The Record

EDMUND PHELPS’ NOBEL MOMENT

By Dan Rivero

W hen a sophomore at Harvard, Columbia’s Earth Institute director Jeffrey Sachs remembers sitting in his dorm at Briggs Hall poring over a copy of Edmund Phelps’ Microeconomic Foundations of Employment and Inflation Theory and saying to himself, “This is the coolest thing—it’s unbelievably interesting.” More than three decades after the book’s publication, its findings have garnered Phelps the Nobel Prize in economic science.

Announcing the decision on Oct. 9, the Royal Swedish Academy of Sciences noted that the work of Phelps, who joined Columbia in 1971 and has served as McVickar professor of political economy since 1982, deepens our understanding of the relationship between short-run and long-run effects of economic policy by showing that the periods of aggregate demand. It was by no means understood why the microeconomics chapters described the determination in terms of supply and demand. There was no unemployment rate alone some variation in the unemployment rate that might be explained. And then the macroeconomics chapters of the same textbook described employment determination in terms of aggregate demand. It was by no means obvious to me how on earth to reconcile these radically different views from employment determination.

Curious to get to the bottom of this dilemma, Phelps took the class and it was love at first sight, he said. “There was only one problem. I couldn’t understand why the microeconomics chapters could not be explained. In that story, let alone some variation in the unemployment rate that might be explained. And then the macroeconomics chapters of the same textbook described employment determination in terms of aggregate demand. It was by no means obvious to me how on earth to reconcile these radically different views from employment determination.”

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So vast is the canon of Phelps’ work that it wasn’t until Joseph Stiglitz, another of Columbia’s Nobel laureates, phoned to congratulate him that the economic theorist realized he’d won for his work on the natural rate of unemployment. In the first hour of interviews following his call from the Nobel committee, Phelps assumed he’d won for his findings on the Golden Rule savings rate, which posits that each generation will save for future generations the same proportion of the income saved for them by preceding generations.

If there’s a unifying theme in my work,” Phelps told the reporters who’d gathered in Low, “it’s that I’ve always been interested in the intertemporal aspects of economic decisions, in the future consequences of our present actions.”

Phelps also candidly admitted that his introduction to economics was not by choice. His father, who was paying for his education at Amherst College, had begged him to take one course in economics before he graduated. He took the class and it was love at first sight, he said.

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“Columbia has worked hard to bring great creative minds like Orhan Pamuk to our community of scholars,” said President Lee C. Bollinger in a statement, going on to express his delight that Columbia could be “home to two new Nobel laureates in a single week.” Economics professor Edmund Phelps had won a Nobel Prize a few days earlier.

Pamuk, in Turkey’s first-ever Nobel laureate in literature. He is better known than many other recent winners as his works—including the memoir Istanbul and the novels The Black Book, The White Castle, My Name Is Red, and Snow—have been widely published and reviewed in the West.

Pamuk was cited by the Swedish Academy for discovering “new symbols for the clashing and interlacing of cultures” in his “quest for the melancholic soul” of his native Istanbul. But while Pamuk has often earned praise for his use of fiction to bridge East and West, he is not entirely comfortable with that metaphor. As he told reporters who attended the press conference in Low Library: “The metaphor of the bridge is so old-fashioned, so worn out; that’s my job to invent new metaphors.”

One of Pamuk’s most avid supporters on campus is Akeel Bilgrami, chair of Columbia’s economics department.

COLUMBIA COLLEGE

Dean Quigley’s Ten-year Tenure

By Dan Rivero

The spotlight was on Austin Quigley on Oct. 4 at a dinner hosted by President Bollinger to celebrate his decade-long service as dean of Columbia College. Quigley, the 15th dean and an authority on modern playwrights and dramatic literature, received an ovation for turning the College into an even stronger actor on the Ivy League stage.

During Quigley’s 10-year tenure, the College has seen dramatic growth in applications for admission—from fewer than 9,000 in 1995 to more than 17,000 in 2006, increasing selectivity in admissions, an increased percentage in the numbers of admitted students who choose to enroll, significant growth in alumni support, and greater numbers of students winning Fulbright scholarships and other prestigious awards.

Attributing many successes to the hard work and dedication of the College faculty—faculty, students, staff, alumni and parents—Bollinger also continued on page 8

Nobel for Literature to Pamuk

By Mary-Lee Cox

O columbians who are fans of Turkish novelist Orhan Pamuk were only just getting over their excitement at learning of his status as a visiting fellow for the Committee on Global Thought when they had something else to rejoice about. On Oct. 12, the Swedish Academy announced that Pamuk had won this year’s Nobel literature prize.

“Columbia has worked hard to bring great creative minds like Orhan Pamuk to our community of scholars,” said President Lee C. Bollinger in a statement, going on to express his delight that Columbia could be “home to two new Nobel laureates in a single week.” Economics professor Edmund Phelps had won a Nobel Prize a few days earlier.

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How often do wedding bells ring on campus?

Dear Alma’s Owl,

One Saturday afternoon, I saw a bride and her retinue flouting up the Long steps right in front of you and Alma. I take it that St. Paul’s is a popular place to get hitched?

— Wedding Wonderer

Dear Wonderer,

St. Paul’s Chapel is renowned for its architecture (it is designated as a New York City landmark), its interior, and its fine acoustics. But I like to think of St. Paul’s as the “Chapel of Love.” After all, it was St. Paul who wrote the famous description of love (1 Corinthians 13:1-13) that is so often featured as a reading at wedding ceremonies: “If I speak in the tongues of men and angels, but have not love, I am a clanging gong and a roaring brass instrument. And if I have the gift of prophecy, and understand all mysteries and all knowledge, but have not love, I am nothing.”

For your guests are waiting for the ceremony to begin, they can marvel at the pink-hued interlocking tiles of the domes and vaults, the handwork of Spanish architect Rafael Guastavino. Or they can gaze at the John LaFarge stained glass windows over the high altar, depicting St. Paul’s rise to heaven.

Not that you have to be Christian or heterosexual to get married at St. Paul’s. It is interfaith—I have often heard glasses being broken under a hupah—and also hosts commitment ceremonies. The only requirement is that you can afford the (reasonable for New York) cost of renting the chapel, which can also be used for your reception, though your favorite spot is the top of Batter Hall.

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ASK ALMA’S OWL

AS THE ECOLE DES BEAUX-ARTS IN PARIS (THE CHAPEL WAS THE FIRST BUILDING ON Morningside campus not to have been designed by Charles McKim.)

For more information on St. Paul’s and planning weddings, they can go to: columbia.edu/cu/stpauls.html.

Please Recycle

The above column was submitted by Tom Malmbrook, manager of the University Senate. His views are independent of The Record, for more information about the Senate, go to: www.columbia.edu/cu/senate.
OCTOBER 19, 2006

The Details Matter

I if you choose to see Sofia Coppola's new film, Marie Antoinette, this month, do so knowing that the blue hat she wears on the day she arrives in Versailles to meet her future husband was a "laughably inaccurate choice." So says Barnard College historian Caroline Weber, who has written her own book on the tragic French queen, published last month: a biography entitled Queen of Fashion. What Marie Antoinette Wore to the Revolution. In fact, Weber explains, the vogue for hats was something Marie Antoinette herself introduced, only a decade later. Does that matter? Is the Barnard associate professor just being pedantic? Far from it. In Weber's view, by not taking Marie Antoinette's fashion choices seriously the movie misses one of the main points about how she wielded power. Indeed, the doomed French queen's acute fashion sense—not just her hats but also her penchant for sporting three-foot-high "pouf" hairdo—was a tool that she used to assert her legitimacy in a court looking for every excuse to denigrate her a rightful ruler. As to show in Queen of Fashion," Weber explains, "Marie Antoinette was actively complicit in creating her own mythical image—that of the all-powerful queen.

Weber admits that she enjoyed seeing the young Coppola's film. As a child of the '80s, I loved the director's decision to use '80s pop music on the soundtrack, and many of the scenes she shot at Versailles and the Petit Trianon are gorgeous from a purely visual standpoint.

Nevertheless, she found the film's portrayal of Marie Antoinette "reductive, facile and downright wrong." She also regrets that Coppola turned down her offer (made through fashion designer Marc Jacobs) of serving as an advisor on the film, as she didn't want any "stuffy professors" involved. Weber says she would have encouraged Coppola to "depict Marie Antoinette with more psychological depth and complexity," instead of merely recycling "the insouciant, 'let them eat cake' queen of legend.

Weber's approach has much in common with that of historian Marina Warner, who has produced several works on prominent women in history—most notably, Joan of Arc and the Virgin Mary—showing how they have been mythologized over the years. "As Marie Antoinette certainly discovered," Weber explains, "the myths that quickly attached to her name had little to do with the image she herself set out to create. She also became the target of other people's myth-making, as the press reinvented her as a heartless spendthrift."

Facilities adds new bike racks

GET ON YOUR BIKES

A group of third and fourth graders from Ann Arbor, Michigan, are on a mission, set by their teacher John Wagner, to restore the reputation of "forgotten scientist" Nikola Tesla (1856–1943). They have called attention to Tesla's formidable, but largely forgotten, legacy by donating a bronze bust of Tesla to Columbia's Department of Electrical Engineering. The statue's unveiling, which took place in the Mudd Building on Oct. 2, provided an occasion to remember the extraordinary accomplishments of the Serbo-American electrical engineer, who many would say has been shortchanged in the history books as it was he, not Thomas Edison, who invented electricity.

Representing the students at the event, Wagner described how he'd turned his personal quest to keep the flame of Tesla's memory alive into a project for his elementary school classes. Not only do his students learn about Tesla's many electrical inventions, but he has them composing letters to raise the money for donating duplicate Tesla statues to major universities.

Columbia, it turns out, is a particularly appropriate place for the students' gift to reside. In 1888, Tesla chose the University as the place to deliver a landmark lecture on his discovery of the rotating magnetic field. It was a breakthrough that ultimately led to the harnessing of the cheap water power of Niagara Falls, which in turn ushered in the "electromagnetic century.

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ANDREW DELBANKO

“The only time it’s a good course is when the professor learns from the students, as well as the other way around.”

Andrew Delbanco has a lot to say. As Julian Clancy Levy professor in the humanities, his interests range from war and society, the subject of a course he taught last spring, to Herman Melville, the subject of his latest book. And, judging from his recent successes, Delbanco can make his points with both wit and clarity. First came acclaim for the book, Melville: His World and Work; then came a Great Teachers award from the Society of Columbia Graduates.

Delbanco came to Columbia in 1985 from Harvard, where he received his B.A., M.A. and Ph.D. Based in the Department of English, since 2005 he has headed Columbia’s American Studies program, which is making an increasingly large mark on the undergraduate curriculum.

What makes you, or anyone, a Great Teacher?

Caring deeply about what happens in the classroom. Nothing in my professional life matters to me more than trying to have a positive impact on the thinking—and the feelings—of my Columbia students. It requires a sense of the difficulties of the situation. They recognize more readily that there is no good solution to the dilemma on that ship. On the other hand, a terrible injustice is being perpetrated against an innocent boy. So they become more engaged and interested in the subject. They learn to become more critical of the way they think about things. They have a greater sense of the responsibility that they bear.

You’re also a prolific scholar. Doesn’t that detract from time spent teaching?

No, not at all. I think what makes a lot of difference is how you organize your time. If you don’t have a series of deadlines to meet, then you have a tendency to get to work, and then you say, “I’m going to stop at this point.” But if you have deadlines—whether they be book deadlines or conference deadlines—then you have a real sense of commitment. So you’re actually able to do more. You learn to be more disciplined in how you organize your time. I think a lot of my scholarly writing has come out of my teaching. It’s very easy to drift into a mode where you’re just writing about what you’re interested in. And you don’t really say anything useful. But if you’re teaching a course, then you’re thinking about what you’re going to say, what you’re going to have to read, and you’re really writing to make sense of the course. My gain is that I get a chance to reflect on what I’m doing in the classroom and then I can write about it. And the reverse is also true. I get ideas from the classroom that I can think about in my writing. It feeds on itself. There’s a real synergy.

What are your goals for the American Studies program?

Simply stated, to build on the Core. The Core’s Curriculum program engages our students to think about important issues—justice, identity, private and public responsibility—by engaging with great works of ancient Greece, Elizabethan England, medieval Italy and so on, which is as it should be. But I find that many students want to continue to think about such issues in the context of America, of which they are the future leaders. We are developing a curriculum that will allow students to do that.

Can you give me some examples?

We have a course on issues of access and equity in higher education. In addition to conventional academic study of the subject, students will be involved as tutors, working with at-risk kids in East Harlem to improve their chances of getting to college. That, I’m happy to say, is in keeping with President Bollinger’s stated commitment that Columbia should become more closely involved with the life of New York City for the same reason, we are bringing into the classroom writers and artists, professionals, activists, policy-makers, from outside the academy—many of them Columbia alumni. In my war course last spring, the students were mentored by John Glassman, a distinguished editor and publisher (and Columbia College alumnus). Glassman wrote a book about his father’s experience as a prisoner of war in the Philippines. Next fall, Joseph Greenaway, also an alumnus and a now a federal judge in Newark, will teach a course on the Supreme Court, which until now has offered only law schools. That’s the kind of thing I want to do more of. This is why I now also find myself, in addition to my teaching and writing, doing fundraising for the American Studies program, which is not a department, to offer more courses, seminars and fellowships.

For those of us who couldn’t take your war course, can you give us an idea of what we missed?

It was a course on the effects war has had on American society. We confronted the grave responsibility entailed in going to war and the unimaginable suffering wars cause, but we also saw that war has a way of opening up possibilities. The expansion of rights for black Americans and for women, for example. War is a complicated business in which we see the worst, but sometimes the best, of human possibility. I learned a lot.

So the cliché that good teachers learn from their students is true?

The only time it’s a good course is when the professor learns from the students, as well as the other way around. Everything I’ve ever written has had its roots in the classroom. I had been teaching Melville for 25 years before I started writing the book.

What are you writing now?

I’m preparing a series of lectures, to be delivered at Princeton in fall, 2006, on the history, and maybe the destiny, of college education. I’m preparing a series of lectures, to be delivered at Princeton in fall, 2008, on the history, and maybe the destiny, of college education. As universities become increasingly international and the range of knowledge expands, it becomes more important for all students, regardless of where they come from or what field they choose, to share a core knowledge.

On the other hand, the mission of the ship, which is to defend Great Britain, is likely to be compromised; perhaps totally undercut, if discipline breaks down. In other words, it is a tragedy. At some times in our history we are more likely to feel the depths of tragedy than at others.

One of the things I find bizarre is how the American College is very popular with experts in ways they can’t explain. His lectures are incredibly dense. Sometimes I think that by not explaining, he always gives us the idea that the topic was too big for us to handle. It’s quite a challenge to explain what made you happy.

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I’m preparing a series of lectures, to be delivered at Princeton in 2008, on the history, and maybe the destiny, of college education.

Does Columbia figure in that history?

In many ways. One is its development, at the beginning of the 20th century, of the Core Curriculum. As universities become increasingly international and the range of knowledge expands, it becomes more important for all students, regardless of where they come from or what field they choose, to share a core knowledge.
SHREE NAYAR

Interviewed by Keely Savoie

“if I can convey my excitement about the subject, then students are more eager to learn.”

Great teachers are those who can assist their students in “seeing the light” on complex subjects. For Shree Nayar, TC Chang, professor of computer science, this is metaphorically and literally true.

Nayar heads the Columbia Computer Vision (CVAE) Laboratory at the Fu Foundation School of Engineering and Applied Science, a laboratory dedicated to the development of advanced computer vision systems. He has devoted his career to developing machines with the power to see. The recipient of two prestigious David Marr Prizes, he has published more than 100 scientific papers on imaging, vision, and robotics and has been awarded numerous patents for his inventions.

When in the lab, the professor can be found in the classroom helping to illuminate concepts of computer vision for his students. Based in the engineering school since 1991, Nayar professes a special love for teaching. The feeling is mutual for his students. In 1995, Nayar received the W. M. Keck Foundation’s Excellence in Teaching Award, and this year he is being honored by the Society of Columbia Graduates for his teaching talents—American studies and English. His classes are more eager to learn.

What's the most challenging aspect of teaching for you?

Nayar: “I think the most challenging aspect of teaching is helping my students understand the subject, then students are more eager to learn.”

What do you do when you're not teaching or thinking about visual processing?

Nayar: “I have a four-year-old and a one-and-a-half-year-old, so when I'm not in the lab or the classroom, I spend time with them. From my early years, I have enjoyed building gadgets—everything from trains and planes to radios and stereos. And now I am building model trains with my children. I also try to squeeze in a game of tennis whenever I can. I recently took on a gifted undergraduate student, Robert Lin, as a research project student under the condition that he would play tennis with me. His final grade may have something to do with how often he lets me win.”

How did you go from there to here?

Nayar: “For one, I never went back to writing on the blackboard. I switched to making overhead slides, and that way I could do all the writing before class started. I realized that each teacher must choose the medium that works best for him or her. In terms of the material I am presenting, I try to build up from simple to more complex concepts. I can convey my excitement about the subject, then students are more eager to learn.”

What's the most challenging aspect of teaching for you?

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Has your teaching style changed or evolved over your years at Columbia?

Nayar: “At the beginning, I had a romantic notion that if you're a real professor, you should write on the blackboard because that's what my best teachers did—they had the most beautiful writing and drew the most beautiful pictures, all of which would just unfold on the board. I still remember my first lecture at Columbia. I stood up and started writing, but I could not write straight. My sentences would go sloping downwards. When the class finally ended an hour and 15 minutes later, I had covered only about 20 minutes of material. I walked out of class wondering if I'd chosen the wrong career.”

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What is your teaching style?

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EVENT HIGHLIGHTS OCT. 23–NOV. 3

**Monday October 23**
- **Art Exhibit**
  - Tribes: The Legend of Cainbuin and Other Stories
- **Panel Speaker**
  - Frederick Ragan of the American Enterprise Institute speaks on “Finding a New Cause for the American Military” sponsored by the Saltman Institute of War and Peace Studies, 4:30 p.m., International Affairs Bldg., 212-854-4616.

**Tuesday October 24**
- **Music at St. Paul’s**
  - The Tenor Smith, unincorporated, 6:00 p.m. St. Paul’s Chapel. Free and open to the public.
- **Science Information**
  - Learn more about the School of Continuing Education’s Master of Science in Construction Administration, 6:30 p.m. 602 Low Library.

**Wednesday October 25**
- **Pass the Pea**
  - Columbia Soccer
t壮观stadium, Baker Field, 7:00 p.m.
- **Alternative Medicine Event**
  - Bill Goddard will give us the lowdown on and discuss his methods for finding a new find for the American Military. Sponsored by the Saltman Institute of War and Peace Studies, 5:00 p.m., CUNY, Hammer Health Sciences Center, 5900 Community Drive East.
- **Architecture Panel**
  - Panel on Science and the Media. A panel of media experts discusses the role of science in the media. Sponsored by Scientific American. 8:00-10:00 a.m. Alfred Lerner Hall, Ballroom.
- **Halloween Party**
  - Featuring Neil Stewart and the First Law Band. Sponsored by the Chinese Language Students’ Organization and Chinese Student Union. 12:30 p.m. Faculty House. Free and open to the public.

**Thursday October 26**
- **Judaic Art and Judaism**
  - All-day event sponsored by the Center for Judaism and Jewish Culture. Oct. 27th–Nov. 3rd, 10 a.m.–6:00 p.m. Various locations. Free and open to the public.
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**Friday October 27**
- **Halloween**
  - All-day conference presented by the School of the Arts. Oct. 27th–Nov. 3rd, 10 a.m.–6:00 p.m. Various locations. Free and open to the public.

**Saturday October 28**
- **Halloween**
  - All-day conference presented by the School of the Arts. Oct. 27th–Nov. 3rd, 10 a.m.–6:00 p.m. Various locations. Free and open to the public.

**Monday October 30**
- **Chemistry Colloquium**
  - Alice Freeman of the Ohio State University gives a talk on “Electrochemistry.” 4:00–5:00 p.m., Harriman Institute, Room 310. 212-854-2202.
- **ECCE Lecture**
  - Brian Porter of the University of Michigan gives a talk on “The Impact of the Great Depression on U.S. Voting Behavior.” 4:00–5:00 p.m., Harriman Institute, Room 310. 212-854-2202.

**Tuesday November 1**
- **“Tribes and Democracy”**
  - Reception at the St. John the Divine, with live organ accompaniment. 5:30 p.m. St. John the Divine. Free and open to the public.

**Wednesday November 2**
- **“Spanish Culture and Religion”**
  - A conversation between the Master of Arts in Spanish Literature and the University of the Basque Country. 6:00–7:00 p.m., Harriman Institute, Room 310. 212-854-2202.

**Thursday November 3**
- **“Religious and Cultural Celebration”**
  - With the film of the Day of the Dead. 4:00–10:00 p.m., Harriman Institute, Room 310. 212-854-2202.

**Friday November 4**
- **“Religious and Cultural Celebration”**
  - With the film of the Day of the Dead. 4:00–10:00 p.m., Harriman Institute, Room 310. 212-854-2202.

**Around Town**
- **What would you most like to do for Halloween—other than the Village parade?**

Kayak around Manhattan. The Manhattan Kayak Company offers a “Halloween Night Paddle” on the 1st.

— James Danoff-Berg, Center for Environmental Research and Conservation

I’m going to a midnight screening of The Rocky Horror Picture Show the Saturday before Halloween.

— Alexxia Scola, General Studies

Dress up as General MacArthur (again)?

— Kip Conlon, Undergraduate Admissions and Financial Aid

I hope to see the silent horror film Nosferatu—other than the Village parade?

— James Danoff-Berg, Center for Environmental Research and Conservation

By Eric Erving

L 

iving in America’s multicultural city and working on its most multicultural campus gives Columbians the perfect excuse to exposure beyond the normal range of American holidays. This Halloween, along with setting off fireworks for Gaye Fawkes Night (Fawkes tried to blow up the English houses of parliament), I plan to join in the celebrations for the Mexican holiday Dia de los Muertos (Day of the Dead), Nov. 1–2. Day of the Dead is also celebrated in contemporary Mexico is a combination of ancient Aztec and Roman traditions. (Nov. 1 and 2 are also All Saints’ and All Souls’ Days.) People build huts altars in remembrance of their dearly departed and picnic in cemeteries with special food.

Here are some places in our area for enjoying Dia de los Muertos, as well as Mexican food generally.

**Taqüeria Y Fonda La Mexicana**

568 Amsterdam Ave. Between 107th and 108th Sts. This is my favorite taqueria in the city. It offers many varieties of tacos (including taco de lengua, or tongue), tontha Mexican sandwiches, and burritos (large enough to be burritos) are always available, but traditional Dia de los Muertos, as well as Mexican food generally.

**Taqüeria Mexicana Los Angeles**

1358 St. Nicholas Ave. Between 170th and 171st Sts. The food is mostly Mexican, but the menu also carries many Dominicans and “American” offerings. It’s a good place for traditional tamales, another dish that makes an appearance on Mexican holidays.

**Gabriela Mexican Restaurant**

648 Amsterdam Ave. Between 93rd and 94th Sts. Gabriela’s may be a little bit out of the way, but it’s well worth the trip. One of its special dishes for Day of the Dead is pumpkin-seed mole, which strikes me as being equally appropriate for Halloween.

**Guadalupa**

2076 St. Michael Broadway (by Baker Field) This restaurant just opened so is uncertain about what menu is any indication, we’re in for a treat. I can recommend the grilled cactus-salad, and the short rib “El Diablo” could really double as a Halloween dish.

**Go online!**

Complete event listings: www.calendar.columbia.edu

The Record welcomes your input for news items, calendar entries and staff profiles. You can now simply submit your suggestions directly at: www.columbia.edu/cu/news/newcontent.html.
Talking to Susan Feagin about Columbia’s recently launched $4 billion fundraising campaign, you find yourself believing that this business of approaching people for major gifts isn’t as hard as it looks. Her energy and enthusiasm for Columbia are infectious, and she exudes the kind of professionalism that makes the feat of raising billions seem, if not exactly a slam dunk, at least doable. 

She arrived as president-designate five years ago, but she was no stranger to the campus. Morningwood was her first stop when she came east from Tyler, Texas, having just received her high school sweetheart, a junior at Columbia College. She enrolled in the School of General Studies because the school would allow her to finish her own degree while working full time at Columbia. Within a year, she was working as the secretary to the president and eventually she moved to the alumni office, where she served as Columbia’s first full-time development researcher, creating a list of potential major donors.

From this last experience, a career was born. For more than 30 years now, Feagin has been zigzagging back and forth among three universities—Harvard, Columbia (where she worked under Bollinger)—all of which have major fundraising campaigns.

Feagin graduated from GS in 1974 cum laude with honors. She is targeted for facilities, of which $400 million would go toward the Manhattanville expansion. Right now, 25 percent of the campaign is targeted for facilities, of which $400 million would go toward the Manhattanville plan. Of that, half is earmarked for the Jerome L. Greene Science Center. President Bollinger recruited Feagin when he arrived as president-designate. Five years ago, Columbia has a lot of things going for it at this particular moment: our long history in international studies, our new York City location, and our opportunities for physical expansion.

A number of Columbia’s peer institutions have launched, or are about to launch, similarly ambitious campaigns. How does that affect your efforts? 

Vale kicked off a $3 billion campaign the day after we did. Cornell and Stanford, who are looking for $4 billion and $4.5 billion respectively, are also starting this month. None of us planned to kick off at the same time, it just sort of happened. Science is a big priority for all of us, as is developing a global agenda. With all of these other campaigns, Columbia has had to think harder about what distinguishes us from our peers.

Fortunately, and as articulated so well by President Bollinger, Columbia has a lot of things going for it at this particular moment: our long history in international studies, our New York City location, and our opportunities for physical expansion.

How much of the $4 billion is for the proposed Manhattanville expansion? Right now, 25 percent of the campaign is targeted for facilities, of which $400 million would go toward the Manhattanville plan. Of that, half is earmarked for the Jerome L. Greene Science Center. I’m referring to that spectacular gift we got earlier this year from Dawn Greene and the Jerome L. Greene Foundation.

Do you have any advice for faculty and staff who might like to contribute? I encourage everyone to visit the campaign’s Web site (<alumni.columbia.edu/campaign>), or to direct others there. A key point to remember is that 40 percent of the total, by far the largest goal, focuses on building the endowment to do more for our undergraduate students and faculty. Of that, a total of $440 million is earmarked for undergraduate financial aid. The rest will go to underwriting faculty salaries and research.

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Homecoming 2006

Lions and tigers—all right! The Princeton Tigers may have defeated the Columbia Lions at this year’s Homecoming game on Sept. 30, but it didn’t dampen the spirits of the students and alumni, cheerleaders and players—even President Nicholas Dirks and Zvi Galil, dean of the Fu Foundation School of Engineering and Applied Sciences (SEAS). As a result of such collaborations, quite a few noteworthy victories, including, most recently, a 24–0 shutout in their first ever meeting with Iona College.

Craft Fair

In early October, Columbians turned out to support the local community by visiting the International Craft Fair, held twice a year on Low Plaza. Profits from the sales of jewelry, hats, prints and other crafts from such countries as Guyana and Guatemala go toward childcare fellowships for the Red Balloon Day Care Center, on Riverside Drive in Morningside.

Orhan Pamuk

Johnsonian professor of philosophy and a founding member of the Committee on Global Thought, “Orhan is one of the most deserving of the Nobel, so one feels great pride in his achievement,” he told The Record, “but courage of the kind he has shown is something one can respect in a more deep and abiding sense.”

Pamuk is also slated for a joint appointment in the Department of Middle East and Asian Languages and Cultures (MEALC) and at the School of the Arts, where he may be teaching writing seminars.

Orhan Pamuk—continued from page 1

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Bilgrami was referring to the way Pamuk was treated after he dared to speak out to a Western newspaper about Turkey’s failure to come to terms with the massacre of the Armenians during World War I and with the treatment of the Kurds in the 1980s. Last year, a conservative group in Turkey charged him with insult- ing Turkish identity, a crime that carries a three-year jail sentence. The charges were dropped in January after much international protest.

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Pamuk has visited Columbia once before, in the mid-1980s. He wrote his novel The Black Book—about an Istanbul lawyer searching for his missing wife and assuming a new identity in the process—in a room afoot to have Pamuk hold a symposium in November, possibly with Salman Rushdie.

This semester, Pamuk is participating in the Committee on Global Thought’s inaugural seminar series on secularism and diversity, being offered to 32 undergraduates. According to Bilgrami, there is a plan afoot to have Pamuk hold a symposium in November, possibly with Salman Rushdie.

Scrapbook

WHAT ARE YOU LOOKING AT?

HINT: These aren’t gummy bears. You also can’t find them on Morningside. First to e-mail us the right answer receives a RECORD mug.

To receive a RECORD mug, e-mail the answer by noon on Monday, Oct. 16.

ANSWER TO LAST CHALLENGE: The slide library in Schermerhorn Hall (room 901). WINNER: Cassy Juhl

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