Internationalism Evolves: Columbia and the Global Centers
The annual academic job market season has concluded and our doctoral students have encountered once again a labor market that, though improved, is still weak. It is tempting to see the source of this weakness solely in the financial crisis of 2008—and it is indeed true that all national professional organizations saw a marked decline in positions advertised at that time. But the reality is that the 2008 disaster merely exacerbated a preexisting situation, namely, the erosion of tenure and tenure-track positions in the higher education system in the United States. Such jobs account currently for fewer than 30 percent of all instructional posts, and the downward trend is expected to continue until such time as universities determine singly or collectively that there is a tipping point of tenure-track faculty below which they cannot go without affecting irrevocably the quality of the education received by both undergraduate and graduate students, and ultimately the reputation of the institution itself.

Furthermore, the sustained decrease in the number of academic positions available to newly minted graduate students has produced a compression of four or five graduating classes of candidates who are competing with one another for a decreasing supply of tenure-track positions. These graduates have to begin their careers in employment circumstances that are not the ones they anticipated, and are further forced to postpone yet again existential decisions related to life in general that the relatively long duration of graduate studies had already postponed. The persistently difficult academic labor market has been leading students to explore employment options outside the academy, or within the university but in nonacademic administrative roles. Such students quickly realize that their faculty mentors have little knowledge to share about these nonacademic careers for doctoral students. Fewer than 35 percent of earners of Ph.D.s go on to seek academic employment, and that proportion has not been much higher in decades. But academic departments and graduate schools are increasingly realizing that, if such is the case, we should revisit our curricula and the skills that we develop in our students to have them reflect the multiple career paths in which they will embark upon graduation, and not simply assume that the only avenue worth pursuing is the one leading to an academic position. While in graduate school, many students kept to themselves the decision not to pursue an academic career out of a legitimate fear that their standing in their program would be affected were this ambivalence to be known. We all need to move away from that monolithic culture and embrace the myriad career paths available to our students, a variety and breadth that may in the end provide a plausible rationale for the many years spent in the pursuit of the doctorate.

To this end, the Graduate School of Arts and Sciences has sponsored this year a series of workshops, meetings, and social events in which alumni who have not pursued academic careers are invited to share their professional biographies with current students. These events have been extremely well attended and have inaugurated the Graduate Student Advisory Committee (GSAC), and the GSAS Alumni Association. Later, this summer GSAS will announce the creation of internships in academic administration that will allow current graduate students to explore their potential interest in that area of employment. These are only first steps, but they have the virtue of sending clear and compelling signals to our two most important constituencies: to our students, that there is a world of possibilities out there that they should feel free to pursue, and to our alumni, that we are immensely proud of what they have achieved in their manifold and fruitful endeavors outside the academic realm.
The Paris site is part of a network of eight Global Centers that serve as hubs for University activities across a broad geographical swath. (The other seven are located in Amman, Beijing, Istanbul, Mumbai, Nairobi, Rio de Janeiro, and Santiago and represent the Middle East, East Asia, South Asia, Africa, and Latin America.) Mark Wigley, dean of the Graduate School of Architecture, Planning and Preservation, whose own worldwide network of Studio-X facilities is closely integrated with the Centers, views each site as a “broadband platform for supporting every possible kind of interaction between Columbia and a region,” and as a “high-level exchange node that accelerates and facilitates new forms of collaboration.”

That very modern model represents the extension, one might even say evolution, of an earlier approach to internationalism. SIPA, for example, was one of many University institutions that grew out of the need for foreign intelligence during World War II and the subsequent Cold War demand for regional expertise, phenomena that led to the field of area studies as we know it today. SIPA’s offices are just a short walk from Deutsches Haus and the Maison Française—the oldest foreign-language or cultural houses in the United States.

Internationalism Evolves: Columbia and the Global Centers

By Alexander Gelfand

From his office on the fourteenth floor of the School of International and Public Affairs (SIPA), Paul LeClerc, Ph.D. ’69 and director of the Columbia Global Center | Europe in Paris, straddles two major periods in the history of Columbia’s engagement with the wider world: one of them rooted in a model of internationalism that stretches back to the early days of the 20th century, the other arising from more recent notions of global interconnectedness and interdependency.

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Both were inaugurated in the early 20th century by University President Nicholas Murray Butler, a Nobel Peace Prize winner who advocated for what he called “the international mind”: a habit of regarding “the few nations of the civilized world as free and co-operating equals in aiding the progress of civilization, in developing commerce and industry, and in spreading enlightenment and culture throughout the world.”

Such institutions continue to play a vital role in the life of the University and of many students and faculty. LeClerc himself is chair of the advisory board for the Maison Française, which will celebrate its 100th anniversary in 2013.
Yet as director of one of eight Global Centers located on four continents, LeClerc is also part of a very different kind of international initiative: one that focuses less on exporting knowledge than on accruing it; one that uses area studies to understand the relationships between participants in a larger global system; one that is less interested in bringing the world to Columbia, and more interested in expanding Columbia’s presence in the world.

Expectations are high. Administrators expect that activity across the network, in the form of communication and collaboration among the Centers, will become at least as important as activity within the Centers themselves, creating what Wigley calls an “intellectual framework” along which ideas will spread in unexpected ways, like plants along a trellis. Ultimately, he muses, the entire structure may come to resemble a “thinking machine that will begin to think in ways that we can’t predict.”

At the moment, however, Wigley’s vision is just that. First announced in 2008, the network is still in its infancy, and even its staunchest supporters cannot predict with any certainty what the future will hold. The initiative was almost immediately criticized for a perceived lack of planning and forethought, and there remain concerns over whether the University can maintain its values—academic freedom, freedom of expression, freedom from discrimination—at parts of the world that do not necessarily share them. The very existence of the network also raises a number of fundamental questions. How, for example, will the Centers serve Columbia? Why pursue this particular approach to extending the University’s reach? And what exactly does it mean for a place of higher learning to go global, anyhow?

**Global Myth vs. Global Reality**

The idea of the university as an actor on the international stage is hardly new. Ben Wildavsky, a senior scholar at the Kauffman Foundation and author of *The Great Brain Race: How Global Universities Are Reshaping the World*, points out that American research universities were inspired by the nineteenth-century German model developed by Wilhelm von Humboldt—a model that was copied by the hundreds of American scholars who visited Germany in the years following the Civil War. And one need only visit the website of the Office of Global Programs to appreciate the number of opportunities already available to Columbia students who wish to study, work, or conduct research abroad. As Kenneth Prewitt, Carnegie Professor for Public Affairs at SIPA and former vice president for Global Centers, puts it, “The University has been international for a very long time.”

As a result, says Kris Olds, professor of geography at the University of Wisconsin–Madison and author of the blog GlobalHigherEd, it’s “a bit of a myth” to suggest that globalization in higher education, whether at Columbia or elsewhere, “is entirely new and transformative in a way that’s never been seen before.”

“The rhetoric has been ramped up,” says Olds. “Everybody and their dog wants to be known as a more globally oriented institution of higher education—in part to keep up with the Joneses, in part because of student demands, in part because of competition.”

Yet no one disputes that things are not quite as they once were. The number of global initiatives at colleges and universities has increased significantly. Students and faculty have become more mobile, and cross-border research has become more common. Even university rankings today are staggering complex, and affect the lives of people around the world on a continual basis—and not in a way we’ve ever seen before.” Consequently, university administrators have come to the realization that while traditional approaches to internationalization (recruiting foreign students, establishing study abroad and exchange programs, promoting area studies) remain valuable, they are no longer sufficient.

But what is the best way to apprehend this altered global landscape? And what is the best way for an institution like Columbia to engage with it?

**Getting It Right**

For many American universities, the answer is simple: build branch campuses in other parts of the world. A recent census by the UK-based Observatory on Borderless Higher Education counted 200 such campuses, 78 of them operated by American universities, many of them located in developing countries in Asia and the Middle East. There are many flavors of overseas branch campus: a 2009 survey by the American Council on Education found that some receive full or partial funding from their host governments, while others receive none; some offer only graduate or undergraduate programs, others both; and some partner with foreign universities, while others go it alone.

All, however, offer degrees bearing the imprimatur of their parent institutions; all have a significant physical presence in the world. For many American universities, the answer is simple: build branch campuses in other parts of the world. A recent census by the UK-based Observatory on Borderless Higher Education counted 200 such campuses, 78 of them operated by American universities, many of them located in developing countries in Asia and the Middle East. There are many flavors of overseas branch campus: a 2009 survey by the American Council on Education found that some receive full or partial funding from their host governments, while others receive none; some offer only graduate or undergraduate programs, others both; and some partner with foreign universities, while others go it alone.

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presence in their host country; and all seek to replicate the educational experience offered back home through various means, such as recreating a core curriculum or flying in faculty to teach classes. High-profile examples include NYU in Abu Dhabi, the cluster of branch campuses (Weill Cornell Medical College, Texas A&M University) in Qatar’s apytly named Education City, and the Yale–National University of Singapore, slated to open in 2013, in keeping with that density and rapidity—some astonishing rapidity—whose official purpose was to “reconceive, and find new ways to support, the project of making Columbia University a genuinely global university in the century ahead.” The committee, itself the product of an earlier Task Force on the University and Globalization, introduced new courses and research initiatives and enabled what

There are many reasons for this. For one thing, the long-term viability of the branch campus model remains in question. “A lot of branch campuses haven’t done that well,” Olds says. Many have suffered from underenrollment, and a few, including George Mason University in the United Arab Emirates and Michigan State University in Dubai, have collapsed entirely. Faculty are often unwilling to uproot themselves and their families for a year or more in order to serve abroad, and it can be difficult to attract the same quality of student at a branch campus—all of which, in turn, can dilute the quality of a university’s brand. For another, some academics object to the very notion of exporting an American approach to higher education in order to make money off the backs of students in the developing world—a practice that raises the specter of the dreaded “I” and “O” words. “The whole point of the Global Centers is to follow an approach that is not imperialist and neocolonial,” Safwan Masri, director of the Global Center | Middle East in Amman, Jordan, said when he took the floor after Bollinger at the September roundtable. “The branch campus model is really about parachuting in, teaching students, and then getting out.” Masri, who was named vice president for Global Centers this past summer, later elaborated. “There’s nothing about the host country or region benefiting from the experience in a way that is sustainable, in a way that helps it become independent, and thus a net contributor.” By contrast, the Centers were never meant to serve as one-way channels for “spreading enlightenment and culture throughout the world,” to use Butler’s phrase. As an example, Masri points to the Queen Rania Teacher Academy, an independent Jordanian institution housed within the Amman Center that was established in partnership with Teachers College under the patronage of the Queen. With the Center’s help, the Academy offers teacher-training programs tailored to the Arab world; thus far, it has reached more than 2,500 educators. “We’re helping the Academy, we’re helping the country, we’re helping the region develop expertise,” says Masri. “We want to create organizations that will not only be partners with us in this transfer of knowledge phase, but that will be peers for us in the future.” A principal goal of the Centers is to foster new relationships across the various schools and disciplines represented within the University. In keeping with that aim, the Amman Center has also established an Institute for Sustainable Development Practice in collaboration with the Jordanian Ministry of Planning and the Earth Institute, a Columbia-based organization led by Professor Jeffrey Sachs that joins with local governments, the United Nations, and others to find solutions to pressing global issues such as poverty and climate change. The Center is also helping to advance public health and social work in the region through partnerships with the Mailman School of Public Health and the School of Social Work. “The whole point of the Global Centers is to foster new relationships between the various schools and disciplines represented within the University. In keeping with that

Flexible Roots, Rapid Growth

“The fundamental idea from the beginning was that there was no such thing as a Global Center,” Prewitt says. In 2005, President Bollinger announced the creation of the Committee on Global Thought, led by Nobel Prize winner and University Professor of Economics Joseph Stiglitz, whose official purpose was to “reconceive, and find new ways to support, the project of making Columbia University a genuinely global university in the century ahead.” The committee, itself the product of an earlier Task Force on the University and Globalization, introduced new courses and research initiatives and enabled what

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The essential idea was to establish a web of interconnected facilities across multiple major world regions, as opposed to a clutch of isolated satellite campuses, and to ensure that all of those centers would be accessible to, and in fact used by, the entire University. The rest was largely up for grabs. Locations were selected because the University had an alumni donor base in the area (Istanbul), other potential sources of support (Amman), or an existing presence through the Earth Institute (Mumbai, Nairobi)—considerations that led to choices that Prewitt describes as “idiosyncratic” and “opportunistic,” but “not random.” Even the numbers were indeterminate: when Bollinger asked Prewitt how many Centers he thought there ought to be, Prewitt’s response was, “more than six and less than ten.”

The lack of a formal planning process, and of clearly delineated guidelines for everything from funding arrangements to conflict-of-interest policies—not to mention minor details such as what the Centers ought to look like, or what exactly they ought to do—led to early concerns that the whole enterprise lacked focus and perhaps even a reason for being. But according to both Prewitt and Masri, at least some of that initial fuzziness was intentional—the reflection of a desire to remain flexible, rather than a sign of sloppy thinking. “We had some idea of what we wanted,” says Masri, “but we left a lot open.”

“It’s not like there’s a big design somnambule,” says Prewitt, who adds that he’s “glad we didn’t do a blueprint, because we would have gotten it wrong. We’re not smart enough to figure out all these questions ahead of time. Universities don’t transform themselves through blueprints; they transform themselves through trial and error.”

Along with such efforts to improve and refine the Centers, attempts are being made to routinize at least some aspects of the network. In his first year as vice president, Masri, who is an expert on operations management, aims to standardize such things as branding and governance—albeit without hindering innovation or breeding conformity. “How we do things needs to be consistent across the centers, but what we do should not be,” he says. (Other goals include broadening engagement with the various schools within the University; developing a set of global themes, such as health and education, that the Centers can work on together; and designing a standard business model for the Centers, which are currently funded through a mixture of project funds and donations from foreign alumni and friends of the University.)

Through trial and error, the network has grown rapidly, from two Centers in 2009 to eight in 2012, with schools from Mailman to GSAPP engaging in joint projects. “Would any of us have thought we’d have come that far in three years? No. But it happened because it was the right idea,” Prewitt says.

To Each Their Own

Given their present level of diversity, there seems little chance that the Centers will become overly homogenized. The Amman Center, which serves as a model for the others in terms of the range of its programs and partnerships, occupies a 45,000-square-foot building with its own auditorium, conference rooms and classrooms, and offices for 24 full-time staff. An upshot is that the Amman Lab, GSAPP’s local Studio-X facility—this past summer, 20 students from the United States, Jordan, and Turkey gathered there and in Istanbul for a two-week workshop on designing public spaces—and the site has its own teaching annex, information technology office, and communications team.

The Paris Center, meanwhile, occupies 25,000 square feet in Reid Hall, a former porcelain factory on the Left Bank that has served as the University’s foothold in France for more than half a century. “It has been an extension of Columbia for 60 years,” says LeClerc. “It is an academic center, and its center of study. You can do an entire M.A. program there. You can do two M.A. programs there. Over a thousand Columbia students have gone and spent a semester or a year there.” In August the Center, which employs 14 people, announced that it would be the first in the network to host a group of postdoctoral fellows. In September it was named the home of the Secretariat of the United Nations Sustainable Development Solutions Network, an Earth Institute-affiliated project that aims to mobilize experts in academia, civil society, and the private sector to help solve global problems.

Contrast that with the Santiago Center, which was launched in March 2012, takes up 4,000 square feet of office space, and employs one full-time staffer in New York and a single part-time assistant in Chile. “It’s me, the computer, and the coffee machine,” Ponaiichik says. Despite being one of the youngest and leanest of the Centers, however, the Santiago site sees plenty of activity. The Center shares a faculty steering committee with its counterpart in Rio, and a number of committee members have visited over the past year, doing research, teaching at local institutions, and advising the Chilean government. “They have a lot of expertise in the region in different areas—human rights, political science, trade—and they can provide a lot of contacts in Chile and in the region,” Ponaiichik says.

Ponaiichik herself is pretty well connected: a former minister of mining and minister of energy in Chile who also served as the country’s special envoy to the Organization for Economic Cooperation and Development, she has contacts in government, business, and academia. So far she has helped establish a partnership between the Ministry of Agriculture and the Earth Institute’s International Research Institute for Climate and Society to respond to extreme weather such as floods and droughts; assisted in brokering an agreement between Columbia and the Chilean government over scholarships for Chilean graduate students accepted to the University; and facilitated a partnership between SIPA and the School of Economics and Business at Universidad de Chile to offer a summer executive training program on regional and international finance topics.

The Center also coordinates field placements in Chilean mining communities for students in the Master of Public Administration and Development Practice program run jointly by SIPA and the Earth Institute. Caroline Ocampo-Mayo, one of two students who traveled to the Andean mining town of Andacollo last summer to identify sustainable development opportunities for Teck, a Canadian company that operates a large copper mine in the area, credits Ponaiichik and the Center for helping her make the most of the ten-week-long research trip. Ocampo-Mayo says that Paula Pacheco, the Center’s
Assistant in Morningside Heights, arranged meetings with Teck managers in New York, and with officials and people in Chile, while Poniachik played the role of in-country academic advisor, “helping us to navigate the system, establishing an interesting agenda, and helping us open doors and meet people.” Poniachik even provided feedback on the team’s final research paper, which included specific recommendations for creating new educational and employment opportunities that would benefit both the mining company and the town.

The Africa and South Asia Centers, meanwhile, coalesced around a clutch of preexisting Earth Institute projects and remain closely associated with them. As Joanna Rubinstein, assistant director for international programs at the Institute, explains, what ultimately became the Nairobi Center in September 2012 had for some time been the Institute’s own beachhead in Africa for advancing the United Nations’ Millennium Development Goals, which include halving hunger and extreme poverty, ensuring environmental sustainability, and providing universal primary education. Today the MDG Center for East and Southern Africa is formally housed within the Global Center | Africa, which operates MDG-related projects in 14 different countries.

According to Center director Belay Begashaw, a former minister of agriculture for Ethiopia, the Nairobi site focuses on finding technical solutions to local problems, like using bed nets to fight malaria in Malawi, and then helps sell those solutions to national-level policymakers. Three countries have already adopted measures recommended by the Center, and Begashaw believes that the transition from Earth Institute venture to networked Global Center “will really change significantly the programs here, and Columbia’s visibility in Africa.” A number of University units, from Mailman to the Department of Ecology, Evolution, and Environmental Biology (EEEB), are undertaking programs with Center support: a group of EEEB students will arrive in January for a three-month seminar on tropical biology and sustainability led by faculty from both Columbia and Princeton University, and the latter has shown interest in establishing a joint research program.

**Global Reach, Global Issues**

Yet if each Center has a unique personality, each one also presents unique challenges. A month after the Africa Center was launched, Prevatt told the Columbia Spectator that it was too soon to say that homosexuality in East Africa was a matter of concern. “We don’t know if we can completely protect you if you went to northern Kenya,” he said. When asked, Begashaw said that the Center has yet to see examples of discrimination based on sexual orientation. But, he added, “You can’t rule out this kind of thing—it might come up anytime, anywhere.” Which raises the vexing question of how the University will uphold and promote its core values in places that don’t necessarily share them.

“Zoology”—e.g., sovereign debt, the integration of non-European cultures—“are really big, really interesting, really important,” and the Global Center for Europe offers Columbia students and faculty a “great laboratory” in which to explore them.

LeClerc’s own interests run to the cultures that go back thousands of years?—e.g., a continued interest in the effects of globalization on local cultures. “Oftentimes, when one talks about globalization, there are the standard, very significant topics: migration, integration, environmental sustainability, economic equality,” he says. But what about the influence that dominant global cultures exert over indigenous ones? Do they, LeClerc asks, have a liberating effect “in societies where freedom of expression is neither the norm nor the desired state of affairs?” Or are there more likely to “snuff out local cultures that go back thousands of years?”

The line of inquiry might be new, but LeClerc’s interest in world affairs is not. Given his personal and professional background, that’s hardly surprising.

Raised in a Franco-American household—his ancestors emigrated from France to Canada in the middle of the 17th century, and his grandparents migrated from Quebec to New England at the turn of the 20th—LeClerc
urbanization in the country; in time, Kaufman hopes to use the UCI as a launching pad for a broader “smart cities” initiative.

There are limits to just how daring the University and its representatives can be in China, however. Bollinger’s November trip coincided with the run-up to the 18th National Congress of the Communist Party, and the country’s first change in leadership in ten years. Kaufman stands firm on Columbia’s commitment to academic freedom and freedom of speech—“that’s who we are, and I don’t think we ever compromise on that,” she says—but given the circumstances, a certain degree of diplomacy was required.

“We were going to have a public forum on freedom of speech in China during Bollinger’s visit while the Party conference was taking place,” she asks. “No, of course not. But that doesn’t mean we won’t discuss it behind closed doors.” At a cocktail reception at the Peninsula Beijing hotel, Bollinger spoke instead about global education, a subject that Kaufman says was “chosen on the basis of what would be less sensitive politically, but no less valuable to the mission of the University.”

Such considerations may necessitate the formulation of new policies and guidelines—something Prewitt sees as part of the process of becoming a global university, a process he likens to the one that long ago transformed Columbia from a small college to a modern research institution. In 1860, Prewitt says, a visitor to Columbia College would have found three principal subjects being taught: natural history, classics, and “some kind of moral philosophy or religion.”

He continues: “Somewhere between then and a hundred years later, Columbia became a research university,” a change that was characterized by, among other things, the creation of new departments and disciplines, the establishment of “cross-cutting centers and institutes,” and the decision to grant the Ph.D. Virtually every aspect of Columbia’s current institutional identity—“who gets tenured, what courses we teach, what students we take in, what degrees we offer”—can be traced to that metamorphosis.

By the same token, Prewitt expects that one day, every aspect of Columbia’s identity will derive at least in part from its status as a global university. “We’re about where the University was in 1860 with respect to becoming a research university,” he says. Within 25 years, Prewitt believes that Columbia will be one of a half-dozen truly global American universities; within 50, “we will take for granted that our students will have experiences around the world.”

The Centers represent but one part of that transformation. But they have a crucial role to play, and their potential has yet to be fully realized. Those involved with the Centers typically stress that the place of a half-dozen truly global American universities; within 50, “we will take for granted that our students will have experiences around the world.”

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Amman and Istanbul might hold a joint workshop; Beijing and Mumbai might both participate in the Global Scholars Program. But these are limited collaborations, whereas Masri and his fellow directors envision much more ambitious exchanges involving multiple Centers. Wigley, at GSAPP, believes that such exchanges will help turn the University from a place where “brilliant people and ideas come together and are sent off into the world” into an institution characterized by the kind of “distributed intelligence” that is more relevant to a globalized world.

“I think the Global Centers are quietly putting in place the beginnings of what could be an almost explosively rich series of forms of teaching, of exchanging knowledge, of learning, of laboratory work,” he says. “Over time, very beautiful things will come out of this.”

PAUL LECLERC, CONTINUED

spoke a distinctive patois of French-Canadian French and American English as a child. After attending Catholic school in Queens, he enrolled at the College of the Holy Cross in Worcester, Massachusetts, where he came under the sway of Father Alfred Desaultes, a Jesuit professor who was himself of French Canadian descent. It was Desaultes who introduced LeClerc to Voltairé (Candide was on the church’s index of prohibited books at the time, and LeClerc had to petition the Bishop of Worcester for permission to read it); who advised him to study at the Sorbonne for a year after graduation, and to do his graduate work in French literature at either Columbia or Yale; and who inspired him to become a French professor at a small liberal arts college—in LeClerc’s case, Union College, in Schenectady, New York.

LeClerc went on to a series of academic and administrative posts at the City University of New York—“I wanted to work for a city university dedicated to providing access to underserved groups,” he says—before taking the reins of the NYPL in 1993, leaving a trail of international programs in his wake: he directed study-abroad programs in France while at Union; established student exchanges between Baruch, Hunter, and various French schools; and helped to create the CUNY-Universités de Paris Exchange Program—the first large-scale exchange between an American public university system and a European one, and one of the few accomplishments in which LeClerc will admit to taking pride, mainly because it gave students of modest means the opportunity to study in Paris at no extra cost. At the NYPL, LeClerc forged special relationships with institutions in Russia and Brazil, and mounted exhibits in New York with help from the British Library in London and the Bibliothèque nationale de France in Paris.

He has similar plans for the Global Center | Europe. In addition to maintaining Reid Hall’s historic focus on teaching and research, LeClerc would like to create a “whole new generation of programs having to do with European affairs”—programs that need not take place in Paris but might instead involve working with archives and institutions across the Continent. For example, students interested in exploring the European financial crisis could, with Center support, gain access to the finance ministries of Germany, Greece, and Spain.

LeClerc would also like to mount public programs similar to those he encouraged at NYPL, and to engage in collaborations with other Global Centers. In a move that would scratch both itches at once, he is currently planning a global writers’ festival for October 2013. He has already approached the Bibliothèque nationale about cosponsoring the festival and asked the directors of the other seven Centers to suggest prominent authors, making the event “one of the first products of the entire network.”

In the meantime, LeClerc intends to confer with the Center’s faculty steering committee to produce a strategic plan for the latest iteration of Columbia’s presence in Europe. “The academic enterprise is owned by the faculty,” he says, sounding like the veteran scholar that he is. “I need them to decide what they want to do with this place over the next five years.”

It sounds like a lot of work, and a hefty commitment, for a man who just a year ago thought that he was retiring in order to write a book. But when Dirks made his lunchtime offer, it was evidently one that LeClerc, who speaks of his “immense gratitude” to Columbia, felt he couldn’t refuse.

“I never would have done this if any other university had asked me,” he says.
Taking the Classroom Out of the Academy

BY SADIA LATIFI

On a chilly evening in late November, 12 students gathered in a Union Square seminar room to consider the works of Franz Kafka in the context of critiques from Max Brod and Walter Benjamin. Cookies, wine, and beer were at the center of the table to stimulate cerebral conversation.

The group at the Center for Jewish History were game for the debate. The twenty-, thirty-, forty-, and fifty-somethings easily spoke one after the other, and the instructor redirected off-topic conversations smoothly and posed new lines of inquiry to the group. For two hours, the group never ran out of subjects to talk about, and there was only one student who dozed off a few times. As far as seminars go, this seemed ideal.

Started by a Columbia Ph.D. candidate, the Brooklyn Institute for Social Research is in its second year, offering a rigorous liberal arts curriculum at a fee to anyone in the city. The result? A university-like learning environment without competition among students, who receive no promise of a grade, degree, or job for taking the classes.

"I cannot believe the level of participation," said founder Ajay Chaudhary, M.A. ’07, M.Phil. ’08, and a Ph.D. candidate at the Institute for Comparative Literature and Society through the Department of Middle East, South Asian, and African Studies. "There is an eagerness to continue the conversation after class is over, and that is the kind of reaction undergrads don’t always have the opportunity to give."

Chaudhary came up with the idea in November 2011. He was a preceptor for Contemporary Civilization, one of Columbia’s Core Curriculum classes for undergraduates. In the class, students read some of the best-known works of Western philosophy.

"Undergraduate liberal arts indicates a special phase of a young person’s life," he said. "When I told people about teaching the Core, they would often say, ‘I wish I could take something like that.’"

He connected with a few other instructors to gauge interest. He found bars in Brooklyn to host classes. Chaudhary taught the Institute’s first two courses: Politics of the City, which focused on Plato’s Republic and Aristotle’s Politics, and Shocks and Phantasmagoria: Walter Benjamin and The Arcades Project.

The Institute rapidly received media attention: writeups in The New York Times, The New Yorker, New York magazine, Inside Higher Ed, and Capital New York all ran during the initial term of courses. Participation in the Institute’s classes has grown every semester, and four classes are now being taught on a rolling schedule, including the Institute’s first mathematics course and courses taught in partnership with other academic and cultural institutions in the city.

"We put together a microcosm of a university without a university," Chaudhary said.

A Counterpoint to Digital

The Institute runs as a strong countercurrent to the massive open online course (MOOC) movement, where open education online allows students anywhere in the world to access course material without paying a cent. MOOCs offer a different learning experience, too—mediated by screens and with little personal interaction with other students.

"I don’t think what we do is technically feasible online," he said. "I think online education is great for certain kinds of subjects, but I don’t think it’s a magical panacea for all the problems in the academy. What we’re trying to do in our classes is closer to the formalized, rigorous, but engaged and communicative style of an academic seminar."

He added: "We try to leverage technology in the opposite direction, to help build in-person classroom and social environments for scholarly conversation and exchange."
Core Institute faculty member Abby Kluchin, Ph.D. ’12, Religion, agreed.

“No one has figured out the humanities online yet. It can’t just be a professor lecturing at a video camera, because then you lose the sense of engagement and excitement—and the ability to create a genuine intellectual community,” she said. “That’s only possible in the context of an in-person classroom experience.”

Indeed, many MOOC models steer clear of humanities courses because of the difficulty in interpreting material and facilitating meaningful conversation when students can log in and out as they choose. Udacity, Coursera, and EdX seem so far to have refrained from offering courses with heavy reading material and discussion groups.

Students attracted to the Institute seem to agree that it offers something online classes can’t.

“I’m just not convinced that I can get the same intellectual energy from an online course,” said Rachel Sugar, 27, a writer who took the Kafka, Brod, and Benjamin course. “I wasn’t taking the class to learn a specific skill—I was looking for a sort of highly structured reading group. My goal wasn’t to ‘learn Kafka’ but to talk about and think about a bunch of texts and ideas with people who also wanted to do that, and while I can imagine all kinds of possible online discussion boards and email lists to do that, I’m not sure it engenders the same kind of community or rigor.”

The digital education boom has arrived at a moment when many universities, particularly public institutions funded by state governments, are encountering economic pressures and an emphasis on outcomes—an emphasis that privileges certain courses, especially those in the STEM fields, which teach students “real-world” skills that can advance their careers.

“Liberal arts is kind of being dismantled and people are dissuaded from taking those classes and into choosing more ‘applicable’ fields,” Chaudhary said. “Liberal arts is not a double for humanities, and it includes sciences and social sciences. What it helps you do is to discern information. If you don’t have that, you don’t have the skill to qualitatively deal with those issues.”

Pedagogical Freedom

One significant characteristic of Institute classes is the presence of older students. While the Institute’s classes don’t require any previous knowledge of the material, knowing that some students may have had exposure in the past means the material can take new turns in discussion.

“You’re hard pressed to create a sense of wonder for 35-year-olds,” Kluchin said. “At 30, 40, 50, you’ve read more books, and you’ve acquired different knowledge sets. A lot of the sessions may include the same questions and conversations, but everyone’s approaching it from a different perspective.”

These are not appreciation classes or free-form discussions, Kluchin said. Classes often push people out of comfort zones, and her job is to help guide this conversation and share key insights. She taught a class on Freud and made it clear to students that they were not attending a six-week therapy session. “People stay on task because they want to,” she said.

Chaudhary added: “People rise to the occasion. We’ve had students come without prerequisites or any educational background on the subject, and it’s also still fruitful for those who want to add to what they’ve already learned.”

It’s been a diverse group so far, instructors said, with students from many class, racial, and educational backgrounds, including students who didn’t attend college.

The Institute also has several repeat students who bring their friends and spread the word about classes.

“The Institute has a remarkable feeling of camaraderie,” Sugar said. “Everyone’s doing it for the pleasure of doing it, because there’s no prize at the end—there’s no degree, there’s no job, etc. There’s nothing to compete for.”

Kluchin mentioned comments from a Columbia graduate student who took a class at the Institute.

“She said, ‘We don’t have to perform here.’” Kluchin recalled. “It’s less about having to prove your intelligence and more about open discussion and learning.”

The Institute also provides adjunct instructors with the opportunity to design their own course.

“You get to be a student again, and it’s very freeing.”

Kluchin said. “We give TAs and adjuncts this opportunity . . . take a paper and think of how you want to add to it and pitch it as a class. This is not artisanal education, or DIY. This is just a response to the perception that the opportunities for what we all want to do are vanishing.”

Chaudhary added: “We’re presenting ourselves as a self-sustaining alternative place where scholarship can be done.”

There is also the potential for instructors to earn serious side income, an important consideration as traditional, tenure-track opportunities shrink.

Eighty percent of a course’s tuition goes to that instructor, a cottage industry, an important consideration as traditional, tenure-track opportunities shrink.

Wayne Proudfoot, professor of religion, praises the model.

“It is . . . perhaps a response to questions that good graduate students often have as to how they can do something with their research and teaching in addition to the work they do in the academy,” he said. “These questions are becoming a bit more pressing now with fewer job opportunities available, especially in the humanities, but they don’t arise only from that.”

While there’s no certificate to receive at the end—a deliberate move to control the scope of the project—the Institute’s founders believe that having accredited, expert teachers in the room lends credibility to the entire operation.

“When you work for six or seven years as a Ph.D. student, one of the things we are trained to do is facilitate discussion,” Kluchin said. “We think there’s a certain skills and knowledge base that we’ve learned. And we care about teaching.”

This year, the Institute is partnering with the Goethe-Institut, the Center for Jewish History, and the Barnard Center for Research on Women to co-host classes.

“It seemed like a good way to get feminist theory to a new audience and to bring a new audience to feminist theory,” said Janet Jakobsen, chair of the Barnard Center for Research on Women.

She added: “Courses like these are for people who find learning to be life enriching—not just for its product but for its process.”

And while the course material isn’t online, the Institute still takes advantage of technology to spread their mission. They shoot video trailers to promote their classes, record a regular podcast, and are undertaking a huge archiving project to digitize hundreds of hard-to-find, out-of-print texts for others to use.

“There is a crisis in the academy. What we do is in danger of being lost or unrecognizable,” Chaudhary said. “What is an absolute myth is that people, particularly Americans, are anti-intellectual. That’s complete BS. That is just a reaction to what we’re presented with in the current system.”

“We wanted to maintain all the good things we like about the academy, and we can help demonstrate that it isn’t just crazy-old institutions that can do this,” he said.
it was—to say the least—an unexpected encounter.

For nearly 70 years, pressed between the covers of a ratty black binder and shunted into a file box in the Samuel Roth papers, sandwiched between legal records, correspondences personal and professional, hastily scribbled half-brained schemes, and vaguely bawdy etchings, the last manuscript of fiction by the great Harlem Renaissance writer Claude McKay lay in dusty repose, untouched and unknown—until a very lucky Columbia graduate student, Jean-Christophe Cloutier, stumbled upon it and recognized it for what it was.

It was—to say the least—an unexpected encounter.
The significance of the find is undeniable: Cloutier struck academic gold. “It just does not happen that great modernist writers have complete texts of novels that are just sitting somewhere,” said Brent Hayes Edwards, M.A. ’92, Ph.D. ’98, and a scholar of African diasporic literature in Columbia’s Department of English and Comparative Literature as well as Cloutier’s adviser.

But beyond the drama, the rediscovery of McKay’s novel *Amiable with Big Teeth: A Novel of the Love Affair Between the Communists and the Poor Black Sheep of Harlem* is a story about the relationships that lie hidden in the papers; as Edwards puts it, the “circuits” of different lives “crossing.” It’s a story about the existences that dedicated archivists and scholars reconstruct every day, bit by bit. It’s a story of the archives.

Jean-Christophe Cloutier (JC for short) converses with a casual puckishness that belies the depth of his knowledge on African-American literature. He smiles warmly and is quick to crack a joke; when he is particularly enthusiastic about a point, he is given to making exaggerated gestures, causing his unruly mass of curly black hair to flop over on his forehead.

As a French-speaking native of Quebec, African-American literature spoke to Cloutier. “Something about Quebec that people don’t realize is that Quebec was a colonized nation,” he says. “In that sense, the [African-American] voice really spoke to a certain experience, although I didn’t realize it until years later.”

During his time as an undergraduate at Concordia University in Montreal, he became obsessed with a theory that Ralph Ellison’s *Invisible Man* could be read as a superhero comic (“like Batman, or Superman or something . . . Invisible Man!”). Although there were a few references to comic books in *Invisible Man*, Cloutier had no solid proof linking Ellison to comic books. Motivated to prove the theory, he read up on both Ellison and the history of comics. Cloutier eventually proved, through archival material, that Ellison had worked with and been influenced by the ideas of Dr. Fredric Wertham, a psychiatrist who had studied the effects of comic books on youth. “When I first saw the connection, I got very excited and eventually my first published article was on that,” Cloutier recalls. “I ended up in the archive to legitimate my reading. That’s the only thing that would let people believe this crazy theory.”

Convinced of the power of the archive, Cloutier applied for and received an internship with Columbia’s Rare Books and Manuscript Library, as part of an innovative program designed by the library and funded by the Andrew W. Mellon Foundation to train graduate students in archival techniques. Graduate students like Cloutier are trained to aid the library in processing collections in which they would have subject-area expertise. The graduate students, in turn, gain a methodological edge for their dissertation research and are prepared (if they’re lucky) to make discoveries like the *Amiable* manuscript. Cloutier was originally slated to process the papers of C. L. R. James, the renowned Afro-Trinidadian historian and theorist, but he was forced to choose another collection when the James papers suddenly became unavailable for processing. Cloutier chose to process the papers of Samuel Roth, the first person to dare to publish James Joyce’s *Ulysses* in the United States.

The enterprising Roth was an independent publisher with a reliable sense for the best of Modernism. His first magazine, *Two Worlds*, claimed such luminaries as Ezra Pound and Ford

As a French-speaking native of Quebec, African-American literature spoke to Cloutier. “Something about Quebec that people don’t realize is that Quebec was a colonized nation,” he says. “In that sense, the [African-American] voice really spoke to a certain experience, although I didn’t realize it until years later.”
Processing the Roth collection meant sorting through and cataloging a motley set of materials. “It’s his prison letters, family photos, publisher notes, manuscripts by other people, little gimmicks (buy this book, get this razor blade), giant posters of scantily clad women, publishing blocks, a lot of hardcore material history of an independent publisher,” Cloutier says.

Furthermore, not all of Roth’s work shared Ulysses’ distinguished literary pedigree. Roth was also the proud publisher of such works as Jesus Must Live, an anti-Semitic tract penned by the Jewish Roth that was later used as propaganda by the Nazis; a “biography” of Herbert Hoover that implicated the president in slave trading and murder; and an unauthorized sequel to Lady Chatterley’s Lover entitled Lady Chatterley’s Husband.

“My wife is also in English lit and had done some research on Roth, and we got to talking about Roth and I remembered that Columbia just acquired his papers. She said ‘You should try to see if they have the papers ready,’” Cloutier explains. “It’s pretty ironic, in the end. They wanted me to process something from their backlog of black literature collections; I decided to do Samuel Roth; I ended up working on a manuscript that had been undiscovered for so long. ‘It looked like pretty much everything else that was in there,’ Cloutier says.

As part of processing, Cloutier had to take each manuscript out of the binders and transfer it to archival-quality acid-free folders. It was in the midst of this menial task that he came across Amiable. “It was so unexpected. I had been doing this for hours already. I saw the cover and thought, Oh man, this is amazing. I had done research on McKay but had never heard of anything like [Amiable]. I thought maybe I hadn’t read enough, that my research wasn’t good enough,” Cloutier recalls. “I turned to my buddy Aaron, who was another archival intern, and said, ‘Hey, there’s a McKay novel in here, man.’ He said, ‘Oh, I didn’t read that one.’ I said, ‘Yeah, me neither.’ No one admits that you don’t know it exists.”

Cloutier was intrigued, but unsure he had found anything at all. In any case, he didn’t have time to read the manuscript; he had to continue processing. He spent the next few weeks trying to find information on the novel and was puzzled when he found nothing: “I thought, Oh, this is a dark period [in McKay’s life], maybe there’s just not a lot written about it. The title is unusual enough that you’d expect it to pop out. But no, I couldn’t find anything.”

Stumped, he casually brought the manuscript up in conversation with Edwards during office hours. “He’s a McKay scholar, and I figured, if anyone would know, it’d be him,” Cloutier explains. “But he was surprised and said, ‘No, I haven’t heard about that, are you sure?’

‘From there it quickly became very exciting,’” Cloutier says. He had apparently found a manuscript that had been lost to history for half a century.

The Jamaican-born Claude McKay was fortunate enough to be a writer of his time. McKay’s work heralded the New Negro Renaissance, better known as the Harlem Renaissance—a literary movement in the 1920s dedicated to producing and promoting works about African Americans, by African Americans. His 1928 fiction debut, Home to Harlem, was the first bestseller of the movement. His novel Banjo, a picareque of black dock burns set in Marseilles during the interwar period, was so influential to Aimé Césaire and Leopold Senghor, writers of the French black nationalist Négritude movement, that they could recite passages by heart. In a letter to McKay in 1945, Langston Hughes called McKay “still the best of the colored poets and [he] probably will be for the next century.”

While McKay’s work was strongly identified with the Harlem Renaissance, he was entirely absent from Harlem during the era. He lived in Harlem for a brief but formative period during World War I but left in 1921 for England. Like many black intellectuals between the wars, McKay was attracted to Communism by its strong professed commitment to racial equality. He traveled to Moscow for the Fourth Congress of the Communist International, and although he was not a member of any official delegation or even a party member, he managed to talk his way into addressing the congress and having a private audience with Leon Trotsky. McKay left the USSR in 1923 and spent the next ten years living in France, Spain, and Morocco, returning to New York only in 1934, well after the heyday of the Renaissance.

McKay himself felt apart from the movement. “McKay met most of the major figures of the period in France, and in his autobiography, in 1947, he says, ‘I’m glad I wasn’t there. I didn’t really like a lot of those guys, they’re elitists, I didn’t want to be part of that, I’d rather hang out with the guys on the beach in Marseilles,’” Edwards says.

McKay was indeed a difficult personality. He was a contrarian who loved to argue, he could turn viciously on even close friends in an instant, and he often needed his friends for loans to get him through financial straits.
“He was this demanding, complicated guy,” remarks Diana Lachatanere, curator of the Manuscript, Archives, and Rare Books Division at the Schomburg Center for Research in Black Culture at the New York Public Library, who manages the McKay estate on behalf of the heir. “A very critical mind—not just critical, but critiquing and reading people.”

McKay struggled to find a home, both geographically and intellectually. He traveled ceaselessly and veered from Anglophilia in his youth to international Communist to a late-in-life conversion to Roman Catholicism. It was McKay who described himself best, in the guise of Ray, an urbane black intellectual in his novel Banjo: “A vagabond poet . . . determined, courageous and proud in his swarthy skin, quitting jobs when he wanted to go on a dream wish or a love drunk, without being beholden to anybody.”

Until Cloutier found the Amiable manuscript, scholars had thought that McKay’s last work was “Romance in Marseilles”, an unpublished manuscript in the Schomburg Center’s McKay collection, written a full fifteen years before McKay’s death. For Edwards, the existence of a later work of fiction by McKay made sense: “I’d always wondered why McKay would have stopped writing fiction. I knew that he had lived in poverty and suffered from health problems in the decade before his death in 1948. But it always struck me as strange that he would have stopped writing fiction entirely. Now we know that he didn’t.”

Amiable with Big Teeth is a satire and conspiracy thriller filled with the swirling eddies of late 1930s Harlem politics: Communist sentiments of McKay’s later years, as well as the detailed ethnographies of Harlem McKay wrote for the Federal Writers Project. The novel is a veritable missing link: both for black writing and politics during the thirties and for Claude McKay’s evolution as a writer.

“We know a good deal about black politics in the Depression and Popular Front era, but there aren’t many fictional portraits of black intellectual life in New York in the late 1930s; I don’t know of anything as rich and multilayered as Amiable with Big Teeth,” Edwards writes.

“If it had been published, I think—I’d like to think—that people would have realized what he was really trying to say,” Cloutier says. “He’s matured as a novelist. It’s sad that it didn’t get published: Langston Hughes always said he was a master prose stylist, and this would have proved it.”

But before they could comfortably claim Amiable as the last novel by Claude McKay, Edwards and Cloutier would have to prove it. The Schomburg Center for Research in Black Culture, which manages the McKay literary estate, insisted on the authentication of the manuscript. “There was something that Brent said, it was as though he was asking us to write a blurb, that made me realize, wait wait—all we have is your statement that this is an authentic manuscript. We need further proof,” Lachatanere recalls.

And that would entail returning to the archives. Knowing that the manuscript was likely written in the early forties, Edwards and Cloutier spent two years combing through the papers of McKay and every person and organization with whom he might have corresponded in that time period—papers that were stored in archives scattered across the United States. “There’s a kind of detective aspect,” Cloutier says of the authentication process, “Especially when you go to an archive where you don’t live and you stay at some cheap motel or something, it really feels like you’re on a case.”

But for the scholar, the witnesses are dead, the perp will never confess, and there may not even be a case to crack. Much of the work Edwards and Cloutier did in the archive was interpretive: rather than revealing the already existing truth, they had to find the narrative based solely on scattered materials and isolated hints, reconstructing the life of McKay in the hopes of understanding the period in which he wrote Amiable.

As reconstructed by Cloutier and Edwards, the period in which McKay wrote Amiable was the nadir of his life. After the success of Home to Harlem and Banjo, his short story collection Gingertown and his novel Banana Bottom sold miserably. Out of money, he returned to America from Europe, where he eked out a meager living through the Federal Writers Project, a New Deal-era program to support writers during the Depression. At the FWP, he was surrounded by younger radical writers (most notably Richard Wright) who were constantly at odds with the new anti-Communist McKay.

At the end of 1941 McKay fell gravely ill, and a friend discovered him in wretched condition in his small basement apartment in Harlem. Cloutier
Edwards surmise that the previous summer, publisher E. P. Dutton had rejected Amedeo, a novel that they had commissioned, which may have led McKay to submit the manuscript to Roth. After an initial round of highly enthusiastic correspondence with his lifelong friend Max Eastman, the novel is never mentioned again (“Perhaps it was a sore spot,” Cloutier speculates). McKay next wrote Eastman only in 1942, asking him to come visit him in the hospital. “I look all right on the outside,” McKay wrote Eastman.

Through the process of intensively researching his life, Cloutier began to feel personally close to McKay. “I’m very attached to the man story. Here’s a guy I’m very attached to the personal close to McKay. There’s a great sense of history, of these figures, that the archive doesn’t register,” Edwards says. “You realize how much of a fiction it is: this idea that you can think about networks, that you can say these people were close collaborators or close friends. You realize how little we know about truth.”

Cloutier is parlaying his experience in the archives into his doctoral dissertation. The dissertation examines the work of McKay, Richard Wright, Ralph Ellison, Jack Kerouac, and Patricia Highsmith, arguing that the work of these writers, much of which is strongly associated with improvisation, can actually be characterized as a form of archiving information and experience. The novel, Cloutier believes, completes the historical record found within the archives. “One reason I love literature is that it’s a counter-archive, it’s a counter-archive that recuperates figures that would otherwise slip through the cracks of history and there they are, to be remembered and to be thought about,” Cloutier says. “By celebrating figures that postwar America would prefer shutting its eyes to, literature, in time, forces these sites of power to realize and acquiesce, to say, ‘All right, let the weirdo in.’”

Through his dissertation, he hopes to clear up misconceptions about archives and about literary scholarship: “I’ve been on both sides of the desk now—as an archivist, and as the researcher asking for the box. One of the driving forces behind my dissertation is to try and bridge the differences.” The archive, Cloutier argues, is neither simply the librarian’s “papers in a box” nor the scholar’s “romantic repository for all things lost.” It’s a site of tremendous recuperative historical power—but it will always need the interpretive fictions of scholars and artists to make it come to life.

The curators, librarians, and archivists, meanwhile, continue the essential but unassumming tasks of keeping history. They are tasked with recognizing collections of importance to history and scholarship and actively building the historical record. The archivist strikes a difficult intellectual balance: creating order among disparate materials and information without imposing a false narrative. Diana Lachatane continues to manage the McKay literary estate, along with her other duties as a curator and the assistant director for collections and services at the Schomburg Center. After decades in the profession, she still feels a strong sense of Duty. “This nation’s story is the individual’s story multiplied,” she says. “Those of us who choose to work in special collections do it because we understand that our duty is to protect those individual stories.”

While there will always be a need for scholars to understand and interpret what lies in the archive, the papers and artifacts that represent the lives of human beings keep coming in—and they need someone to sort, keep, and protect them. It was thanks to the painstaking work of the curators at Columbia’s Rare Books and Manuscript Library—curators who recognized the value of the Samuel Roth collection—who assiduously courted the Roth family during the process of acquiring the papers, and helped to maintain the papers until they could be processed— who ensured that the collection was preserved for history. That the Roth papers remained preserved for 70 years verges on the miraculous and is due solely to the hard work and perspicacity of the curators.

Librarians and curators are faced with a Herculean task at that time seems Stylish: with limited funding and staffing, and new material being produced every day, they must identify, process, and preserve the raw stuff of history. At current staffing levels, it would take about twelve years to process the backlog of unprocessed archival collections; meanwhile, new collections come in every year, in hundred-box increments.

The importance of this daily effort cannot be underestimated. The archive remains one of the last places in modern life where the products of the human mind are treated as sacred. Elsewhere the documents are shredded, the library is sold off, the files are deleted. But in the archive, through the daily efforts of archivists, our society pays tribute to the value of the lives that people have led and the traces they have left behind.
Alumni Profile

Maria Konnikova
M.A. ’10, M.Phil. ’11, Ph.D. ‘13, Psychology

Interview by Dylan Suher

What got you initially interested in psychology and what drew you to study the subject?
I think it was a combination of factors; it’s hard to identify one single reason, but part of it certainly had to do with my early fascination with language. I moved to the United States when I was four, and when I started kindergarten, which was just a few months after I arrived, I didn’t speak a word of English. I remember kindergarten incredibly well because there was this disconnect between what I was feeling and thinking and my ability to communicate what I was feeling and thinking to everyone else. I think that made me conscious from a very early age of these concepts that you tend to take for granted: language, communication, cognition.

After graduating from Harvard, you enjoyed a successful career as a television producer for Charlie Rose and then as a science journalist, writing weekly columns on psychology for Scientific American, running the “Artful Choice” blog for Big Think, and writing freelance for The Atlantic, The New York Times, and The Wall Street Journal, among other publications. Why did you feel that it was important to return to school for a graduate degree?
I wanted to return to school because I felt that you could learn about psychology at a much deeper level as a graduate student: you can do the research, you can try to get to the bottom of how these things work. I find the academic environment incredibly stimulating intellectually. To be at the forefront of all of this research is just wonderful.

Your debut book, Mastermind: How to Think Like Sherlock Holmes, released by Viking in January, uses the stories of Sherlock Holmes to explore and elucidate contemporary neuropsychological theories of observation, memory, and attention. In the book, you distill the psychological principles of the Sherlock Holmes investigative method into a “Holmes System” of cognition, as opposed to the “Watson System” of cognition we use every day.

What distinguishes “System Holmes” from “System Watson”?
I think that the difference between “System Holmes” and “System Watson” is this difference between mindfulness and mindlessness. “System Watson” is much quicker to judge, much more mindless, much more spur-of-the-moment, and doesn’t take up nearly as many cognitive resources. “System Holmes” is much more effortful, much slower, much more mindful, but it also takes up more cognitive resources and it is more effortful, so you have to strike a balance between the two.

As someone who is currently engaged in the formal scientific study of psychology, it must be a challenge to try and find the right metaphors to make what you do comprehensible to a popular audience. How do you find the right balance in translating science for the layman?
My background isn’t just in psychology, it’s also in creative writing—as an undergraduate, I also graduated with a fiction portfolio. It’s something I’ve done my whole life and it’s something I love doing. The more you write, the easier it becomes to try to find the right words, the right metaphors, and the right images. That said, it is a constant balance: I can’t always be telling the full story with all the nuance of the research, because then no one would read it—there would be no narrative. I make choices along the way, so that I’m still able to tell an engaging story while remaining relatively fair to the science. I understand that I’m always going to have cranky academics mad at me for “misrepresenting the research,” and I’m fine with that; I think it’s inevitable.

What are you working on now?
My next book is going to be a novel. I had finished the first draft of it before I started Mastermind, and I need to revise it. I’m hoping to do that after I do my Ph.D. dissertation work, on the ties between self-control and the illusion of control. I do have my next nonfiction project lined up as well after that. That’s also going to be psychology related, but not Sherlock Holmes related.

Interview has been condensed and edited; read the full interview on the GSAS website.
Leonard Cole
M.A. ’65, Ph.D. ’70, Political Science
Interview by Dylan Suher

How and why did you come to study political science at Columbia?

Since my teens I’ve had a keen interest in both science and public affairs. After receiving a B.A. in political science from the University of California at Berkeley, I returned (for family reasons) to northern New Jersey. Attracted by Columbia’s reputation for all-around excellence, I pursued graduate studies in its Department of Political Science (then called the Department of Public Law and Government).

You are a pioneer of a relatively new discipline within the United States, “terror medicine.” Could you talk a little bit about the origin of the field?

Terror medicine overlaps with emergency and disaster medicine, but also bears a singular focus on preparedness, incident management, nature of injuries, and psychological effects. Its emergence as a distinctive field began in Israel about ten years ago during a period of heightened Palestinian terrorism. While developing an earlier book on how Israel has coped with terrorism, I met several Israeli health professionals and have since collaborated with some of them in further developing the field.

Your latest book, Local Planning for Terror and Disaster: From Bioterrorism to Earthquakes, published by Wiley-Blackwell last year, resulted from discussions at a series of symposia for terror medicine that you coordinated at the University of Medicine and Dentistry of New Jersey, which involved experts in the field from Israel, the United States, and around the globe. Who do you hope to reach with this book and what lessons do you wish to impart?

This book (co-edited with Nancy Connell, a colleague at UMDNJ, where I direct the Program on Terror Medicine and Security) should interest both professionals and laypeople. Anyone could find himself- or herself in a position to help during a terror or disaster event. With that possibility in mind, the book includes chapters on the potential roles of bystanders, survivors, and volunteers, as well as the roles played by physicians, paramedics, police, and other professionals.

Bystanders and uninjured survivors could perform a variety of important functions: reporting the event, helping to triage casualties, caring for the walking wounded, assisting in traffic control, strengthening security, and evacuating casualties to medical facilities. Some of these chores could begin prior to the arrival of professional responders, which could take several minutes or much longer. Unfortunately, bystander assistance is not part of disaster planning in some jurisdictions, although it should be.

How can bystanders aid in the immediate response to a terror or disaster event, and how can government agencies and responder groups make use of bystanders?

You recently testified on WMD nonproliferation and terror preparedness before the US House of Representatives Subcommittee on Counterterrorism and Intelligence. How did your research and your training in political science and public health inform your testimony before the subcommittee?

I have been teaching, researching, and writing about terrorism issues, especially bioterrorism, for more than 25 years. Early last year I was invited to serve on the Aspen Institute’s working group on WMD terrorism. Having helped write and edit the working group’s recent report, I was asked to present our findings at a November hearing of the House Subcommittee on Counterterrorism and Intelligence.

An apt observation has been made that biological terrorism is public health in reverse. As I wrote in response to follow-up questions posed by the committee chairman, “It is no more possible to completely eliminate bioterrorism as a threat than to completely eliminate infectious disease. That said, bio-threats can certainly be reduced and become less appealing to would-be perpetrators.”

What motivates you to stay involved with the Graduate School of Arts and Science Alumni Association? What are your goals for your time on the board?

My board activity is a tacit expression of appreciation for my Columbia education. My fellow board members, an interesting mix with varied academic and professional backgrounds, are a pleasure to work with. My principal goal during my time on the board has been one that I believe is held as well by the other members: to strengthen Columbia’s position as a world-class university.

Interview has been condensed and edited; read the full interview on the GSAS website.
The Timeline of Presidential Elections: How Campaigns Do (and Do Not) Matter
Robert S. Erikson, Political Science
Robert S. Erikson and coauthor Christopher Wlezien analyze polling data to illustrate how campaigns help shape voters’ preferences and, ultimately, their decisions.

Fear Itself: The New Deal and the Origins of Our Time
Ira Katznelson, Political Science
Ira Katznelson examines the New Deal from an international perspective to elucidate how the signature legislation altered the country domestically and internationally.

The Rise of Women: The Growing Gender Gap in Education and What It Means for American Schools
Thomas DiPrete, Sociology
With coauthor Claudia Buchmann, Thomas DiPrete investigates women’s gains in higher education—women now outpace men academically, and obtain college and graduate degrees in greater numbers—and offers strategies to produce better academic outcomes for both boys and girls.

High Price: A Neuroscientist’s Journey of Self-Discovery That Challenges Everything You Know About Drugs and Society
Carl Hart, Psychology
In this memoir Carl Hart discusses both his own life growing up in Miami in the 1970s and ’80s and the commonly held misperceptions about drug addiction that his research calls into question.

Define and Rule: Native as Political Identity
Mahmood Mamdani, Anthropology
Using the Sudan as a case study, Mahmood Mamdani explores how lines were drawn between settler and native as distinct political identities and between natives according to tribe, delineations that continue to have resonance in present-day Darfur.

Animal Encounters: Contacts and Concepts in Medieval Britain
Susan Crane, English and Comparative Literature
Susan Crane examines cross-species encounters in medieval texts to show how intimate cohabitation with animals influenced medi eval thought and practice.

Relire Mayotte Capécia: Une Femme des Antilles dans l’espace colonial français
Madeleine Dobie, French and Romance Philology
With coauthor Myriam Cottias, Madeleine Dobie provides a critical re-edition of two novels by the Martinican writer Mayotte Capécia, with an introductory essay that explores the novels’ historical context: a convergence of race, gender, colonialism, and the Vichy regime.

Go West, Young Women!: The Rise of Early Hollywood
Hilary Hallett, History
Hilary Hallett explores the women who left their hometowns for Hollywood in its early days, joining the nascent film industry as workers and spectators, a path that presaged later conflicts over modern gender roles.

Relire Mayotte Capécia: Une Femme des Antilles dans l’espace colonial français
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On the Shelf

Naked Truth: Strip Clubs, Democracy, and a Christian Right
Judith Lynne Hanna, M.A. ’75, M.Phil. ’76, Ph.D. ’76, Anthropology

Judith Lynne Hanna examines right-wing attacks on strip clubs to argue that such attacks are part of a larger initiative to undermine democracy.

Space Chronicles
Neil deGrasse Tyson, M.Phil. ’91, Ph.D. ’92, Astronomy

In the wake of NASA’s shuttering of the space-shuttle program, Neil deGrasse Tyson outlines the history of space exploration and its wider relevance in the world at large.

When Stars Were in Reach: The Who at Union Catholic High School—November 29, 1967
Michael Rosenbloom, M.A. ’77, Middle East and Asian Languages and Cultures

Michael Rosenbloom recounts the true story of a group of students who managed to book The Who—not yet widely known in the United States—to play at their New Jersey high school.

China’s Superbank: Debt, Oil and Influence—How China Development Bank Is Rewriting the Rules of Finance
Henry Sanderson, M.A. ’05, East Asian Languages and Cultures

Writing with coauthor Michael Forsythe, Henry Sanderson traces the national and global influence of the China Development Bank, controlled by the Chinese government and now the world’s largest development bank.

Cooked: A Natural History of Transformation
Michael Pollan, M.A. ’81, English and Comparative Literature

In this meditation on nature and culture, Michael Pollan apprentices with culinary experts to study the relationship between cooking and the four classical elements: fire, water, air, and earth.

Worldviews of Aspiring Powers: Domestic Foreign Policy Debates in China, India, Iran, Japan, and Russia
Deepa N. Ollapally, M.Phil. ’89, Ph.D. ’91, Political Science

Deepa Ollapally and coeditor Henry R. Nau provide a collection of essays written by leading regional scholars that analyze foreign-policy debates within some of the world’s rising powers: China, Japan, India, Russia, and Iran.

Napalm: An American Biography
Robert Neer, M.A. ’91, M.Phil. ’97, Ph.D. ’11, History

Robert Neer offers a comprehensive history of napalm, from its creation at Harvard University in 1942 to President Barack Obama’s signature in 2009 on the first U.S. treaty to limit its use.

Fugo
Elizabeth Young, PhD. ’74, Teachers College

In Elizabeth Young’s thriller, a group of terrorists try to carry out an updated version of one of Japan’s unsuccessful World War II gambits—sending unmanned, bomb-carrying balloons (Fugo) across the Pacific Ocean into the United States.

Cooked: A Natural History of Transformation
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Andreas Sven-Olov Svedin. Non-
linear wave turbulence: Towards a prediction of the solar cycle. Sponsor: Edward A. Spiegel.

Biomedical Informatics


Bionanotextics
Yuhe Zhang. Sparse selection in Cox models with functional predic-
tors. Sponsor: Ian W. McKeague.


Biological Sciences

Biology
Susan Ellenberg. Activity-depen-

Biotechnology
Junping Zhao. The role of notch signaling during sarcomagenesis. Sponsor: Igor Volov.

John Hartung. Radical cycliza-
tion of dynamic relativistic magneto-
linear data assimilation: Towards the study of total synthesis of pluriflavan. A Cyto-
protection of lymphocytes inspired by the ginseng-derived natural prod-


Jeffrey Steven Mirsky. Linear models for community detection. Sponsor: Colin P. Nuckolls.

Joseph Francis Moll. Polymer-
nanoparticle composites: Size and dispersion effects. Sponsor: Nicholas J. Turro.

Nili Ostrov. Expanding biological engineering from single enzymes to complex systems. Sponsor: Virginia Cornish.


Samuel Kaye Reznik. Method-
ological innovations in polymer-kite synthesis and their application toward the scalable synthesis of anti-tumor agent spingosin 1. Sponsor: James L. Leighton.


Aaron Satzler. Chemistry of highly reactive group 3 and 6 transition metal compounds: Mechanistic aspects of the industrial hydro-

Westley Sattler. Zinc complexes as synthetic analogs for carbonic anhydrase and as catalysts for HA production and CO2 function-
ally charged metalloproteins. Application of transition metal complexes and silanediyls in the synthesis of transition metal complex compounds from their carbonyl derivatives; Structural and spectro-
scopic studies of the reaction processes and their derivatives. Sponsor: Daniel Scott Treitler.

Reagents and catalysts for H2 produc-
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scopic studies of the reaction processes and their derivatives. Sponsor: Daniel Scott Treitler.
of halogenated natural products. Sponsor: Christine Marie Vanos.

Development of aromatic ione as organocatalysts; development of organocatalytic carbon-hydrogen metathesis. Sponsor: Travis H. Lambert.

Civil Engineering and Engineering Mechanics

Emmanuel Chatais. The dynamics of rigid bodies on moving de- formable support. Sponsor: Andrea W. Smyth.

Yajun Chen. Simulating network structure, layers of multiplex network systems, and develop- ing network block configuration models to understand and improve energy conservation in residential buildings. Sponsor: Patricia J. Calligan.


Xinyi Song. The application of insurance as a risk management tool for alternative dispo- nition (ADR) implementation in insurance as a risk management tool. Sponsor: Marco J. Peteet.


Kristen Patricia Parton. Lost and found in translation: Cross-lingual question answering with result translation. Sponsor: Kathleen R. McKeown.


Emily Yonekura. Tropical cyclone risk assessment using statistical models. Sponsor: Timothy M. Hall.

Marina Corvina Cottes. Insights of gene dispersal and environment- al heterogeneity on spatial and genetic patterns of the understory herb Helianthus annuus across a fragmented landscape in central Amazon, Brazil. Sponsor: Maria Uriarte.

Ashley Elizabeth Shuler. Investigations of anomalous earthquakes at active volcanoes. Sponsor: Gitanjali Khatri.


Zarina W. Maiwandi. “We are the thing here”: Embodiment in the Künstlerromane of Bennett, Joyce, and Woolf. Sponsor: Edward Mendelson.


Shelia A. Bishop. The role of Rapgef6 in neuropsychiatric disorders. Sponsor: Joseph A. Gogos.


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Religion


Slavic Languages


Larissa Buchholz. The global rules of art. Sponsor: Gil Eyal.


Religion


Sociology

Tony Sut. Contributions to semiparametric inference to panel data and financial data. Sponsor: Zhilai Han.


Sustainable Development


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Teaching Teachers College: Anthropology and Education


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Teaching Teachers College: Behavioral Analysis


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Teaching Teachers College: Clinical Psychology


Teaching Teachers College: Clinical Psychology


Teaching Teachers College: Counseling Psychology

Lucinda Bratini. “It depends on where you go!” The transnational racial consciousness of Dominican immigrants. Sponsor: Marie L. Midville.

Teaching Teachers College: Counseling Psychology


Teaching Teachers College: Counseling Psychology


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David Paul Rivera. Microaggress- ions and health outcomes for Latinxs in the Americas: Understanding the complex contextual and psychological characteristics and resources. Sponsor: David Wong Sue.

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Teaching Teachers College: Counseling Psychology

Nettee Michelle Winters. The effects of online social support on self-esteem and self-efficacy among older adults with mobility restrictions and autonomy as me- diators of sadness in older adulthood. Sponsor: Richard A. Davis.

Teaching Teachers College: Counseling Psychology


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Teaching Teachers College: Counseling Psychology


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Teaching Teachers College: Science Education


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Teaching Teachers College: Social- Organizational Psychology

Leighly Goodweather. “It depends on where you go!” The transnational racial consciousness of Dominican immigrants. Sponsor: Marie L. Midville.

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N. Walker. “It depends on where you go!” The transnational racial consciousness of Dominican immigrants. Sponsor: Marie L. Midville.
PETER GALASSI, M.A. ’78, M.PHIL. ’79, PH.D. ’86, Art History and Archaeology, was named a 2012 John Simon Guggenheim Fellow.

Doctoral candidate CHINWEIKE OKEGBE, M.A. ’12, Biological Sciences, received a Howard Hughes Medical Institute Fellowship.

Doctoral candidate DEVEN ESTES, M.A. ’11, Chemistry, received the Department of Energy’s Office of Science Graduate Fellowship.

JOSEPH RUBINFELD, M.A. ’52, PH.D. ’61, Chemistry, was appointed to the advisory board of Amarantus BioSciences. He is a cofounder of the biotechnology medicine company Amgen and the pharmaceutical company SuperGen, where he served as president and CEO from 1991 to 2005.

Doctoral candidate ELLEN CRAPSTER-PREGONT, M.A. ’12, Earth and Environmental Sciences, received an NSF Graduate Research Fellowship.

Doctoral candidate ROBERT MUSCARELLA, M.PHIL. ’12, Ecology, Evolution, and Environmental Biology, received an NSF Doctoral Dissertation Improvement Grant.

Doctoral candidate SU-JEN ROBERTS, M.A. ’11, M.PHIL. ’12, Ecology, Evolution, and Environmental Biology, received an NSF Graduate Research Fellowship.

Doctoral candidate KATHERINE MECKEL, M.A. ’11, M.PHIL. ’12, Economics, received an NSF Graduate Research Fellowship and is a research fellow at the Columbia Population Center.

SHARON OLDS, M.A. ’65, PH.D. ’72, English and Comparative Literature, received the 2013 Pulitzer Prize for Poetry for her book Stag’s Leap.

Different Animals, a play by English and Comparative Literature doctoral candidate MARGIE ABIGAIL ROSE-BROCK, M.A. ’09, M.PHIL. ’11, premiered at the Cherry Lane Studio in April and will run through Sunday, May 26.

Walker Murphy & The Heartbreakers, a play by ROCHELLE SPENCER, M.A. candidate in English and Comparative Literature, will be produced by the Last Frontier Theater Conference in May.

Benjamin Taylor, M.A. ’75, M.PHIL. ’84, PH.D. ’92, English and Comparative Literature, was named a 2012 John Simon Guggenheim Fellow.

In 2012 MAGDA TETER, M.A. ’94, M.PHIL. ’96, PH.D. ’00, History, received both a John Simon Guggenheim Fellowship and a Harry Frank Guggenheim Research Grant.

Doctoral candidate VIVEK PAL, M.A. ’13, Mathematics, received an NSF Graduate Research Fellowship as well as a Gates Millennium Scholarship.

HUCK HODGE, M.A. ’04, D.M.A. ’08, Music, was named a 2012 John Simon Guggenheim Fellow.

ALEX MINCEK, D.M.A. ’12, Music, was named a 2012 John Simon Guggenheim Fellow.

KATE SOPER, M.A. ’07, D.M.A. ’11, Music, was named a 2012 John Simon Guggenheim Fellow.

PROFESSOR SUSAN BOYNTON of the Department of Music received the 2012 Robert M. Stevenson Award from the American Musicological Society for her book Silent Music: Medieval Song and the Construction of History in Eighteenth-Century Spain.

PROFESSOR LYDIA GOEHR of the Department of Philosophy received the 2012 H. Colin Slim Award from the American Musicological Society for her article “—wie ihn uns Meister Dürer gemalt!: Contest, Myth, and Prophecy in Wagner’s Die Meistersinger von Nürnberg.”

ALBERT RIGOSI, doctoral candidate in Physics, received the Ford Foundation Fellowship and a Natural Science Foundation Graduate Research Fellowship.

Doctoral candidate KEVIN ELLIOTT, M.A. ’10, M.PHIL. ’12, Political Science, received a Jacob K. Javits Fellowship from the U.S. Department of Education and the John McDonald, Jr. Ph.D. Fellowship.
Jacques Barzun, M.A. ’28, Ph.D. ’32, History
Jacques Barzun, a central figure in the intellectual and administrative life of Columbia for much of the 20th century, died in October at 104. Barzun taught at the University for more than four decades and served as dean of the Graduate School from 1957 to 1958 and as provost from 1957 to 1968. Working primarily in the field of cultural history, Barzun wrote a number of books, culminating in From Dawn to Obscuration, a survey of Western culture from 1500 to the present published in 2000. He received the Presidential Medal of Freedom in 2003 and the National Humanities Medal in 2010.

Florence Wolfson Howitt, M.A. ’36, English and Comparative Literature
Florence Wolfson Howitt died in March 2012 at 96. As a teenager growing up on the Upper East Side in the 1920s, Wolfson Howitt kept a diary that, after being discarded, made its way 70 years later to Lily Koppel, a news assistant at The New York Times. Koppel documented the diary’s journey in an article for The Times and then in the book The Red Leather Diary: Reclaiming a Life Through the Pages of a Lost Journal, which illuminated Wolfson Howitt’s life and, as Koppel wrote, a New York “alive with writers, painters, playwrights, and jazz.”

William Knowles, Ph.D. ’42, Chemistry
Nobel laureate William Knowles died in June at 95. After earning his Ph.D., Knowles worked for the Monsanto Company from 1944 to 1986. He shared the 2001 Nobel Prize in Chemistry for his work developing processes that produced drugs more efficiently—including L-dopa, which is still used in the treatment of Parkinson’s disease.

Asa LaFrance, M.A. ’40, Slavic Languages
Asa LaFrance, a retired businessman, died in November at 99. As a young boy, he wrote a letter to Mustapha Kemal Atatürk following the establishment of the Turkish Republic; Atatürk responded with a letter that constituted his first official correspondence with the West and was covered in Life magazine. In 1958 LaFrance visited Turkey and donated the letter to the National Atatürk Museum in Ankara. In addition to his Master’s degree in Slavic languages from the Graduate School, LaFrance earned a bachelor’s degree in French from Yale and studied at Charles University in Prague.

Mary Griggs Burke, M.A. ’42, Psychology
Mary Griggs Burke, a connoisseur who owned the largest private collection of Japanese art outside Japan, died in December at 96. Following a suggestion by Bauhaus founder Walter Gropius, she visited Japan in 1954 and began collecting Japanese art shortly thereafter. The Metropolitan Museum of Art staged exhibitions with selections from her collection in 1975 and 2000; her collection will be divided between the Met and the Minneapolis Institute of Arts.

Frances Levison Low, M.A. ’42, History
Frances Levison Low, one of the first women to be recognized as a reporter at the Time-Life organization, died in June at 92. After earning her Master’s degree in history, she began working for Life magazine as a researcher; by the time she left Time-Life in 1972, she was the sole woman reporter at Time’s Washington bureau. She later served as a special assistant to Senator Henry M. Jackson and worked with the New York City Partnership, an organization devoted to helping business leaders engage with social and economic issues.

Paul Kurtz, Ph.D. ’52, Philosophy
Paul Kurtz, one of the leading figures of secular humanism, died in October at 86. A professor emeritus of philosophy at the University of Buffalo, Kurtz founded the publishing house Prometheus Books as well as the Center for Inquiry, which aims “to foster a secular society based on science, reason, freedom of inquiry, and humanist values,” and the Committee for Skeptical Inquiry, which examines pseudoscientific claims. In addition to authoring a number of books on humanism, he wrote on pragmatism and edited two anthologies of American philosophy.

Janet Goodrich Chapman, Ph.D. ’63, Economics
Janet Goodrich Chapman, professor emeritus of economics at the University of Pittsburgh and a specialist in the Soviet economic system, died in December at 92. For two decades she consulted for the economic department of the Rand Corporation, with the publication of such works as Women in History: The Creation of Patriarchy and The Creation of Feminist Consciousness, Lerner worked to establish women as a subject of historical inquiry; she also founded graduate degree programs in women’s history at Sarah Lawrence College and the University of Wisconsin–Madison.
2002 she received the Roy Rosenzweig Distinguished Service Award from the Organization of American Historians; the Lerner-Scott Prize, an annual award given by the organization for the best dissertation in U.S. women’s history, is named in her honor.

Dan McCall, Ph.D. ’66, English and Comparative Literature
Dan McCall, a novelist and professor emeritus of English at Cornell, died in June at 72. A specialist in American literature, he taught at Cornell for four decades and wrote a number of novels, including Bluebird Canyon, Queen of Hearts, and Jack the Bear, which was translated into a dozen languages and adapted into a 1993 film starring Danny DeVito.

Frank Macchiarola, Ph.D. ’70, Political Science
Frank Macchiarola, former chancellor of the New York City public schools system and president emeritus of St. Francis College, died in December at 71. After working in a number of academic posts, including as assistant vice president for academic affairs at Columbia, Macchiarola was appointed chancellor in 1978 by Mayor Ed Koch and served for five years before resigning to become president and CEO of the New York City Partnership. He later served as dean and professor of law at the Benjamin N. Cardozo School of Law at Yeshiva University and then as president of St. Francis College, his undergraduate alma mater, from 1996 to 2008.

Patricia Meilman, M.A. ’81, M.Phil. ’84, Ph.D. ’89, Art History and Archaeology
Patricia Meilman, a scholar of art of the Venetian Renaissance, died in October at 65. She received a Fulbright grant to conduct research in Florence and edited The Cambridge Companion to Titian; her book Titian and the Altarpiece in Renaissance Venice was published in 2000.

Andrew Sarris, M.A. ’98, English and Comparative Literature
Influential film critic Andrew Sarris died in June at 81. Known for popularizing auteur theory in the United States, Sarris was a critic at The Village Voice and The New York Observer, as well as a professor of film in Columbia’s School of the Arts. He graduated from Columbia College in 1951 and enrolled at GSAS before dropping out and enlisting in the U.S. Army. A chance meeting with the avant-garde filmmaker Jonas Mekas led to Sarris’s first job writing for Mekas’s new publication, Film Journal, which was followed by three decades at The Voice and two at the Observer. He is the author of a number of books, including The American Cinema: Directors and Directions, 1929–1968, a landmark survey of the Hollywood film industry. He earned his Master’s degree in 1998.

For more information and links to full obituaries, see gsas website.

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