The Open Road

After an arduous semester, you and your students may feel as though you’ve reached the end of an academic road: “At long last, we’ve made it.” You’re right to feel satisfied, but keep in mind that your students, unlike you, may not know what new roads stretch before them. As an expert in your field, you can tell them: What questions are your students prepared to explore now that they’ve finished your course? What new courses might they now take? What, in essence, might they do with the

continued on page 4

The Road to Publication: A GSAS Student Discusses Research, Collaboration, and the Changing University

Minnesota native Jay Gabler, a PhD candidate in sociology, started at Harvard in the master’s program at the Graduate School of Education. He took other courses throughout the University, including the Gender and Sexuality seminar with sociology professor David John Frank (now an associate professor of sociology at the University of California at Irvine), and realized that his scholarly interests were more sociological than educational.

After getting his master’s degree in education, Gabler went to work for Frank as a research assistant for the project that led to the new book Reconstructing the University: Worldwide Shifts in Academia in the 20th Century, coauthored by Frank and Gabler, and published by Stanford University Press this year.

Gabler was admitted to Harvard’s graduate sociology program in 1999, shortly after beginning work on the project, and will receive his PhD next spring. He’ll join Harvard’s sociology faculty as a lecturer, teaching the introductory undergraduate course and a new course, Children, Culture, and Media.

How was it working and writing with your academic advisor?

Jay Gabler: David was a great collaborator and from the beginning involved me in the project as more than just a research assistant: we talked about the direction the project was going, what we might do with the data, how to present them. The first thing we did was to present the material at a number of conferences [for] sociologists and educators. And we published an article…in Sociology of Education. But we realized as we were working on the material that it really was a book.

What is the main argument of the book?

JG: There’s been a dramatic change in the research and teaching emphases of the university worldwide over the course of the 20th century. First, we document those shifts, which have been often discussed but not documented on the scale here. Second, we present a theory that ties them to changes in what we call “globally structured reality,” that is, the institutionalized way that we think about the world, which comes out in the organization of disciplines in the university.

…That shows up at the level of the field of learning, where you see the social sciences rising and the humanities declining. It’s a shift
MBTA Semester Pass Program

GSAS students may buy MBTA passes (for bus, subway, bus/subway combo, commuter rail, or boat) for the spring 2007 term (February–May) at an 11-percent discount. Order forms and information on passes are available at the Student Affairs Office, Holyoke Center 350, or at www.gas.harvard.edu; click on “Current Students” and then “Student Life.” Return the completed form with a check or money order (payable to Harvard University) by Tuesday, January 16, to GSAS Student Affairs Office, Holyoke Center 350, 1350 Massachusetts Ave., Cambridge, MA 02138.

Orders cannot be processed without full payment; no refunds or cancellations. Information on picking up passes will be e-mailed when passes are available. Contact studaff@fas.harvard.edu or 617-495-1814 with questions.

Writing Resources

GSAS students seeking assistance with writing may find the following resources useful:

The Writing Center offers individual consultations to graduate students working on their own writing, including dissertations. Students may come at any stage of their writing for one-hour conferences with a specially trained tutor. All consultations are free and confidential. Contact Suzanne Smith at gwriting@fas.harvard.edu. Writing Center: www.fas.harvard.edu/~wricntt/; Barker Humanities Center, 617-495-1655.

Certificate in Teaching English to Speakers of Other Languages

GSAS and Harvard’s Institute for English Language Programs will offer a program for GSAS students leading to a Certificate in Teaching English to Speakers of Other Languages (CITESOL) in spring 2007. The difficult job market in the arts and humanities suggests that graduate students in these areas would improve their career prospects by preparing themselves to teach English and other subjects to non-native speakers.

For admission to the CITESOL program, candidates must have passed their general exams and must continue their PhD studies while completing the requirements for the certificate. Students will be able to complete the certification process free of charge. An informational meeting will be held on Wednesday, December 13, at 3 p.m., in Dudley House. For more information, contact Lilith Haynes, director of the Institute for English Language Programs, at 617-495-2947 or lilith_haynes@harvard.edu, or Rise Shepsle at 617-496-5275 or rshepsle@fas.harvard.edu.

Non-Resident Status

Students who will be traveling scholars, on leaves of absence, or studying elsewhere at Harvard in spring 2007 should discuss their plans with their advisor. International students must also contact the Harvard International Office before changing their status. GSAS students who have loans and who are going on leave should speak to their financial aid officer about repayment. Submit completed application forms (available in the GSAS Administrative Dean’s Office and at www.gas.harvard.edu) to the GSAS Student Affairs Office, Holyoke Center 350, by Tuesday, January 2, 2007. Note: Traveling scholars who do not want Blue Cross/Blue Shield and/or University Health Services must waive the coverage online at www.huhs.harvard.edu.

Exchange Scholar Program

This program allows GSAS students to study and work for a term or academic year at several member universities: the University of California at Berkeley, Brown, the University of Chicago, Columbia, Cornell, the Massachusetts Institute of Technology, the University of Pennsylvania, Princeton, Stanford, and Yale. Tuition is charged by and paid to Harvard; Harvard continues to provide any previously granted financial aid. Be sure to contact the department at the host institution to determine faculty and course availability.

Applications are available in the Student Affairs Office and at www.upenn.edu/VPGE/exchange.html; applications must be approved by the student’s academic advisor, department chair, and the GSAS Administrative Dean’s Office. Submit applications to the Student Affairs Office in early December. Note: Fall term bills must be clear before applications can be approved.

Important Dates

- Friday, December 1, 2006. Applications are due at the Registrar’s Office for March degrees.
- Saturday, December 23, 2006. End of third quarter of fall term tuition period.
- Monday, January 1, 2007. Applications for non-resident status for the spring term are due in department offices. Late fees apply as in the fall. Applications for part-time study are due in the GSAS Administrative Dean’s Office, Holyoke Center 350. Winter Recess ends.

—Rise Shepsle
what your contribution argument will be. There are three possible paradigms for describing how a study will contribute to the field:

1. It brings to light new material that hitherto has been overlooked by scholars (an archival discovery, or some body of material whose significance has not yet been recognized). The burden of the argument in this paradigm is to show why the new material is important, and should no longer be neglected.

2. It studies well-known material that has been examined many times before, which is the opposite of paradigm 1. but calls for a reassessment by looking at it in a new way. With this paradigm, it is wise not to attack all preceding work, but to stress that you are adding a new dimension, thanks to the work that has already been done.

3. It does some combination of 1. and 2. by exposing some new material, which in turn calls for some reassessment of what has already been done.

All three paradigms have the advantage of allowing you to discuss the scholarly literature in the field, which is an essential part of a fellowship proposal. However, it avoids the potential monotonity of simply presenting a list or description of the literature; instead it makes it a coherent part of your contribution argument.

Once again, a proposal is best thought of as making a persuasive argument, and all items in that proposal should be used to advance the argument that your project will make an important contribution to the field.

“Should I include footnotes and a bibliography in a fellowship proposal?”

When only a brief statement is requested (of no more than six double-spaced pages), normally the scholarly apparatus is kept to a minimum. References are normally included directly in the text, rather than in footnotes, and are highly abbreviated, usually author by last name and date of publication in parentheses. The proposal can be accompanied by a selected bibliography, even if one is not required. In some competitions, usually when a longer and more elaborate proposal is required (around ten double-spaced pages), you will be expected to have references. These can still be in abbreviated form within the text, or you may use footnotes.

In either case, this type of proposal should be accompanied by a bibliography; usually a selected bibliography is all that is needed.

“Who serves on fellowship selection committees? Will our proposals be read by specialists in our own field, or simply by generalists?”

Most people want to know the answer to this question so that they can address their continued on page 4
Bok Center  continued from page 1

expertise, however modest, that you’ve helped them attain through your hard work together? Taking a moment in section to ask and answer such questions will let you close your course on a note of intellectual possibility as well as achievement.

Bok Center Winter Teaching Conference
Gear up for spring semester. The Bok Center hosts its Winter Teaching Conference on Tuesday, January 30, the day before classes start. This series of sessions and workshops provides tips and advice for first-time teachers, as well as offerings especially intended for experienced teaching fellows and faculty. Come to renew enthusiasm and add to your teaching skills. The complete conference schedule is available at www.bokcenter.harvard.edu.

Making CUE Evaluations Work for You
CUE course evaluations are an invaluable tool for improving your teaching and documenting your good work. In fact, you should save all of your evaluations for the job market to use as an important part of a teaching portfolio that highlights your growth and development as a teacher at Harvard. (Please do not assume the Registrar’s office or the Bok Center will be able to locate your evaluations if you suddenly need them for a job application long after you have taught in a course.) We also encourage you to meet with a Bok Center consultant to review your scores and student comments.

You’ll get more out of your evaluations if you meet with someone trained to interpret them. You can make an appointment by contacting the Bok Center at bokcenter.harvard.edu.

Graduate Writing Fellows Program
Are you looking for ways to become more efficient and effective at grading and commenting on student papers? Do you want to learn sound techniques for creating good writing assignments and for enhancing student learning by incorporating writing into your section?

If so, the Graduate Writing Fellows (GWF) program can provide you with time-saving, pedagogically sound strategies for responding to student writing, designing assignments, and using writing in the classroom. A two-day training session, Thursday, January 25–Friday, January 26, focuses on how students learn and on research about teaching writing. Teaching fellows also practice grading and commenting with actual student papers. Later in the term, catered meetings on Friday afternoons offer further guidance and support.

Recent participants have commented: “I found this to be one of the most useful seminars on professional development that I have participated in . . . I was given the chance to reflect on teaching in a way that is often difficult when you are pressed for time. The handouts and literature we received all provided me with food for thought. I doubt that I will ever teach in the same way again.” and “The GWF program was tremendously beneficial to the course and to me as a teacher. High among the benefits: being reminded that content transfer isn't the main point of teaching, being given concrete ideas on how to make a course writing-enhanced without detracting from its seriousness and rigor, having other interested teachers to bounce ideas and concerns off of.”

New and experienced teaching fellows, teaching assistants, and other instructors from all disciplines are encouraged to apply. Participants must be teaching Harvard undergraduates in courses or tutorials with substantial writing components during the term in which they join the GWF group. Fellows complete a written plan at the beginning of the term and a final report at the end of the term to document their ideas, work, and progress. For more information and application materials, contact Cassandra Volpe Horii, Bok Center associate director, at cvolpe@fas.harvard.edu.

International Teaching Fellows
The spring term seminar Discussion Leading Skills for International Teaching Fellows will begin in early February. Open to both new and experienced international TFs, this seminar meets seven times during the term and focuses on importing English-language discussion-leading skills. Participants micro-teach, conduct classroom observations, and analyze videotapes of various teaching styles. For more information or to sign up, check the Bok Center Website or contact Virginia Maurer at vmaurer@fas.harvard.edu. □

—Beckie Hunter

Fellowships continued from page 3

proposal to the appropriate audience. The problem is that even in competitions that are judged by people in your own discipline, you cannot or should not assume that they are fully knowledgeable about your own specialized topic. Indeed, even specialists need convincing, and may in fact view your proposal with a more critical eye.

The safest course to follow is to provide enough background in making your contribution argument, that both generalists and specialists will view the background as a necessary and logical part of your contribution argument. It is also wise to avoid jargon or unnecessary technical terms.

“How do I write an abstract for a fellowship proposal?”
An abstract or summary of the proposal is often required; most federal agencies require 200 or 250 words. Although the abstract usually appears at the beginning of a proposal, it is best to write it last. The abstract should consist of the very best parts of your proposal; it should involve a process of cutting and pasting from the longer version, making sentence adjustments or adding transitions as needed for full coherence. There is no need to worry about redundancy. After all, the abstract is describing the same dissertation project as the long version is.

For a more detailed discussion of fellowship proposals and samples of winning Harvard proposals, see Scholarly Pursuits. This publication is available free of charge to GSAS students at the GSAS Administrative Dean’s Office, Holyoke Center 350, and online at www.gas.harvard.edu/images/stories/pdfs/scholarly_pursuits.pdf. □

—Cynthia Verba
Dudley Fellow Positions: Information Meeting December 11

An informational meeting about Dudley fellow and resident positions for the 2007–2008 academic year will be held Monday, December 11, at 4 p.m. in the Dudley House Common Room. A panel of students who currently hold these positions will discuss their experiences and offer application suggestions. For more information, contact Ellen Fox, GSAS Student Services Office, at 617-495-5005 or efox@fas.harvard.edu.

Social Events

Saturday, December 9. Winter Waltz. 9:30 p.m.–12:30 a.m., Dudley House Dining Room. Waltz lessons will be offered 8:30–9:30 p.m. Dance to the music of the Dudley House Orchestra and enjoy champagne, cider, and other refreshments. Black tie optional (but encouraged). Tickets go on sale Monday, December 4, at the Dudley House office. Cost: $15 in advance, $20 at the door (pending availability). Open to GSAS students, other Dudley House members, and their guests. ID required for alcohol. Questions? Contact Geetika Tewari (gtewari@eecs.harvard.edu).

Intellectual/Cultural Events

Monday, December 4. Senior Common Room Dinner. Markus Mobius, associate professor of economics, will speak on “Why Beauty Matters.” A reception will be held in the Graduate Student Lounge at 5:30 p.m., followed by dinner at 6 p.m. in the Common Room. Tickets are limited. Students on the Longwood Campus may reserve tickets by calling the House office (617-495-2255). Contact Katie Humphry (katie@physics.harvard.edu) for more information.

Ongoing. Dudley House Knitting Group. Want to learn to knit? We have yarn and needles, and can teach you. The group meets on Wednesdays, 7:30–10 p.m., in Café Gato Rojo, Dudley House. Contact Katie Humphry (katie@physics.harvard.edu) for more information.

Ongoing. Language Tables/Language Exchange. Practice your Spanish, Japanese, German, French, Thai, Czech, Chinese, Turkish, Portuguese, Russian, Greek, English, or other languages. Speakers from all levels are welcome. For information, contact Ann Mao (samao@fas.harvard.edu).

—Katie Humphry (katie@physics.harvard.edu), Jonathan Ruel (ruel@fas.harvard.edu), and Ann Mao (samao@fas.harvard.edu)

Dudley Arts Events

Saturday, December 2. Red Wine Tasting and Piano Bar. 7:30–10 p.m., Dudley House. Julie Andrews (above) discovers the hills are alive with The Sound of Music. The annual holiday classic screens Friday, December 8, at 6 p.m. at the Graduate Student Lounge. Everyone welcome for crisp apple strudel.
Common Room. Cost: $10 (on sale at the Dudley House office). Limited to 20 participants; GSAS students and other Dudley House members may bring one guest.

Tuesday, December 5. Documentary Film Night: America: Freedom to Fascism. 7 p.m., Dudley House Graduate Student Lounge. Through interviews with US Congressmen, a former IRS commissioner, former IRS and FBI agents, tax attorneys, and authors, Aaron Russo connects the dots between money creation, federal income tax, voter fraud, the national identity card (becoming law in May 2008), and the implementation of radio frequency identification technology to track citizens. (Official site: www.freedomtofascism.com). E-mail Jie Li (jieli@fas.harvard.edu) for more information.

Wednesdays, December 6 and 13. Harvard Art Museums Gallery Talks. Meet at the Dudley House front steps at 12 noon, or at the Fogg Art Museum central courtyard (inside the building) at 12:10 p.m. Present your Harvard ID for free entry. E-mail Eva Helfenstein (helfenst@fas.harvard.edu) for talk topics.

Tuesday, December 12. Virtual Tour of Rome: Slide Show and More. 7:30 p.m., Dudley House Fireside Room. Dive into the urban structure and the history of the Eternal City and visit splendid sites, from the Coliseum and the Catacombs, to modern architecture. E-mail Eva Helfenstein (helfenst@fas.harvard.edu) for details.

Friday, December 15. Documentary Film Night: Czech Dream. 7 p.m., Dudley House Graduate Student Lounge. Filip Remunda and Vit Klusak, two of Eastern Europe’s most promising young documentary filmmakers, set out to explore the psychological and manipulative powers of consumerism by creating an ad campaign for something that didn’t exist. In the last five years, over 125 hypermarkets have opened in the Czech Republic, and the social habits of the Czechs have changed radically. This first Czech reality show is a reaction to this. E-mail Jie Li (jieli@fas.harvard.edu) for more information.

Wednesdays. The Weekly “Daily Show”/“Colbert Report.” 8–9 p.m., Dudley House Graduate Student Lounge. With our inappropriately large flat-screen TV and some cash to fund our collective drink and snack habits, we have all the tools to provide a consistently awesome Wednesday night after-dinner comedic experience. Contact Andy Friedman (friedman@fas.harvard.edu) for more information.

—Alexis Kaushansky (kaushans@fas.harvard.edu)

—Marc Gidal (gidal@fas.harvard.edu)

Sunday, December 10. World Music Ensemble Winter Concert. 3 p.m., Dudley House Main Dining Room. Program: Everything from bluegrass, Moldavian folk tunes, traditional Persian music, and Klezmer. We will also enjoy the music of our special guest, the a cappella group VoiceLab. Free. Reception will follow.

Saturday, December 9. Café Gato Rojo. 6–9 p.m., Dudley House Main Dining Room. Program: German Romantic music of Brahms, Mendelssohn, Bruckner, and more. Free. A reception will follow in the Fireside Room.

—Michael Barrett (mbarrett@post.harvard.edu)

Outings
Friday, December 8. The Nutcracker Ballet. 7:30 p.m., Opera House, Boston. Artistic director Mikko Niissen’s Nutcracker features the entire Boston Ballet and close to 300 children from the Ballet School. The Ballet Orchestra performs the full Tchaikovsky score live. Limited to 40. Discounted tickets: continued on next page
December | Dudley House Calendar

Please note: Information in this calendar is accurate as of November 17, 2006. For the most recent information, check Dudley House e-mail postings. Contact Susan Zawalich at zawalich@fas.harvard.edu for information on events.

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<th>Sunday</th>
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<tr>
<td>26</td>
<td>Dudley Orchestra Rehearsal MDR: 6:30 p.m.</td>
<td>27</td>
<td>28 World Music Ensemble Rehearsal FSR: 6:30 p.m. Documentary Film: Morning Sun GSL: 7 p.m.</td>
<td>29 Fogg Art Museum Gallery Talk Lewis Dudley: 12 p.m. Knitting Group CGR: 7:30 p.m. &quot;Daily Show&quot;/&quot;Colbert Report&quot; GSL: 9 p.m. Jazz Band Rehearsal CR: 8 p.m.</td>
<td>30 Homeless Meals Program Christ Church, Cambridge: 2:30–6 p.m. Drama Reading Group CR: 7 p.m. Fireside Chat with Elizabeth Bradley FSR: 7 p.m. Outing to Museum of Science Exhibit Leave Dudley: TBA</td>
<td>1 Dudley Chorus Concert MDR: 6 p.m.</td>
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### November

| 3       | Dudley Orchestra Rehearsal MDR: 6:30 p.m. | 4 Winter Waltz Tickets Go On Sale in House Office Senior Common Room Dinner Reception GSL: 6:30 p.m. Dinner CR: 6 p.m. | 5 World Music Ensemble Rehearsal FSR: 6:30 p.m. Documentary Film Showing GSL: 7 p.m. Creative Writing Workshop 3rd-Floor Lounge: 7 p.m. | 6 Fogg Gallery Talk Meet at GSL: 12 p.m. Dissertation Workshop CR: 4 p.m. Graduate Student Council Mtg. GSL: 6:30 p.m. Knitting Group CGR: 7:30 p.m. "Daily Show"/"Colbert Report" GSL: 9 p.m. Dudley Jazz Band Rehearsal CR: 8 p.m. | 7 Homeless Meals Program Christ Church, Cambridge: 2:30–6 p.m. Amnesty International Letter Writing GSL: 6 p.m. Undergrad Holiday Hoopla CR: 6 p.m. | 8 Dudley Film Classics: The Sound of Music GSL: 6 p.m. | 9 Volunteer Kitchen Event Leave Dudley House: 11 a.m. Winter Waltz MDR & CR: 8:30 p.m. |

### December

| 10      | World Music Ensemble Concert MDR: 3 p.m. Dudley Orchestra Open Rehearsal MDR: 6:30 p.m. | 11 Residential Positions Information Session CR: 4 p.m. | 12 CrossTalk CR: 7 p.m. Virtual Tour of Rome FSR: 7:30 p.m. | 13 Fogg Gallery Talk Meet at GSL: 12 p.m. "Daily Show"/"Colbert Report" GSL: 9 p.m. Dudley Jazz Band Rehearsal CR: 8 p.m. | 14 Homeless Meals Program Christ Church, Cambridge: 2:30–6 p.m. | 15 Deadline for Submissions to The Dudley Review Public Service/COOP Grant Deadline Documentary Film: Czech Dream GSL: 7 p.m. | 16 Jazz Band Concert MDR: 6 p.m. |

### January

| 1       | Winter Recess Dudley House Closed | 2       | Winter Recess Dudley House Closed | 3       | Winter Recess Dudley House Closed | 4       | Winter Recess Dudley House Closed | 5       | Winter Recess Dudley House Closed | 6       | Winter Recess Dudley House Closed |

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**Dudley House continued from previous page**

$35 each (usually $56), available at the House Office. GSAS students and other Dudley House members may bring a guest. 
—Rachel Pepper (rpepper@fas.harvard.edu)

**Public Service**

Thursday, December 7. **Amnesty International Letter-Writing Circle.** 6–8 p.m., Dudley House Fireside Room. Help Amnesty International stand up for the rights of prisoners of conscience around the world by writing letters at our first Amnesty Letter-Writing Circle of the year. Refreshments will be available.

Saturday, December 9. **Saturday’s/Sunday’s Bread.** 11 a.m.–4:30 p.m. Join the kitchen and wait staffs of Saturday’s/Sunday’s Bread to prepare and serve free hot food to people in need. Meet at the Dudley House steps at 11 a.m. We’ll grab lunch at Dunkin’ Donuts and take the subway to Boston. Questions? E-mail dudleypublicservice@gmail.com.

**Deadline:** Friday, December 15. **COOP Public Service Grants Application.** These grants will

**continued on next page**
fund community service projects organized by Harvard graduate students. To find out how to apply and what projects have been supported, e-mail dudleypublicservice@gmail.com.

Through December. **Clothing Drive.** Put your still-wearable clothing into the donation boxes available in the Dudley House lobby. Clothing collected will go to the Lutheran Church homeless shelter in Harvard Square.

**Thursday.** Homeless Meals Program. 2:30–8 p.m., Christ Church, Zero Garden Street. Whether you have an hour or an entire afternoon to spare, your help will make a difference!

Ongoing. **Volunteer Placement Service.** Want to volunteer but don’t know where to start? The Dudley public service fellows can suggest volunteer options to suit your interests and schedule. E-mail any of the fellows for information and check out our Webpage at www.fas.harvard.edu/~dudley/fellows/pubserv/.

—Fan Zhang (fan_zhang@ksgphd.harvard.edu), Fatin Abbas (fabbas@fas.harvard.edu), Adrian Kwek (kwek@fas.harvard.edu)

**Dudley Literary Program**

Tuesday, December 5. **Creative Writing Workshop.** 7–9 p.m., 3rd-Floor Lounge. All levels of expertise welcome. Refreshments provided.

**Deadline:** Friday, December 15. **The Dudley Review.** Submit your poetry, creative prose, photography, and visual art to: Dudley House, Cambridge, MA 02138. Attn: Dudley Review 2007. Questions? E-mail dudley_literary@yahoo.com.

**Monday, December 18. Dudley House Book Club.** 7 p.m., Graduate Student Lounge, Dudley House. Selection TBA. The Book Club is open to anyone who likes to read and talk about books. You do not have to be a literature student or expert to participate. A light meal and drinks will be served; proper ID required for alcohol. E-mail dudley_literary@yahoo.com about this month’s book selection.

**Intramural Athletics**

**Winter Sports.** Sign up for basketball (A and B leagues, women’s league, and six-feet-and-under league), ice hockey, or squash.

**Spring Sports.** Sign up for crew, volleyball (A and B leagues), tournament soccer, softball, swimming, tournament flag football, or tournament tennis.

**Athletics E-mail List.** Sign up at http://lists.fas.harvard.edu/mailman/listinfo/dudleyim-list.

—Jason Gallicchio (jason@physics.harvard.edu), Jonathan Fan (jfan@fas.harvard.edu), Lucy Barnes (lbarnes@fas.harvard.edu)

**Dudley House E-mail List**

What’s the fastest way to get up-to-the-minute news about events at Dudley House? Subscribe to the Dudley House e-mail list. To sign up, visit www.fas.harvard.edu/~dudley and follow the directions to subscribe.

**Free Lunch! Invite a Faculty Member or GSAS Administrator to Dudley Café**

Each week, free tickets are available at the Dudley House office for GSAS students to treat a faculty member (professor, associate or assistant professor, or instructor only) or favorite administrator (from your department, GSAS, or elsewhere on campus) to lunch at Dudley Café. Each student is entitled to two pairs of tickets per term.

—Susan Zawalich

**Wireless at Dudley**

Dudley House is equipped with wireless technology for you to go online in any of the public areas in the House. Check out www.fas.harvard.edu/computing/kb/kb0826.html for instructions on outfitting your computer for wireless communication.

—Chad Conlan

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**In Common**

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Call us Monday – Thursday, 8p.m. – 12a.m. 617-384-TALK (8255)

We’re here for you.
Bureau of Study Counsel
The Bureau provides academic and personal counseling, tutoring, groups and workshops, and the Harvard Reading Course. Pre-group consultations are required for some groups. All groups and workshops are confidential and, unless otherwise indicated, are open to graduate and undergraduate students. 617-495-2581; e-mail: bsc@harvard.edu; Web: www.bsc.harvard.edu.

Insanely Busy: What Would Happen if I Slowed Down? With Sheila Reindl and Ariel Phillips. 1.5-hour workshop. Discuss realistic possibilities for living a life that honors one’s values and goals but isn’t always on “fast forward.” Available to Houses or student groups. To schedule a workshop, contact Ariel Phillips (aphillips@bsc.harvard.edu) or Sheila Reindl (sreindl@bsc.harvard.edu), 617-495-2581.

Monday Morning Meditation. With Sung Lim Shin. Weekly drop-in workshop: Mondays, 8:30–9 a.m., full semester, while classes are in session. Meetings include brief instructions and 15–20 minutes of meditation. No pre-registration required. Some Monday meetings may not take place, so call ahead to confirm, 617-495-2581.

Seasons of Grief. With Sheila Reindl and Sung Lim Shin. One-session workshop: Wednesday, December 6, 3–4:30 p.m. For students who are struggling with a significant loss in their life, whether the loss occurred recently or years ago. To register, e-mail Sheila Reindl (sreindl@bsc.harvard.edu) or Sung Lim Shin (sllshin@bsc.harvard.edu), 617-495-2581.


Harvard Graduate Women in Science, Engineering, and Society Seminar Series
Co-sponsored with the Office of the Senior Vice Provost for Faculty Development and Diversity and GSAS. For more information, visit www.hcs.harvard.edu/hgwise, or write to gradwise@fas.harvard.edu. To receive the weekly e-mail newsletter, sign up at http://lists.hcs.harvard.edu/mailman/listinfo/hgwise-list.

Friday, December 1. Lupus, Snurps, and Women in Science. 6 p.m., HIM Room, Harvard Medical School Conference Center. Joan Steitz (PhD ’68, biochemistry and molecular biology; SD ’92), the Sterling professor of molecular biophysics and biochemistry, Yale University.

Wednesday, December 6. Wine & Cheese Career Chat Series: Careers in Consulting for PhD and Masters Students in the Sciences. 6:30–8 p.m., Dudley House Fireside Room. An evening for women PhD and masters students in the sciences to discuss and learn about careers in consulting from women consultants from the Boston Consulting Group. Sponsored by BCG, HGWISE, and the Graduate Student Council.

Harvard Satirical Press Announces HSP Comics Call For Submissions: Deadline March 5
Feel like laughing and procrastinating at the same time? If so, check out www.harvardsp.com and enjoy Harvard’s only graduate student comedy magazine, generously funded by the Graduate Student Council. Look for print copies of our fall 2006 issue around campus and in Dudley House, and check out archives of all 12 previous issues online. We are also announcing “HSP Comics,” a single-panel hand-drawn comic contest with winners to be published in our spring 2007 issue, sponsored by the Dudley House arts fellows. Topics can include graduate student life, the universe, and everything (think “The Far Side”). Send scans of comics to harvardsp@gmail.com or drop off original art in the box outside the Dudley House arts fellows’ office, inside the Graduate Student Lounge, 2nd Floor, Dudley House. Submissions must be received by March 5, 2007. Selected submissions will be displayed around Dudley House and published online. For details see www.fas.harvard.edu/~dudley/fellows/art/comedy.html. Send HSP submissions or inquiries to harvardsp@gmail.com; attention: Andrew Friedman, editor in chief.

Radcliffe Institute for Advanced Study
Go to www.radcliffe.edu/ for more information on events.


Wednesday, December 13. Radcliffe Institute Fellows’ Presentation Series: “Investigating Nature at the Smallest Distance Scales.” Meenakshi Narain, Boston University, current Radcliffe Institute fellow. 3:30 p.m., 34 Concord Ave., Colloquium Room, 617-495-8212.

Harvard Graduate School of Education Askwith Education Forum

Peabody Museum Lecture
House Tutors and Freshman Proctors in Harvard College

AN INTRODUCTION FOR GSAS STUDENTS

GSAS students are encouraged to explore House tutor and freshman proctor positions, which provide not only an opportunity to take part in the life of Harvard College, but also a valuable educational and administrative experience. This introduction is intended to acquaint GSAS students with some aspects of the College and to help graduate students compete successfully for College appointments.

Brief History
Harvard’s current House plan, the inspiration of President Lowell, dates back to the early 1930s, but the idea and ideals behind it stretch back almost as far as the College itself. Across all four centuries of Harvard’s history, learning together has meant living together. President Lowell’s wishes came to fruition in 1928 when Edward S. Harkness (Yale 1897) offered more than $10 million to provide for the first seven Houses. The Houses were to be patterned after Oxford and Cambridge colleges and were meant, in President Lowell’s words, “to unite learning with the fine art of living.” Two of the new Houses, Dunster and Lowell, opened in 1930. Eliot followed in 1931, along with Adams, Kirkland, Leverett, and Winthrop. Dudley House was created in 1935 to serve nonresident students. Quincy House followed in 1939, Pforzheimer (formerly North House) and Cabot (formerly South House) were formed into Houses in 1961. Mather and Currier opened in 1970.

House Masters are tenured professors; their spouses or partners are Co-Masters. Roughly 350–450 upperclassmen are affiliated with each of the Houses. Masters are assisted in their work with students by Allston Burr resident deans, who serve as the academic deans of the Houses.

Freshmen live in the 17 Yard dormitories, ranging from Massachusetts Hall, built in 1720, the oldest Harvard building, to Canaday, which was completed in 1974. The Dean of Freshmen is assisted by three resident deans.

Suggestions for Applicants
GSAS students who are applying for positions as House tutors or freshman proctors should become acquainted with the College by reviewing publications such as the Handbook for Students (online at www.registrar.fas.harvard.edu/handbooks/student) and individual House directories (available in the GSAS Administrative Dean’s Office, Holyoke Center 350; the GSAS Student Services Office, Dudley House B2; and online at www.fas.harvard.edu/-uho).

To keep abreast of undergraduate activities, students should read The Harvard Crimson and The Independent. Applicants may also want to attend some of the public events offered by Houses, such as lectures, concerts, art shows, and theatrical and athletic events.

Following is a description of the responsibilities and application procedures for House tutors and freshman proctors prepared by the House Masters and the Dean of Freshmen. Applicants should pay special attention to deadlines.

House Tutors
There are 12 residential Houses, as well as Dudley House, which serves GSAS students and has approximately 70 under-graduate affiliates.

Graduate students may also associate with Houses as tutors in a Senior Common Room made up of tutors, faculty associates, and other members who form a coterie of postgraduate academics and professionals.

Responsibilities
House tutors, both resident and nonresident, are expected to be advisors to, and intellectual role models for, undergraduates. Although each House may have somewhat different specific expectations, the following may be considered general guidelines for tutors.

Resident tutors are required to participate in any House-specific training as well as the University-wide Tutor Orientation in early September and to be in residence from the time students arrive in September through Commencement, holding direct responsibility for a given entry, hallway, or building. All tutors participate actively in House life and are accessible to students for both academic and personal counseling.

They also take initiative in organizing and participating in intellectual, cultural, and extracurricular activities in the House, such as:

• discussions with invited guests at meals or language tables;
• maintaining a presence with students at meals and social functions, and helping with chaperoning when needed;
• involvement in House sports, drama, music, art, photography, and other activities.

Tutors representing their department and/or field are engaged in:

• teaching courses in their fields, perhaps in House-based sections or House-based tutorials for credit;
• tutoring and advising, in coordination with departments;
• writing or helping to write letters of recommendation for students.

In addition to their roles as academic and social advisors, resident tutors must also occasionally handle discipline, maintaining Harvard’s rules and regulations as they apply to residential life.

Resident tutors are provided housing and meals to enable them to meet the responsibilities outlined above. Some tutors may receive additional compensation for special appointments in the House, such as work as an assistant senior tutor or House librarian. An important reward for becoming a House tutor is the fellowship of the Senior Common Room, which is made up of scholars of a wide range of disciplines and ages.

How to Apply
To become a House tutor, apply online at www.fas.harvard.edu/-uho.
For information about tutoring in the Dudley Co-operative and working with non-residents, contact the Dudley House Undergraduate Office at uduley@fas.harvard.edu.

The online submission should include a letter that serves as a cover for a résumé. Among other things, the letter might describe specific academic interests and potential contributions to the scholarly life of students in the House, special nonacademic involvements (hobbies or cultural, political, and community activities) and ways you might share these with members of the House, and any dorm-living experiences you may have had in college or elsewhere. Each member of a partnered or married couple should both submit information through the online portal. All information should be submitted via the Website application.

The deadline for applications will be in February, with offers made in the early spring-time. Complete details will be available at www.fas.harvard.edu/~uho/house-tutors.html. If you wish official recognition by the department or departments in which you teach, you must tell those departments of your interest in becoming a House Tutor. Some House Tutors do not represent departments officially. Graduate students who do not wish departmental recognition may forego communication with a Head Tutor. House Masters will ordinarily discuss with department Head Tutors which graduate students, if any, are eligible to represent the departments officially and what responsibilities they are likely to be given.

Once applications are received, House staff will be in touch directly with tutor candidates. Depending on anticipated vacancies, a number of applicants will be asked for interviews, and a smaller number will be offered either resident or nonresident tutorships.

Acceptance of an offer should be directed to the House Masters. It is not appropriate to affiliate with more than one House.

Appointments are made for one year, but may be extended at the pleasure of the Masters.

**Freshman Proctors**

Men and women who serve as freshman proctors and, thus, as members of the Board of Freshman Advisors in Harvard College, provide guidance for first-year students in all aspects of their exploration of Harvard.

Proctors reside in freshman dormitories and are the members of the College staff with whom first-year students have the most extensive contact. The development of mutual confidence, respect, and responsibility between proctors and their students can teach freshmen that members of the faculty and administration are approachable, and encourage them to use more fully the advising and counseling resources of the College.

Each proctor works under the direction of a resident dean of freshmen to create an academic and social community among 20 to 40 first-year students, and to provide academic counseling to between 10–15 students.

Ideally, the proctor’s role takes three forms. Providing academic information and guidance is, of course, the key to an effective advising system, and each proctor must develop knowledge of general and specific course and degree requirements as they apply to his or her group of students. Proctors are expected to help students plan course schedules, aid students when they encounter academic difficulties, and think through course programs and concentration plans with students. The proctor will not always have all the answers students seek, but knowledge of where to find the answers and a willingness to help students seek them out will be of inestimable benefit to the students he or she serves. Because the proctor is an advisor who lives in the dormitories, he or she also provides important personal and social counsel as first-year students adjust to life in the College community and make the individual and group decisions mandated by the freedom they enjoy as undergraduates.

Finally, as an officer of the University, each proctor plays a disciplinary role. He or she is responsible for understanding, conforming to, and implementing the rules and regulations of Harvard College, as well as working with senior members of the College administration to balance appropriately these disciplinary responsibilities with his or her role as a counselor and advocate.

**Responsibilities and Requirements**

Proctors are appointed for the academic year. Appointments are reviewed and, if appropriate, renewed annually. Proctors are required to live in the freshman dormitories in rooms or suites assigned by senior staff in the Freshman Dean’s Office. Accommodations vary; not all have private baths, and few have kitchen facilities. A few accommodations are available for couples. Proctors may keep a dog or cat in the freshman residences under College guidelines. Applications from couples must be accompanied by certification of the couple’s relationship, consistent with guidelines approved by the Office of the General Counsel and followed elsewhere in the University; see the proctor application and its attachments.

Proctors are encouraged to take meals with their students in the freshman dining hall. Housing assignments and meal allotments are made “at the convenience of the employer” and are not taxable as income during the proctor’s term of appointment.

An enthusiastic presence in the dormitory and availability to students are requisite to successful performance as a proctor. Commitments of time in the entryway are often more extensive at the start and at the end of each term. Proctors are expected to resolve any scheduling conflicts during orientation and examination periods in favor of their proctorial responsibilities.

Individuals appointed as proctors may take up residence as early as late August. However, proctors must be in residence from the beginning of orientation for the Board of Freshman Advisors at the end of the summer, through the conclusion of the spring-term examination period. Board of Freshmen Advisors’ training sessions, subsequent meetings of the Board of Freshman Advisors, and regular meetings with the resident deans of freshmen are mandatory for proctors.
Proctors work closely with their colleagues on the Board of Freshman Advisors, resident deans, with senior proctors from the Freshman Dean’s Office, and with designated members of the Bureau of Study Counsel, Harvard University Health Services, and the Behavioral Health Service, who can provide support and advice to proctors in their work with individuals and with groups of students.

Requirements for Eligibility
—Bachelor’s degree or equivalent.
—Enrollment as a degree candidate in a Harvard graduate or professional school, or a minimum of half-time employment in the University at the officer level. Candidates for appointment are expected to document their University affiliation at the time of application. If affiliation is pending, candidates must provide documentation of their affiliation by May 1. No appointment will be offered until an appropriate University affiliation is established and confirmed.
—For initial appointment, preference for two or more years availability to serve as a proctor.
—Evidence of sensitivity, maturity, and judgment in dealings with peers, professional colleagues, and younger men and women.
—Commitment to learn about the academic and curricular opportunities available to first-year students at Harvard.

Application Process
Applications and additional information are available on the Freshman Dean’s Office’s Website; www.fdo.fas.harvard.edu. Completed applications and all supporting materials should be submitted by Friday, January 5, 2007. No candidate whose application is incomplete can be interviewed or offered appointment.

Candidates selected as finalists for appointment will be interviewed during January and February, and appointment offers will be made in writing at the end of February.™
from [for example] the study of law to the study of political science, from thinking about understanding the world in terms of philosophy to understanding it in terms of sociology or economics.

Your contention is that these shifts are “reality-based.” What do you mean by that?

JG: Not necessarily a shift in the way the world “is” but a shift in the way we see the world. So if you don’t see yourself as living in a world in which some writers or some thinkers are dramatically and qualitatively better or distinctive compared to other writers or thinkers, then the rationale for a scholar of the humanities declines because you don’t need to attend to particular works. You don’t feel that an essential component of a college education is understanding the works of Plato or Henry James. You think that an essential component is something along the lines of what the [Harvard] curricular review committee just returned: that a college education is about learning to engage with the world and change the world and understand the dynamic world we live in. None of those are approaches you couldn’t take from the standpoint of the humanities, but that approach is the soul of the social sciences. If you look at what the recommendations of the Committee on General Education are [see www.fas.harvard.edu/curriculum-review/] they’re really founded in a social-science view of the world.

Are you saying that pedagogical trends have moved away from telling students that if they read a certain collection of books they’ll be well educated?

JG: In the natural sciences, you see a decline in disciplines like zoology and botany, which are disciplines about observing and cataloguing the natural world. And you see a rise in disciplines like biology and physics and chemistry and math, which think of the natural world as being a dynamic system made of smaller units that interact in different ways, that draw less of a distinction among types of species.

How did the book come to be published with Stanford University Press?

JG: We were lucky because we never had to shop the manuscript. David has Stanford connections: he went to graduate school at Stanford and studied with [sociologist] John Meyer, who wrote the preface to our book. I’m not sure how David brought it to [the Press’s] attention, but it ended up on their desk. They expressed interest from the beginning, even before we had a complete manuscript. We sent them a first chapter, and they expressed more interest. We sent them a full manuscript, and they expressed a lot of interest, so that’s how it happened.

How did you feel when you learned you were going to have your first book published?

JG: Great! People’s first reaction when they find out I’m the coauthor of a book is that it’s great for your career. And it is. It’s great to have on your CV, no question. But having lived with this project in so many ways for several years, really the best thing about seeing it published as a book is to know that the ideas and the data are out there, that people can really look at the data and the argument all together, as opposed to having it chopped up into a series of articles.

What was your specific contribution to the book?

JG: For the most part, the book is pretty blended. We talked at every juncture about the direction the book was going to take, how to order the argument, how to organize the chapters, how to present the evidence. We’re definitely true coauthors of the book, but in terms of what you see on the page, the way the labor was divided, David wrote the first draft of most of the book, and then we worked together on redrafting it. The chapter on natural sciences I wrote, so I was first author on the article that came out on that. And I was the one who organized the data, so all the charts and graphs are mine.

You write that universities respond to “interests” but also that they are places that value truth above all. Isn’t that a contradiction?

JG: Universities definitely are responsive to corporate influence, but corporate influence is not necessarily all that much at odds with [other] influences. It’s not that the students and administration are pulling in one direction and that corporations are pulling in another. So there’s a surge in biotechnology in recent years. That’s not limited to the corporate sector. Students are also interested, and Larry Summers, former president of Harvard, and, to some extent, his successor, Derek Bok, also push biotech and the importance of science learning.

Has the university become more of a place of applied learning over the past century?

JG: The issue of universities’ integrity is what makes these questions of corporate influence, for example, seem urgent. That’s what makes concerns about changing student demands or student body composition seem urgent. Or political influences: if the government is cutting funding for certain things, stem cell research for example, exerting political influence on what is seen as the university faculty’s unique purview over what constitutes reality and what is worth investigating and knowing. The reason that all those concerns seem like concerns is that we like to think of the university as a place that is an ivory tower, where true knowledge is pursued—which makes it an especially ripe spot for study of changes in the way we think about the world. The university is far from being an ivory tower in reality though, as everyone who’s been around a university isn’t at all surprised to learn. The university is susceptible to all forms of influence. But the university does represent the institutionalized definition of what we in the world think is worth knowing and worth doing.

One of the interesting facts you present is the dramatic growth of social sciences, like economics, sociology, and political sciences.

JG: Right. As well as all sorts of area studies, urban studies, women’s studies, men’s studies now, international study centers, such as the Weatherhead Center. There are all sorts of centers and departments that study the particular areas but approach them in a very social scientific manner. …[It] surprises people when we tell them that the master trend is the growth of the social sciences, rather than the growth of the natural sciences, because there is this cultural story…of the “scientization” of the world. But because the university is so good at presenting itself as being an objective body of knowledge—the institution that is charged with mapping reality—people just take the social sciences for granted. People don’t think that a hundred years ago the social sciences were in their infancy. You didn’t have the numbers of psychologists, economists, anthropologists, and so on that you now have.

continued on next page
Office of Career Services

54 Dunster Street
www.ocs.fas.harvard.edu
617-495-2595; fax: 617-496-6880

OCS Staff
William Wright-Swadel, director
Robin Mount, EdD, associate director, career planning for GSAS students and PhDs
Laura Malisheski, PhD, assistant director, career planning for GSAS students and PhDs
Sharon Belden, MA, MED, assistant director, career planning for GSAS students and PhDs
Pat Pearson, coordinator, dossier service
Deb Carroll, assistant director, recruiting for GSAS students

Series: Becoming Faculty
OCS, GSAS, and the Bok Center for Teaching and Learning are pleased to offer several programs to help students prepare for the academic job search.

Wednesday, December 6. Strategies for Completing the Dissertation, 4–5:30 p.m., Dudley House Common Room. This session, organized by Cynthia Verba, GSAS director of fellowships, is aimed at students at various stages of the dissertation process. Speakers are advanced graduate students who will provide practical tips on choosing a topic, getting through the research and writing stages, and strategies for reaching completion.

Thursday, December 14. Real-Life Stories From the Academic Job Search, 4:30–6:30 p.m., OCS Reading Room. Hear the job-search stories from recently hired assistant professors. Then, join us for a reception where you can ask the panelists your individual questions.

Wednesday, January 10. Tough Questions and Negotiations, 10–11:30 a.m., OCS Conference Room. Have you received an invitation to interview for an academic or nonacademic job? What question do you dread most? Do you have an important personal issue that has an impact on your decision to accept a job offer, such as the “two-body problem,” work visa issues, family considerations, or a need for a workplace accepting of your sexual orientation, religion, or other concern? Do you need some guidance on negotiating the best offer? Attend this discussion led by all three of the GSAS career counselors and bring your toughest questions!

Other Upcoming Programs

Monday, December 4. Building Professional Connections, 2:30–4 p.m., OCS Conference Room. Get comfortable with networking, one of the most critical tools in your career development toolbox.

Tuesdays, December 5–19. Career Transition Work Group, 1–3 p.m. (until 4 p.m. on December 19), OCS Seminar Room. In this three-session series, PhD students consider whether a nonacademic career is right for them and learn the skills needed to begin the transition through in-depth self-assessment and brainstorming career options. Please make every effort to commit to all three meetings. Space is limited; registration is required. To register, e-mail Laura Malisheski at malishes@fas.harvard.edu; include your G-level and department.

Career Information List-Servs
To stay informed about job opportunities, career workshops, job fairs, and other events, we encourage you to subscribe to either or both of our GSAS-focused list-servs. To receive information related to academic or nonacademic careers, just go to www.ocs.fas.harvard.edu, click on “For Students,” then “Join a Listserv.”

Walk-In Hours and Appointments
The GSAS counselors hold walk-in hours every Monday 1–4 p.m. If you have a quick question, please drop in for a 10–15-minute meeting with Laura Malisheski (Mondays, 1–2 p.m.) or Robin Mount (Mondays, 2–4 p.m.). To schedule an appointment with one of the GSAS specialists, please call 617-495-2595.

Dossier Service
Graduate students intending to pursue academic careers are encouraged to use this Web-based service, specifically designed to help GSAS students and alumni/ae manage their letters of recommendation. Contact Pat Pearson (dossier@fas.harvard.edu) to learn about setting up a dossier.

—Laura Malisheski, Robin Mount, and Sharon Belden

The Road to Publication continued from page 13

What do you make of the recommendation that religion is going to be added to the undergraduate curriculum at Harvard?

JG: Actually David [Frank] and I have an op-ed about that, linking [the Harvard task force] findings to our book and our findings. [I]t’s true they are recommending the study of religion, which seems revolutionary. And it is interesting in that an unexpected finding in our book was the recent uptick in theology. If you look at the trend line, theology pretty clearly declines for the first several decades, but then it has had a bit of a comeback in recent years. But if you look at schools of theology, and what the [Harvard] task force is recommending, it’s a very transformed approach to the study of religion. The courses look at religion as something that can be compared and analyzed within a social context. So it’s not the same as Harvard’s former religion requirement: to be fluent in the Bible and Christian theology.

Does your book challenge the myth of the ivory tower?

JG: Yes. The book is premised on the fact that people see the university as an ivory tower. … People see the university as something that should reflect what we think is important at a fundamental level, divorced from material interests. …But we show empirically that if your definition of ivory tower is something that is totally insulated from change in the world, then the university is far from it. The university does respond to and create change in the world. As we change our ideas about what’s important to learn and know, then what is taught and researched in the university changes.
The Graduate Student Council

The Graduate Student Council (GSC) represents all GSAS students and aims to improve the quality of graduate student life at Harvard. The GSC holds open meetings on the first Wednesday of each month, October through May (excluding January). Meetings begin at 6:30 p.m. in the Dudley House Graduate Student Lounge and include free drinks and pizza.

Thank you to everyone who attended our second open meeting of the semester! All students interested in improving graduate student life at Harvard are encouraged to attend future meetings. The last meeting of this term will be held on December 6; meeting dates in the spring include February 7, March 7, April 4, and May 2. Students may add issues to a GSC meeting agenda by submitting them at least a week in advance to gsc@hcs.harvard.edu.

Want to learn more about the GSC? Visit our new Website at www.harvardgsc.com!

Does Your Department Have a GSC Representative?

In order for students in each department to be eligible for conference grants and summer research grants, they must have at least one official GSC representative. This representative acts as a link between the GSC and your department and must attend two or more GSC meetings each semester. Contact your department administrator or graduate student coordinator today to ensure that your program is represented!

Does Your Department Have a GSO?

This year, one of our goals is to improve the structure and functionality of the GSC. In order to do this, we hope to increase the number of graduate student organizations (GSOs) in departments throughout GSAS. GSOs are department-level student groups that meet periodically to discuss student concerns. Ideally, each department would form its own GSO and choose department representatives to attend GSC. If you would like to help your department build its own GSO, please request our new GSO Starter Kit from gsc@hcs.harvard.edu.

Mailing List and Calendar

Visit http://lists.hcs.harvard.edu/mailman/list info/gsc-events to join our events mailing lists. Alternatively, visit the “News and Events” section on our Website (www.harvardgsc.com) to learn about events the GSC is organizing or sponsoring.

Research and Conference Grants

The GSC offers grants of up to $700 to individual GSAS students to attend conferences and symposia in their fields. Summer research grants of $1,000 are also available for students who will be conducting research during the summer of 2007. Grants are available to any student who has paid the GSC fee and whose department has been represented at the monthly GSC meetings. Deadlines for the next round of grant applications are January 29 and April 30, 2007. For the first time this year, you can apply online! Visit www.harvardgsc.com for more details.

Funding for GSAS Student Groups

The GSC provides funding for recognized GSAS student organizations and special events sponsored by GSAS groups. Guidelines and applications are available at www.harvardgsc.com. Funding requests are due by January 24 and March 21, 2007, for consideration at the February and April meetings of the GSC, respectively. At least one student from the group requesting funding must attend the meeting at which the GSC considers the request. For more information, please refer to our Website or contact the GSC treasurer (ruel@fas.harvard.edu).

Resources and Facilities

The GSC operates a free laser printing service in the Dudley House Library for all students who have paid their GSC fee. In addition, the Graduate Student Lounge, located on the mezzanine level of Dudley House, is equipped with a giant screen TV, DVD player, and VCR. The lounge can be reserved for groups, meetings, or viewing movies through the Dudley House Office.

—Patrick Hamm
What Is It? Where Is It?

Guess the subject and location of the photo on the right and win an official GSAS tote bag.* It’s a big bag (14” x 18”) made of 100% heavy-duty cotton with an outside pocket and top-closing snap. Holds gym clothes, scholarly tomes, and dissertation chapters by the dozens.

Submit your guess with your name, department/program affiliation, and mailing address by Friday, December 8, to: bulletin@fas.harvard.edu. Please be sure to put “What Is It” and the contest month in the subject line of your e-mail. Due to the popularity of this contest, you must submit all of this information to be eligible for the contest.

The answer to the November Bulletin question is...the entrance to Paine Hall. Congratulations to those who submitted the correct answer: Sejin Ahn, medical sciences; Tom Baker, chemical physics; Thomas Baranga, economics; Joseph Barillari, engineering and applied sciences; Keith Betts, bio-statistics; Jean Eudes Biem, Romance languages and literatures; Bryan Chang, chemistry and chemical biology; Adrienne Chen, medical sciences; Johann Chen, engineering and applied sciences; Seo-Young Jennie Chu, English and American literature and language; Damon Clark, physics; Andriy Didovyk, molecular and cellular biology; Krista Dobi, medical sciences; Jason Donald, chemistry and chemical biology; Sheila Ferguson, physics; Jenny Fisher, earth and planetary sciences; Chris Furlong, philosophy; Sara Gebhardt, history of American civilization; Andrew Gordus, biophysics; Jennifer Ledig Heuser, history of art and architecture; Frankie Hoff, government; Michael Hoehensee, physics; Dave Hoogerheide, physics; Chi-Kuo Hu, medical sciences; Brett Huggett, organic and evolutionary biology; Yejin Huh, physics; Aled Llion Jones, Celtic languages and literatures; Sam Jones, Celtic languages and literatures; Har-Ye Kan, regional studies-East Asia; Ethan Karp, chemical physics; Susan Kashiwa, East Asian languages and civilizations; Mason Klein, physics; Heather Knutson, astronomy; Geetha Tewari Lakshmanan, engineering and applied science; Ben Lee, engineering and applied science; Corry Lee, physics; Eric Leibensperger, engineering and applied sciences; Geng Li, medical sciences; Diana Libuda, medical sciences; Charles Loeffler, sociology; Sarah Mahoney, medical sciences; Sui Ann Mao, astronomy; Ian Martin, economics; Verena Martinez-Outschoorn, physics; Brandeis McBratney-Owen, biological sciences in dental medicine; Elizabeth McKenna, medical sciences; Arthur McKeown, Sanskrit and Indian studies; Elizabeth Mellyn, history; Jeff Nguyen, English and American literature and language; Anthony Niblett, economics; Eyem Ozaltun, philosophy; Greta Pane, English and American literature and language; Alison Post, government; Jonathan Ruel, physics; James Shaw, philosophy; Tim Sikorski, medical sciences; Jason St. Clair, chemistry; Chia-Yung Su, engineering and applied science; Hannah Sullivan, English and American literature and language; Saipin Suputtamongkol, anthropology; Tobi Szuts, biophysics; Haruka Tanji, physics; Eren Tasar, history; Victor Tsai, earth and planetary sciences; Jose Ursua, economics; Bert Van Herck, music; Robert Viesca, engineering and applied sciences; Jim Wheeler, organic and evolutionary biology; and Xiaojun Yan, government.

*Members of the GSAS community are welcome to enter the contest every month to test their visual memory, but only one tote bag will be given out per person per term.