. I further waive any right to royalties or other compensation arising from or related to the use of the Photographs and Videos.

4. By executing this Release, I waive all rights to claim that any use of my name or likeness by Columbia consistent herewith violates any rights of privacy or publicity I might otherwise have had, pursuant to statute or at common law.

5. I represent and warrant that I have the necessary rights to grant this release and these rights to Columbia, and that this release does not conflict in any way with any existing commitments on my part.

6. Nothing herein will constitute any obligation on the part of Columbia to make any use of the rights granted by me herein.

Signature

Print Name

Address

Date