



COLUMBIA UNDERGRADUATE SCHOLARS PROGRAM (CUSP)

Columbia Journey Seminar
2018-2019 Syllabus



COLUMBIA COLLEGE
COLUMBIA UNIVERSITY IN THE CITY OF NEW YORK



COLUMBIA ENGINEERING
The Fu Foundation School of Engineering and Applied Science

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CUSP DIRECTORY

	Email Contact	Department/Affiliation
CUSP Administration		
CUSP General Staff	cusp@columbia.edu	

Graduate Student Mentors (GSMs)		
Alexander Lash	akl2150@columbia.edu	English
Samuel Phelps	sp3123@columbia.edu	Earth & Environmental Science
Benjamin Serby	bjs2198@columbia.edu	History
Jeffrey Chi-yu Twu	ct2507@columbia.edu	Anthropology
Anthony Urena	au2172@columbia.edu	Sociology

CUSP Alliance Leadership		
Makena Cosen	mjb2290@columbia.edu	Public Health/Econ; JJ Scholar
Santiago Tobar Potes	stp2120@columbia.edu	Philosophy; JJ Scholar
Paul Spezza	pas2205@columbia.edu	Biomedical Eng/PreMed; CP Davis Scholar

CUSP Scholar Expectations, Responsibilities, & Resources

The Columbia Undergraduate Scholars Program (CUSP) aims to nurture in our Scholars the intellectual, social, and cultural growth essential to leadership in our highly specialized and culturally diverse world. Through purposeful programming, we aim to expose Scholars to other worlds and cultures, and intellectual thought, in a way that invites everyone to share in the responsibility of a larger community of scholars.

CUSP Scholars are expected to participate in program offerings, whether through programmed lectures, research opportunities, or local excursions. Below is an outline of Scholar responsibilities in CUSP throughout their Columbia Journey.

ALL SCHOLARS & ALL YEARS

The CUSP Speaker Series: Every year CUSP invites speakers (who are experts in their respective fields) from Columbia and beyond to present their perspective towards a pre-determined theme. The theme changes every year. This year's theme is *Lateness* (see the [CUSP website](#) for a description). Typically, there are 6-8 speakers per semester. All Scholars must use their student ID card to swipe in at the beginning of every CUSP event. Scholars' responses to surveys following every presentation of the Speaker Series event are mandatory. Surveys, which will be sent via email, should be filled out within two weeks, after which time they will be closed.

The Speaker Series counts as one type of event that satisfies the Scholar's obligation (see the Good Standing section below). If, due to *academic conflict*, Scholars cannot attend the minimum number of events required, they must contact the CUSP administrative staff at the beginning of the semester.

The CUSP Summer Enhancement Fellowships (1st, 2nd, and 3rd summers): Scholars in good standing in CUSP (see below) are eligible to apply for a competitive grant that secures **partial** financial support to conduct either independent research with a faculty member or undertake a creative project of their choosing (backed by faculty support), as well as for those who are able to secure a formal internship/research assistantship with an external organization. This opportunity is secured solely by the student. Scholars with further financial need must seek additional funding sources. Good resources include the Center for Career Education and the Center for Undergraduate Global Engagement. More information about the SEF can be found on the [CUSP website](#).

Applicants must attend the requisite number of CUSP events and GSM-led workshops to maintain eligibility before and during the application process.

Grant amounts will vary in accordance with the needs of the proposal and the funds available.

Good Standing: For all Scholars, completion of CJS and attendance at a minimum of four (4) CUSP events – including attendance at Speaker Series talks, CUSP Alliance activities, Research & Industry in Action trips, the SEF Indie Panel and the Annual Summer Research Symposium to name a few – per semester, is mandatory to remain in good standing.

Academic Advising: Lavinia Lorch, Chanda Bennett, Nicole Mihnovets and Aileen Forbes serve as academic advisors to all John Jay and Kluge Scholars (CC Scholars) and to CP Davis Scholars (from SEAS). Nicole also advises Science Research Fellows (CC), Rabi Scholars (CC), and Egleston scholars (SEAS). Five Graduate Student Mentors (GSMs) offer yet another layer of mentorship and serve as the front line contact for all First-Year Scholars (given the weekly Columbia Journey Seminar sessions) and a resource for continuing scholars.

FIRST-YEAR SCHOLARS

In addition to the above expectations for all scholars, first-year scholars have specific responsibilities.

Harlem Tours: All first-year scholars **must** participate in one of the Harlem tours scheduled at the beginning of September. More information about this event is provided in the CJS syllabus.

Columbia Journey Seminar (CJS): Attendance is mandatory for all First-Year Scholars. CJS sessions last about 50 minutes. There are about eight (8) to nine (9) CJS weekly sessions per semester. Scholars are permitted two (2) excused absences per semester (no unexcused absences are allowed) and must notify their GSM prior to missing a session. Unexcused absences negatively impact a scholar's good standing in the program.

CJS sessions for both Fall and Spring terms begin two weeks after the end of the “change of program” period to allow Scholars to settle into the new course routine. A CJS sign-up form will be distributed to all first-year Scholars about one (1) week before CJS begins. Once a Scholar selects the CJS section that fits best into their schedule, they will stay with it for the duration of the semester.

Good Standing: To summarize, good standing for First-Year Scholars is based on participation in one of the Harlem tours, attendance at CJS sessions, attendance at a minimum of 4 CUSP events per semester (this includes attendance at Speaker Series talks, CUSP Alliance activities, Research & Industry in Action trips, the SEF Indie Panel and the Science Symposium between CUSP and SEAS-recorded by ID card swipe and event survey completion), and attendance at advising meetings.

CJS SYLLABUS 2018-2019

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. All CJS sessions are facilitated by Graduate Student Mentors (GSMs). This interaction brings First-Year Scholars together with GSM's 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 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. 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 your participation in this seminar, we expect you to:

SIGN- UP: CJS sessions for both Fall and Spring terms begin two weeks after the end of the “change of program” period to allow you to settle your 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 you select the CJS section that fits best into your course schedule, you 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 that were scheduled at the beginning of September. If you missed the tour, then you must communicate with a GSM or CUSP Administration. Also, every First-Year Scholar must sign up for one CJS section that meets for about 1-hour weekly, eight times per semester. The first CJS session of the semester will meet in early October for the fall semester and early February for the spring semester. Attendance will be recorded at the beginning of 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 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 & 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 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 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 – the genealogy essay, the expedition reflection, the faculty interview, and the capstone project – 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.

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."*

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.

Fall 2018 Semester

Pre-CJS: The Harlem Tours

This Event is Mandatory for All First-Year Scholars

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

First-Year Scholars will sign up online on the CUSP webpage in advance one of these tour dates/times:

<i>Friday, September 7th, 2018 @2:30pm</i>	<i>Friday September 14th, 2018 @ 2:30pm</i>
<i>Saturday, September 8th, 2018 @2:30pm</i>	<i>Saturday September 15th, 2018 @ 2:30pm</i>
<i>Sunday, September 9th, 2018 @ 2:30pm</i>	<i>Sunday September 16th, 2018 @ 11:00am</i>

CJS #1 – Introduction to the CJS

October 1-5, 2018

STUDENT SUMMARY –

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;
- Transform knowledge through experience and reflection.

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 8-12, 2018

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>
-

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

October 15-19, 2018

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 22-26, 2018

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:

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

CJS #5 – The City: What Should It Be and Who Gets to Decide?

October 29-November 2, 2018

STUDENT SUMMARY –

The article we will read for this session 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/>

Writing Assignment:

- Student Outing Assignment material due (see the Handout Section).

Week of November 5, 2018: Fall Break – No CJS Sessions This Week!

CJS #6 – Implicit Biases & New York

November 12-16, 2018

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, segregation in the NYC school system and the broken windows theory, where social science, psychology and implicit biases have played a controversial role.

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>
- Jason Farbman, “Breaking Broken Windows,” *Socialist Worker (US)*, January 7, 2015
<http://socialistworker.org/2015/01/07/breaking-broken-windows>

Week of November 19, 2018: Thanksgiving Break – No CJS Sessions

CJS #7 – New York City on Film

November 26-30, 2018

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), *Do the Right Thing* (1989), and others, 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.

In preparation, we will watch a collection of film clips, with guiding questions that we will discuss together during seminar.

Preparatory Reading Assignment:

- *Video montage (about 30 minutes in total) for in-class discussion – <https://www.youtube.com/playlist?list=PLkwiJC4GMumsr1BzgGW6YNPlSS-Yryo88>*
- E. B. White, "Here is New York," 1949 [excerpt located in the FOR CUSP SCHOLARS – CJS student folder in the Google Drive]
- Jeremiah Moss, "Jeremiah's Vanishing New York," *Vanishing New York (blog)*, 2016 <http://vanishingnewyork.blogspot.com/>
- *Review the film descriptions below.*

Background on films to help with discussions:

Breakfast at Tiffany's (1961), Dir. Blake Edwards

In one of her most memorable roles, Audrey Hepburn plays Holly Golightly, an eccentric New York socialite who wins the heart of Paul, a young writer. In spite of her apparently carefree demeanor, Golightly slowly reveals a traumatic past; like Paul, she emerges as something of a misfit; lost and adrift. The opening scene shows Golightly at Tiffany's flagship store on 5th avenue. It takes place against another classic piece of music, Mancini's Moon River; now indelibly associated with New York.

Midnight Cowboy (1969), Dir. John Schlesinger

John Voight and Dustin Hoffman star as two New York City hustlers in this landmark film, which examines with unprecedented realism and humanity the social and moral decay of New York in the 1970's. A young and naive Texan, Joe Buck (Voight) heads to New York, hoping to succeed as a male prostitute for women. This scene appears early in the film, when 'Ratso' (Hoffman), a crippled street conman, is trying to convince Buck that he needs Ratso's help to succeed. It references many of the guiding concepts of the film - the hustle of the street, the use of sex as means of achieving power, and a deeply divided city in which the very richest and the very poorest share a sidewalk but never connect. The film serves as powerful piece of social commentary, not just on a particular era in New York City's history but also on the darker aspects to the American dream as they are embedded in it.

Manhattan (1979), Dir. Woody Allen

Woody Allen wrote, directed and starred in this movie, which chronicles the romantic confusions of a twice-divorced 42-year-old comedy writer (Allen), as he dates a 17-year-old girl (Mariel Hemingway) before eventually falling in love with his best friend's mistress (Diane Keaton). Like many of Allen's films, it also serves as a sort of love-story about New York. The movie famously opens with images of New York shot in black and white film, against the backdrop of Gershwin's Rhapsody in Blue, evoking a New York of a past era. Allen has written, "I always regretted that I was born too late for New York City in the twenties and thirties, because once the war started, it started to degenerate. Places started to close, the city slowly started getting sucked up into problems of huge welfare payments and narcotics problems, the crime problem mushroomed, television induced people indoors, and the city didn't have the vitality it had when there were so many Broadway shows going and so many nightclubs that you could go to." [Source: <http://nymag.com/nymetro/news/people/features/2415/>]

Do the Right Thing (1989), Dir. Spike Lee

Upon its release, Spike Lee's film won high acclaim for its portrayal of racial and class tensions within the community in Brooklyn's Bedford-Stuyvesant (BedStuy) neighborhood. The action takes place on a single day at the height of summer - as the heat builds to a crescendo, so does the anger of the local black residents who turn on the Italian owners of the local pizzeria, and on the police who try to subdue them. This scene is part of the mounting tension before the riot, as the black customers in the pizzeria begin to voice their feelings of marginalization.

Hannah and Her Sisters (1986), Dir. Woody Allen

Often considered one of Allen's major works, *Hannah and Her Sisters* tells the intertwined stories of a trio of sisters. The story unfolds between two Thanksgivings two years apart, in the course of which Hannah's husband falls in love with her sister Lee, while her hypochondriac ex-husband rekindles his relationship with her sister Holly. It stars an

ensemble cast including Mia Farrow as Hannah, Michael Caine as her husband, and Barbara Hershey and Dianne Wiest as her sisters. The film was, for a long time, Allen's biggest box office hit, with a North American gross of US\$40 million; and won Academy Awards for Best Original Screenplay, Best Supporting Actor, and Best Supporting Actress.

Ghostbusters (1984), Dir. Dan Ackroyd

Dan Ackroyd's *Ghostbusters*— which became one of Columbia's most iconic films of all time—stars Bill Murray, Ackroyd and Harold Ramis as eccentric parapsychologists who start a ghost-catching business in New York City. Ackroyd drew on his family heritage - his grandfather investigated the possibility of contacting the dead via radio technology and his father authored a well-regarded history of ghosts - as inspiration for the script. The finished result catapulted a crew of already-famous *Saturday Night Live* comedians (Ackroyd himself was an alumnus of the comedy sketch show) to international superstardom, and became a watershed in the industry, eroding the once insurmountable barrier between television and film actors. It has also been described as 'basically inventing the genre of special effects-driven comedy'.

When Harry Met Sally (1989), Dir. Rob Reiner

If you were trying to find a consensus pick for the best romantic comedy of all time, Rob Reiner's *When Harry Met Sally* would certainly be on the short list, if not just the clear-cut winner. The film raises the question "Can men and women ever just be friends?" through the complicated relationship between Meg Ryan's Sally and Billy Crystal's Harry. The idea for the film grew out of lengthy discussions between Reiner and its writer, Nora Ephron, particularly about Reiner's return to single life after a divorce. *When Harry Met Sally* helped to kick off the romantic comedy renaissance of the 1990s, and advances many ideas about relationships that became household concepts, such as "high-maintenance" and the "transitional person",

CJS #8 – Genealogy (Project Discussions)

December 3-7, 2018

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.

Writing Assignment:

- Genealogy reflection essay due for discussion during this session. Your essay should be approx. 600 words. Your GSM will provide instructions regarding the submission process. Please upload your document 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.
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SPRING 2018 SEMESTER

CJS #1 – Documentary of the 1968 Columbia Revolt

February 11-15, 2019

STUDENT SUMMARY –

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

Link to the 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
- *Review the film summary below.*

Summary of the 1968 Columbia Revolt film

The student strikes and building occupations at Columbia in the spring of 1968 garnered national media attention. However, news crews remained outside of the occupied buildings during the first strike. The only footage shot from inside the occupation was taken by filmmakers from an activist filmmaking collective called Newsreel. The unpolished style of the movie was not the result of inexperience, but instead was an intentional attempt to present the footage in a raw form that captured the energy of the protests.

Newsreel was founded in New York in 1967 by a group of almost sixty young filmmakers, many of whom were also members of activist groups like Students for a Democratic Society (SDS). They formed because, as one member told the Village Voice, "The news that we feel is significant -any event that suggest the changes and redefinitions taking place in America today, or that underlines the necessity for such changes—has been consistently undermined and suppressed by the media."

One Newsreel member had shot footage of the ongoing Harlem community protests that began in 1961 against Columbia's plan to take over Morningside Park to build a gym that would be almost exclusively reserved for Columbia students and faculty. Students of color from Columbia eventually joined these protests, and it was the struggle over the new gym that played the key role in sparking the student strike in 1968. However, as you'll see in Columbia Revolt, the central question of the gym and Columbia's relationship to Harlem is mostly ignored. Footage focuses almost exclusively on the student occupiers, and mostly the white student occupiers.

As scholar Cynthia Young points out, the film mystifies the origins of the 1968 strike, and hides the role played by predominantly black Harlem activists, in collaboration with students of color from Columbia. Most of the filmmakers in Newsreel were white, college-educated, young men, and in Columbia Revolt, this is the population they focus on. Nevertheless, Young notes that the filmmakers in Newsreel simultaneously made numerous films documenting the community struggles of Black and Latino families in New York to defend their schools and housing. Young argues that Newsreel members began to increasingly shift their focus to the struggles of people of color, not only in the United States, but globally, changing the group's name to Third World Newsreel in the 1970s. Newsreel grew to include chapters in sixteen cities in the United States, Canada, the UK, and Jamaica. When its members created films like Columbia Revolt, they quickly distributed them to other Newsreel chapters, SDS chapters, Black Panther Party chapters and other activist organizations. Members would generally tour the country with the films as well, trying to use them to foster further political organizing. The films sometimes had unexpected outcomes: immediately after a screening of Newsreel films at SUNY Buffalo in 1969, 500 students burned down a campus military recruitment center. The Black Panther Party screened the Newsreel film Black Panther at the beginning of their recruitment meetings. And a screening of Columbia Revolt at University of California at Santa Cruz helped students prepare for a protest the next day against the University Of California Board Of Regents.

CJS #2 – RBML Visit

February 18-22, 2019

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. This on-campus trip is usually a fountain of inspiration for student capstone projects.

During the previous session (CJS #1), everyone should have signed up for one of these 1-hour tours scheduled for Friday February 22, 2019:

10am to 11am

11am to 12pm

1pm to 2pm

2pm to 3pm

3pm to 4pm

If there is an academic conflict with any of these times, then inform your GSM as soon as possible.

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

CJS #3 – College & Society: 1968 and the Struggle over Columbia’s Role in the World

February 25-March 1, 2019

STUDENT SUMMARY –

We will start this session with a discussion about the documentary film, *Columbia Revolt*, and conclude with an overview about the Capstone Projects that are due at the end of the semester.

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. We will discuss 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. As last year’s Disorientation Guide shows (link provided in the Supplemental Reading Section), 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/>
- *Review the chronological summary below.*

Writing Assignment:

- Submit to your GSM via email your 50-word commentary describing how reading about, watching, and discussing the 1968 protests helped you know Columbia better. What changed? How does knowledge of this conflict impact your sense of membership within the Columbia community?

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 #4 –Belonging & Being a Columbian

March 4-8, 2019

STUDENT SUMMARY –

What does it take to 'belong' at Columbia? In this session, 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'. 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>

Writing Assignment:

- Due during this session – 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/
-

CJS #5 – Teachers & Mentors: Office Hours and Beyond

March 11-15, 2019

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 will have reached out to a faculty member at Columbia for an interview (for about 15 minutes) about their research and academic history. This is a great opportunity to interact with someone whom 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 an institution from their position 'on the other side of the classroom', so to speak. Bring your notes with you to share in this lively discussion.

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/>

Week of March 18 – 22, 2019 Spring Break – No CJS Sessions This Week!

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

March 25-April 19, 2019

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.

Assignment:

- Capstone projects are due according to GSM instructions.
 - Review the Handouts section for additional information.
 - Complete the fall 2018 semester survey.
-

SUPPLEMENTAL READING LIST

Pages 51-53

FALL SEMESTER 2018

- **CJS #2 – Harlem and Its Relationship with Columbia**
- **CJS #4 – Genealogy**
- **CJS #5 – The City: What Should It Be and Who Gets To Decide?**
- **CJS #6 – Implicit Biases & New York**
- **CJS #7 – New York City on Film**

SPRING SEMESTER 2019

- **CJS #1 – Screening of May 1968 Documentary of the Columbia Revolt**
- **CJS #2 – College & Society: 1968 and the Struggle over Columbia's Role in the World**
- **CJS #3 – RBML Visit**
- **CJS #5 – Teachers & Mentors: Office Hours and Beyond**

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 2018

CJS #2 – Harlem and Its Relationship with Columbia

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 -- Genealogy

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=_dwGuFgumTo

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 – The City: What Should It Be and Who Gets To Decide?

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 #6 – Implicit Biases & New York

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>

CJS #7 – New York City on Film

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/>

CJS #8 – Geneology

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>

SPRING SEMESTER 2019**CJS #1 – Screening of May 1968 Documentary of the Columbia Revolt**

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 – College & Society: 1968 and the Struggle over Columbia’s Role in the World

“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>

Clara Bingham, “The Whole World is Watching: An Oral History of the 1968 Columbia Uprising,” *Vanity Fair*, April 2018 <https://www.vanityfair.com/news/2018/03/the-students-behind-the-1968-columbia-uprising>

Paul Cronin, “A Time to Stir: Columbia ‘68,” Columbia University Press, 2018, 512 pages, *JSTOR*, www.jstor.org/stable/10.7312/cron18274 (may require Columbia login).

CJS #3 – RBML Visit

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

Visit Columbia Libraries website to explore the historical resources and research guides that are available to Columbia students – [Columbia University Libraries: CU Archives](#)

CJS #5 – Teachers & Mentors: Office Hours and Beyond

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

Pages 55 – 68

- **Fall Semester CJS #5 – Outing: The City: What Should It Be?**
- **Spring Semester CJS #5 – Informational Interview with A Professor**
- **Spring Semester CJS #6-9 – Capstone Project**
- **Photo Release Form**

Fall Semester CJS #5 – Outing: Developing the City

Due by CJS #5 (Week of October 22 – October 26, 2018)

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 photos with you and/or your group). Your photographs, together with captions, are to be uploaded to the Google Drive CUSP Scholar Folder prior to CJS#5. Bring with you to your CJS #5 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 #5.

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 Square – 42nd Street. Then, take the S shuttle train to Grand Central – 42nd Street, 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 Square, and get off at Times Square – 42nd Street. 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.

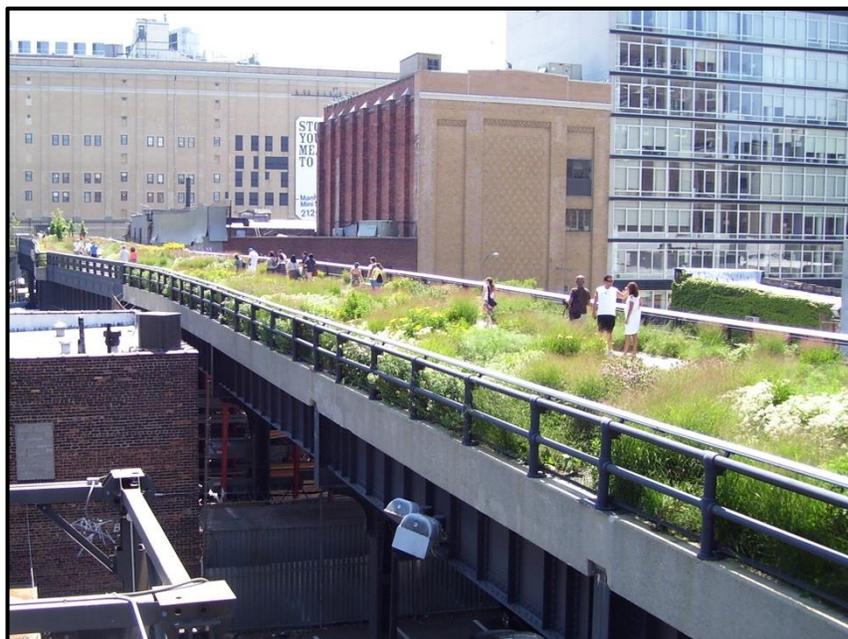


3. The Highline Park

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 in Tremont.

Suggested route: From the Washington bridge footpath, follow University Avenue around until it meets Featherbed Lane. Follow Featherbed Lane until 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 the 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

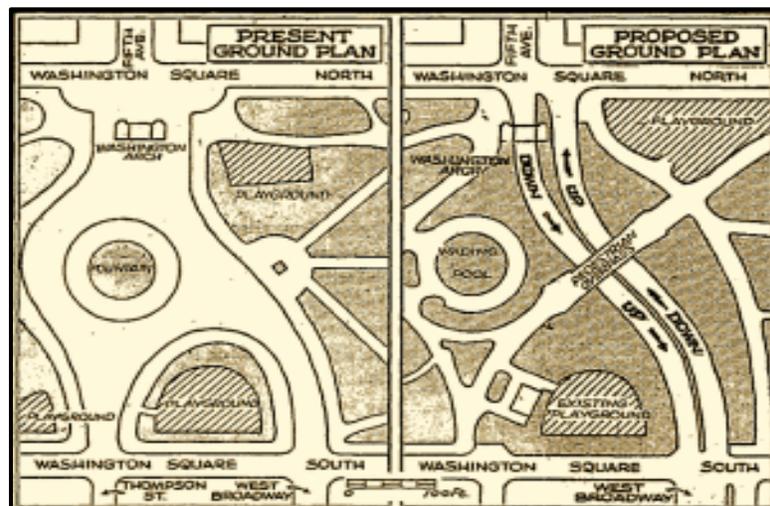
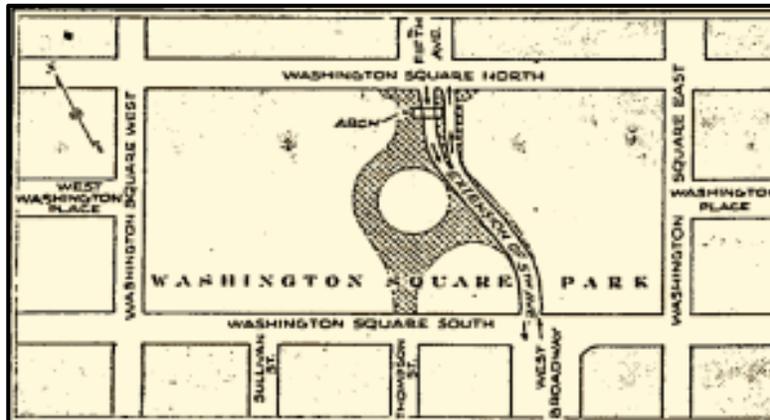
The Lower Manhattan Expressway (LOMEX), was a plan for an expressway through Lower Manhattan, notably transecting the neighborhoods of SoHo and Little Italy (see map and model rendering below). The Expressway, which was proposed to ease chronic downtown traffic congestion, would have begun at the Hudson 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 it 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).



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 on September 11, 2001. 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?

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

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](#).

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 4 – 8, 2019)

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 with 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.)

Take notes and be prepared to share your notes with the GSM and your peers during CJS #5. Communicate with your GSM if you have questions.

Spring Semester CJS #6-9 – Capstone Project

Deadline – Friday March 8, 2019

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 during the spring semester to discuss their proposed Capstone Projects.

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.

COLUMBIA UNIVERSITY

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