

Columbia Undergraduate Scholars Program

Columbia Journey Seminar 2014-2015

Syllabus & Readings

“COLUMBIA UNIVERSITY IN THE CITY OF NEW YORK”



Columbia College & Columbia Engineering

Columbia Journey Seminar 2014-2015

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Welcome, First Year Scholar!!

Expectations, Responsibilities, and Resources

- a. **Columbia Journey Seminar**: Attendance is mandatory for all First-Year Scholars

- b. **CUSP Speaker Series & Symposia**: *In order to remain in good standing with the Program, attendance of a minimum of 3 CUSP events per semester is mandatory.* CUSP events include CUSP Speakers and CUSP Summer Fellowship Symposia. Scholars are expected to fill out event evaluations (on Courseworks) soon after the Speaker. Evaluations for each Speaker event will close two weeks after each talk. If, due to class conflict, you are unable to attend the minimum number of events required, please email your course schedule (from SSOL) to your GSM who will suggest alternative options. You must fill out an evaluation for each alternative event you attend – telling us why you chose that event and what you learned from it!

- c. **CUSP Summer Enhancement Fellowships**: (1st, 2nd and 3rd summers): Scholars in good standing with the Program are eligible to apply for summer funding and will be considered based on the merit of the project. **Please note that while CUSP cannot fund some projects in their entirety, the Office does its best to be as generous as possible given budgetary constraints.**

- d. **Academic & Enhanced Advising**: Kristin Gager and Lavinia Lorch serve as academic advisors to all John Jay and Kluge Scholars and offer enhanced advising to C.P. Davis Scholars. As per the policy of Columbia Engineering, all engineering students are pre-assigned to a primary advisor who serves as liaison with the student's declared department.

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Columbia Journey Seminar (CJS) – Learning Objectives

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 on core classes and meets weekly for one hour, bringing First-Year Scholars together with Graduate Student Mentors (GSMs) completing their PhDs in different fields, with faculty, administrators, and representatives from the community.

The theme of the Columbia Journey Seminar is inspired by the name of alma mater, “Columbia University in the City of New York.” Scholars will explore the concepts of identity and belonging both in the City and on campus through field trips and seminar discussions facilitated by the GSMs.

Utilizing a stimulus and discussion model, Scholars are motivated to consider the ways in which each encounter – a lecture, film, neighborhood visit, an interview with Columbia faculty, or a tour of university spaces: shapes and is shaped by their experience as Columbia students.

Throughout the course of the year, First-Year Scholars will not only make new friends, build relationships with professors and acclimate to college life – they will also be encouraged and supported as they grapple with questions about what it means to be an engaged and responsible member of the Columbia community and beyond.

Columbia Journey Seminar Theme: “Columbia University in the City of New York”

The fall semester of the Columbia Journey Seminar (CJS), which explores the rich and multilayered identities of New York City and New Yorkers, opens with a two-hour guided walking tour of Harlem, given in partnership with Mr. Neal Shoemaker of *Harlem Heritage Tours*. 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. Students also encounter lively locales such as the African market and “Little Senegal” and witness the ever-changing contours of Harlem through contemporary immigration.

CJS follows the theme of immigration as central to the identity of New York City through the screening of the new independent film, “The Sturgeon Queens,” – the story of four generations of a Jewish immigrant family that created Russ and Daughters, a Lower East Side deli that is still thriving today! Following the film, Scholars will explore the Lower East Side with the GSMs. Continuing their exploration of New York City identity, Scholars will visit the Schomburg Center for Research in Black Culture and write a critical review of an exhibit. The fall semester closes with a montage of New York City in film, rounding off the semester’s exploration of identity and belonging.

The spring semester focuses on the role of Columbia University as both a maker of history and a repository of history. The semester opens with the screening of the documentary “Up Against the Wall” that chronicles the student take-over of the Columbia campus in May 1968. In discussions that contextualize this local movement within global movements of student activism, Scholars are encouraged to draw connections between the student activism and political realities of the 60’s and their own on-campus engagements with social change. As a follow-up, Scholars identify a favorite “Columbian” – past or present – and explore how an alma mater can shape student identity.

Against the backdrop of the 1968 documentary and the discussion of intellectual genealogy, Scholars will visit in groups the Columbia Rare Books & Manuscript Library to explore Columbia’s history, its role as a repository, and broader questions of the meaning and purpose of an archive. This visit will allow Scholars to delve into the challenges and significance of collecting tangible materials in the digital age.

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As one of the most important repositories and creators of knowledge on this campus, the faculty, as both mentors and advisors, serve as a rich resource to students. In order to begin to develop personal relationships with faculty, Scholars will interview an instructor or professor of their choice and share their thoughts in class on the role and influence of the professoriate at Columbia. These early encounters with faculty members not only develop into long-lasting mentoring relationships but often lead to exciting research opportunities.

All of the CJS's experiences – the Harlem Tours, the museum visits, the Rare Books and Manuscript Library, the movies, the meetings with faculty, and the thriving community developed during seminar – culminate in a capstone project that invites Scholars to harness their creativity and multimedia savvy in exploring the seminar theme “Columbia University in the City of New York.” This capstone project can be completed individually, in pairs, or in groups.

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Fall Semester: “The City of New York”

CJS #1 (Sept. 29 – Oct. 3): Introduction to the CJS Syllabus

This introductory CJS session will present an overview of the goals, expectations, and procedures of the Columbia Journey Seminar. During this session we will discuss this year’s theme – “Columbia University in the City of New York.”

Optional Reading (*See reading in course packet*)

- E.B. White, *Here is New York*. (1949), pp. 695-711.
-

Homework Assignment for CJS #2

Readings (*See readings in course packet*)

- “*Growing Together: An Update on Community Services, Amenities, and Benefits of Columbia University’s Manhattanville Campus in West Harlem*,” (September 2013), pp. 1-17.
- Andrew Lyubarsky, “Manhattanville in a Global Context,” *Columbia Daily Spectator*, (January 29, 2008), pp. 1-4.
- Jonathan Hollander, “Manhattanville’s Forgotten Beneficiaries,” *Columbia Daily Spectator*, (January 24, 2008), pp. 1-3.
- “Harlem and Columbia Expansion,” *The Harlem Times* (Feb 15, 2014), pp. 1-2.

Additional Reading (*online*):

Susan Sachs, “In Harlem's Fabric, Bright Threads of Senegal” *NYTimes* (July 28, 2003)

<http://www.nytimes.com/2003/07/28/nyregion/in-harlem-s-fabric-bright-threads-of-senegal.html>

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CJS #2 (Oct. 6-10): Discussion: Harlem and its relationship with Columbia

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 and the readings assigned.

Preparation for CJS #3:

Please note that all First-Year Scholars will meet for CJS #3 on Monday, October 13 at 6pm in the Teatro of the Casa Italiana (117th Street and Amsterdam Ave). Attendance is required (barring class conflict).

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CJS #3 (Monday, October 13; 6 pm): “The Sturgeon Queens” Film screening followed by discussions with Director Julie Cohen

Teatro, Casa Italiana

All first year Scholars must attend this special screening of “The Sturgeon Queens,” a new film about four generations of a Jewish immigrant family that created *Russ and Daughters*, a Lower East Side deli that is still thriving today!

Fresh from the independent festival circuit, the film will be presented by its Director, Columbia professor and alumna Julie Cohen. Julie is a veteran television news producer and documentary filmmaker and the founder of BetterThanFiction Productions. She graduated from Colgate University and holds Master’s degrees from the Columbia Journalism School and from Yale Law School, where she was a Knight Fellow.

Note that attendance is mandatory (barring class conflict). No Regularly Scheduled CJS sessions will take place this week.

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CJS #4 (Oct. 20-25): Field Visit to the Lower East Side

Branching out beyond Columbia's immediate neighbors and as a follow-up to the film "The Sturgeon Queens," Scholars will explore the impacts of immigration, diaspora, and globalization during a walking tour of the Lower East Side starting at the Tenement Museum and guided by a Graduate Student Mentor.

The tour leaves punctually from the bookstore of the Tenement Museum (103 Orchard St, New York, NY 10002).

Directions to Tenement Museum: *Take the 1 to 59th Street/Columbus Circle and then take the B or D to Grand Street. Exit at Grand and Chrystie. Walk east (away from Bowery) on Grand Street for four blocks. Take a left at Orchard Street and walk north for two blocks to the Museum Shop 103 Orchard Street. You must calculate 45 minutes-1 hour to get there by subway.*

Please sign up on the Wiki for groups of 15 Scholars (*See instructions on how to sign up on Courseworks Wiki at end of course packet*).

Homework Assignment for CJS #5 (week of October 27-31):

Reading (See excerpt in course packet):

Edwidge Danticat, Breath, Eyes, Memory.

Published in 1998, this novel, by Barnard alumna Edwidge Danticat, follows the life of Haitian immigrant Sophie Caco, starting at age 12 and moving up to adulthood, and the hurdles she faces regarding her race, gender and language after moving to New York.

Additional Resources (see readings in course packet):

"The Immigrant Advantage" (*New York Times*, May 24, 2014). http://www.nytimes.com/2014/05/25/opinion/sunday/the-immigrant-advantage.html?_r=0

- Victoria Eben, "Little Senegal vs. the New Harlem Renaissance: Senegalese Immigrants and the Gentrification of Harlem." (**this article was translated from the French by the author*)

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CJS #5 (Oct. 27-31): Immigrant New York – Past and Present

New York was for many years the principle 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 continue our exploration of New York's immigrant history, following on from the screening of the Sturgeon Queens in CJS #3 and the outing to the Lower East Side (LES). The historical dimensions of the film and the Walking Tour of the LES are complemented by the contemporary immigrant testimony of Barnard alumna, Edwidge Danticat.

- *Students are invited to consider issues such as:* The difficulties facing immigrants, both from without and from within their own communities; as well as the advantages gained by coming to America
- The question of what it is to be an American: when does one cease to be an immigrant and become American?
- The role of religion in the context of the hardships of the poor. For example, do you think religion is a spiritual comfort or a tool of continued oppression and hierarchy in such a context?
- Why certain immigrants - or immigrant communities - succeed where others continue to struggle
- How has immigration shaped the identity of New York City? What are the economic, social and cultural effects of immigration on New York?
- How have the experiences of New York immigrants changed over the past century? Do you think the barriers to integration are more or less significant now than they were in the past?
- Do you think some immigrant communities have integrated more easily than others? Which factors are relevant to the success of an immigrant community?
- Are unity and diversity compatible? Is it possible to achieve unity among groups of people from diverse backgrounds while they retain their local identities? Does “naturalization” entail a loss of identity?
- What it is to be a New Yorker? When does a resident cease to be an outsider and become a New Yorker?

No Homework Assignment for CJS #6

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CJS #6 (Nov. 10-14): Skill Building: Writing a Critical Review

During this session GSMs will explain the craft of writing a critical review. This session is designed to teach students how to recognize and create an “authentic” piece of journalism.

In class readings (*See readings in course packet*):

- Peter Schjeldahl, “Old and New: The Reopening of the Islamic wing at the Met” (*The New Yorker*, Nov. 7, 2011)
http://www.newyorker.com/arts/critics/artworld/2011/11/07/111107craw_artworld_schjeldahl
 - Edward Rothstein, “Toasting History in a Cellar Saloon: Lower East Side Tenement Museum Opens ‘Shop Life’” (*New York Times*, Feb. 7, 2013)
http://www.nytimes.com/2013/02/08/arts/design/lower-east-side-tenement-museum-opens-shop-life.html?pagewanted=all&_r=0
 - Edward Rothstein, “Five Plague Years: AIDS in New York” at the New York Historical Society (*New York Times*, June 6, 2013)
<http://www.nytimes.com/2013/06/07/arts/design/aids-in-new-york-at-new-york-historical-society.html?pagewanted=all>
-

The next CJS session will be CJS #8 and will meet the week of Dec 1-5

Homework Assignment CJS #8 (Dec. 1-5):

Independent visit and critical review of an exhibit: The Schomburg Center for Research in Black Culture.

- In pairs or small groups visit The Schomburg Center for Research in Black Culture (*see course packet for more detailed instructions*).
- Each student should write a review of an exhibit at the Center, incorporating the critical skills learned in class and post it to Courseworks (*see course packet for instructions on how to post to Courseworks*).

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CJS #7 (Nov. 7-21): Field Visits to The Schomburg Center for Research in Black Culture

Students may go independently or coordinate with a partner or small group. For directions and information regarding the museum, please visit the following site: <http://www.nypl.org/locations/schomburg>

Homework Assignment CJS #8 (Dec. 1-5):

- Each student should write a review of an exhibit at the Center incorporating the critical skills learned in class and post it to Courseworks.
- **Reading (See excerpt in course packet):**
“Goodbye to All That” by Joan Didion
Appeared first in 1967 in “The Saturday Evening Post” under the title “Farewell to the Enchanted City”.

The best critical review will receive a special prize

Lunch for 2 at Le Monde!

The winner will be announced the week of Dec. 8!

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CJS #8 (Dec. 1-5): Discussion: New York on Film

With over 40,000 annual location shoots per year, no city has been depicted in film as frequently as New York. As we round off the fall semester's exploration of identity and belonging, we will consider a handful of the City's most iconic roles. In watching scenes from *Breakfast at Tiffany's* (1961), *Midnight Cowboy* (1969), *Manhattan* (1979), *Do the Right Thing* (1989), and *Gangs of New York* (2002), students are invited to think about how these and other films reflect, shape and/or distort the identity of the City and those who live in it.

<https://www.youtube.com/playlist?list=PLkwiJC4GMumsr1BzgGW6YNPISS-Yryo88>

- Consider the ways in which films participate in the romanticization of New York City. To what extent is this in tension with the reality of life for its citizens?
- There are numerous familiar tropes that emerge from New York's depiction in film, e.g.: toughness and ambition ("if you can make it here, kid, you can make it anywhere"); bright lights, big city; wildness and frivolity ("The City That Never Sleeps"); fame, money and/or power. Do you think these are universal, or do they reflect the interests of only small subsections of society?
- How have people used film and other artistic media to promote social progress/equality?
- What is it about New York that so particularly captivates the global imagination? What inspires so many people to come to New York to "make it?"
- Consider some of the many identities of New York City over the years (e.g. the jazz/prohibition era (1920's); the "mad men" culture of the '50's and '60's; the music and art scenes of the 1970's (punk, Warhol's factory, disco); club kids and the coming out of gay culture in the 1980's; hip hop in the '90's). Do you think there is any common thread - a "New York identity" - which unifies these themes?
- Consider the role of nostalgia in shaping the City's identity. To what extent do you think our ideas of "old" New York reflect how things really were, rather than how we want them to have been? One sometimes encounters the idea that New York is in decline; that it has lost what once made it special or interesting.... Do you agree?

New York on Film (background on films)

1. 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/>]

2. 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.

3. 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 Fifth Avenue. It takes place against another classic piece of music, Mancini's Moon River, now indelibly associated with New York.

4. 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 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.

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Spring Semester: “Columbia University”

CJS #1 (Feb. 16-20): Screening of May ‘68 Documentary

During this session students will view a documentary on the 1968 student protests and explore Columbia University’s role in shaping the broader academy and the social movements of the ‘60’s. GSMs will introduce the Capstone Project. (*Please consult examples of past projects on Courseworks*)

Link to 1968 documentary: http://www.youtube.com/watch?v=BUcYLuGiL_s

Homework Assignment for CJS#2 (Feb 23-27):

Reading (See course packet):

- 'Disorientation Guide' <http://www.columbia.edu/cu/cssn/disguide/disguide02.pdf>
- Any one of the sources listed under ‘Additional Materials’

Additional materials:

- 1968: Columbia in Crisis (Online Exhibition from the Columbia University Archives) <https://exhibitions.cul.columbia.edu/exhibits/show/1968>
- Columbia College Today (spring, 1968) http://issuu.com/barak/docs/columbia_college_today_spring_1968
- A personal reminiscence of the 1968 student uprising at Columbia University <http://www.columbia.edu/cu/computinghistory/1968/>
- Researchers reflect on the legacy of 1968 <http://www.columbia.edu/cu/21stC/issue-4.1/karaganis.html>
- NYT article on the present-day views of the ‘60’s radicals <http://www.nytimes.com/2003/08/24/nyregion/quieter-lives-for-60-s-militants-but-intensity-of-beliefs-hasn-t-faded.html>
- An appraisal of the Weathermen after 40 years <http://hnn.us/articles/93754.html>
- ‘Harlem vs. Columbia University” An Interview with Stefan Bradley <http://www.insidehighered.com/news/2009/08/20/bradley#sthash.HA10ynbv.dpbs>
- Harlem vs. Columbia University: Black Student Power in the Late 1960’s by Stefan Bradley <https://www.gonzaga.edu/Campus-Resources/Offices-and-Services-A-Z/MarketingandCommunications/Publications/GQ/spring10/excerpt-bradley.asp>
- Trying to hand out fliers to prospective students: <http://youngist.org/breaking-past-the-brochure/#.U4zpWZSwLtM> along with the actual flier that they were prevented from handing out: <https://bwog.com/2014/04/06/no-red-tape-protests-at-days-on-campus/>
- Title IX and Title II federal complaint: <http://youngist.org/columbia-students-file-clery-act-title-ix-complaints/#.U4zp55SwLtM>
- 'Disorientation Guide' <http://www.columbia.edu/cu/cssn/disguide/disguide02.pdf>

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CJS #2 (Feb. 23-27): Discussion: College and Society – Columbia’s role in the social revolutions of the 1960’s

In this class, we will discuss issues raised in the 1968 Columbia University Protest Documentary, including activism and its place within Columbia and within the University more generally, and we will explore May ‘68 as a global phenomenon.

- How has activism changed since the ‘60’s? Has there been a decline in the politicization of youth / student activism? Are you involved with student activism? Why / why not?
- How has technology changed the way people protest?
- What are the stakes today? How do they compare with those of the ‘60’s?
- Think about the splits the protests caused within the college community:
 - Within the student body - Why do you think some students got involved in the ‘68 protests while others did not? Are there socio-economic barriers to being involved in student activism?
 - What were the potential splits between students and professors?
- Should a university be engaged with the social and economic strife that surrounds it? Or should it be insulated and a safe haven for the production and dissemination of knowledge?
- What made Columbia a fertile place for the May ‘68 protests? How did the protests subsequently shape Columbia’s image and identity?

Chronology of Spring 1968 at C.U.

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

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Homework Assignment for CJS # 3 (March 2-6):

Identify your favorite Columbian (past or present) and prepare to discuss (in CJS #3) 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. *See **handout at end of course packet for a selective list of notable Columbians.***

For an introduction to some of the most notable Columbians, see “Columbians Ahead of Their Time” on the Columbia 250 website. http://c250.columbia.edu/c250_celebrates/remarkable_columbians/

For more in depth archival research, the Finding Aid for the Historical Biographical Files, on the CU Archives website features many of the figures noted in the Columbia 250 list.

Link: 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/

Additional Resources (from a classic text in the branch of psychology known as social identity theory):

Fred Mael & Blake E. Ashforth. “Alumni and their Alma Mater: A partial test of the reformulated model of organizational identification,” *Journal of Organizational Behavior*, vol. 13, 101-123 (1992)

Summary: Organizational identification is defined as a perceived oneness with an organization and the experience of the organization’s successes and failures as one’s own. While identification is considered important to the organization, it has not been clearly operationalized.

The current study tests a proposed model of organizational identification. Self-report data from 297 alumni of an all-male religious college indicate that identification with the alma mater was associated with: (1) the hypothesized organizational antecedents of organizational distinctiveness, organizational prestige, and (absence of) intra-organizational competition, but not with inter-organizational competition, (2) the hypothesized individual antecedents of satisfaction with the organization, tenure as students, and sentimentality, but not with recent attendance, number of schools attended, or the existence of a mentor, and (3) the hypothesized outcomes of making financial contributions, willingness to advise one’s offspring and others to attend the college, and participating in various school functions. The findings provide direction for academic administrators seeking to increase alumni support, as well as for corporate managers concerned about the loyalty of workers in an era of mergers and takeovers.

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CJS #3 (March 2-6): Discussion: “Alma Mater”

What does being a Columbian mean to you? What does it mean to belong to a particular school? How does someone’s alma mater shape his or her identity? In choosing a favorite Columbian and sharing this with your classmates, you will get a sense of Columbia’s rich intellectual and social genealogy and take a broader critical look at the social construct of “alma mater.”

- Of the Columbians the class has chosen to discuss, are there any traits they share in common that you think are distinctive of Columbia’s identity? What characteristics do you share in common with your classmates?
- How realistic is the notion of a single unifying college identity?
- Why do you think people so often want to belong to groups? What are some pros and cons that come from individuals identifying with an alma mater / with groups in general?
- How do you think May ‘68 affected the sense of cohesion and school identity for Columbia?
- Do you think college rivalries are important to forming college identities?

Please refer to calendar on back for further detail

Week of March 9-13:

Professor/Instructor Interview: Scholars should schedule & hold their faculty interview during their office hours at any time between the weeks of March 9-27. During the interview, students should take detailed notes in preparation for discussing the experience during CJS #5. (*See handout at end of course packet for guidance.*)

Sign up on the Wiki for the CJS Tour of the Rare Books and Manuscripts Library (RBML) by adding your name to one of the assigned sessions by March 13.

Week of March 16-20: Spring Break

March 25, 26, or 27:

The RBML tours take place **You must sign up by March 13, 2015.**

Reading (prior to RBML visit) (*See course packet*):

- Ian Cobain and Richard Norton-Taylor, “Sins of colonialists lay concealed for decades in secret archive,” theguardian.com, Wednesday, April 18, 2012.

Additional Resources:

- David J. Craig, “The Ghost Files” *Columbia Magazine* (Winter 2013-2014)
The article discusses digital documents and declassification issues:
<http://magazine.columbia.edu/features/winter-2013-14/ghost-files>

Week of March 30- April 3, CJS #5:

Regular classes resume; Please review and prepare to discuss your detailed notes from the Professor/Instructor Interview.

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Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 <i>CJS 3: Columbia's Intellectual Genealogy</i>	2	3	4 <i>John Jay Dinner</i>	5 <i>CUSP Speaker Jonathan Israel Rennert Hall 6-8PM</i>	6	7
8 <i>Professor Interview: Students should use the time this week to interview professors.</i>	9	10	11	12	13 <i>Last day to sign up for RMBL Visit</i>	14
15 <i>SPRING BREAK</i>	16 <i>SPRING BREAK</i>	17 <i>SPRING BREAK</i>	18 <i>SPRING BREAK</i>	19 <i>SPRING BREAK</i>	20 <i>SPRING BREAK</i>	21 <i>SPRING BREAK</i>
22 <i>CJS 4: RMBL Visits all this week (No formal CJS Session)</i>	23	24	25 <i>RBML Visit</i>	26 <i>RBML Visit</i> <i>CUSP Speakers Jeff Kluger and Amy Mainzer Rennert Hall 6-8PM</i>	27 <i>RBML Visit</i>	28
29 <i>CJS 5: Teachers and Mentors – Office Hours and Beyond: Class Discussion</i>	30	31				

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CJS #4 (March 23-27): Visit to Rare Books and Manuscript Library:

Discovering the History of Columbia

Regularly scheduled CJS will not take place this week. Instead, you will visit the Rare Book & Manuscript Library on the 6th Floor East Butler Library (remember to have signed up on the wiki by March 13). Using Columbia's archive, students will explore Columbia's history -- its role as a repository, the meaning and use of archives, and its role in the production of history. The discussion will explore as well the significance of collecting tangible materials in the digital age.

Rare Book & Manuscript Library, Columbia University Libraries:

<http://library.columbia.edu/locations/rbml.html>

Homework assignment for CJS #5 (March 30-April 3):

Professor/Instructor Interview: Students should have taken detailed notes in preparation for discussing the experience during CJS #5. (*See handout at end of course packet for guidance*).

CJS #5 (March 30-April 3): Teachers and Mentors – Office Hours and Beyond

Based on student interviews with professors and Scholars in this CJS session, we will explore the culture of the professoriate and the importance of building a wide range of mentoring relationships.

Homework assignments for CJS #6 (April 6-10) & CJS#7 (April 13-17): Capstone Project

Scholars should focus on creating their capstone project. The capstone project is meant to express their interpretation, in any medium, of the CJS theme: “Columbia University in the City of New York.” Feel free to be as creative as you wish!

Scholars will be expected to post their capstone project on the class Wiki prior to their presentation in class.

See handout at end of course packet for Capstone suggestions and ideas!

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CJS #6 (April 6-10): Impressions & Presentations: Capstone Projects

Presentation of Capstone Projects

CJS #7 (April 13-17): Impressions & Presentations: Capstone Projects & Reflections on the CJS

Presentation of Capstone Projects and reflections on Scholars' first year at Columbia University in the City of New York

CJS #8 (DTB): CJS Highlights and End-of-Year Celebration!!

READINGS FOR CJS