“I’m Teaching My Very First Section—What Do I Do?”

Will my students like me? Will I be able to teach them? Will they listen to me? Will I bore them? Will they participate? Will I perspirate? If you’re about to teach your first section, your mind may swarm with questions, including the pesky, What do I do on day one?!

There’s no universal answer, of course, but it’s a good idea to get your students engaged with the course material right away. Save the windy introductions and the section requirements for later. In the first minutes, set the tone for the section: show your students they’ll be active and involved during the time you spend together. You might ask them an open-ended question or pass out something manageable for them to analyze or pose a problem and break them into groups to work out a solution, but get them engaged.

If they sit back at the start, they might sit back throughout the term.

Another benefit to getting them engaged is that you’ll get engaged also. Rather than swatting back questions in your mind.

In an effort to improve teaching at Harvard, the Faculty of Arts and Sciences wants more GSAS students to complete online course evaluations. Explains GSAS Dean Theda Skocpol, “Undergraduates, graduate students, teaching fellows, and professors at Harvard all have a big stake in our course evaluation process, which helps us all succeed in improving our efforts as teachers and learners.” To advance that process, the Registrar’s Office has developed a new and more refined evaluation tool, as well as a competition to encourage student participation.

FAS Registrar Barry Kane talked recently about these efforts.

Why is it important for students to complete course evaluations?

BARRY KANE: One reason is to make teaching in the College and the Graduate School as good as it can be, and it’s hard to make the argument that it’s as good as it can be unless you know how students are responding to teaching. I would say that’s the overriding objective—to provide our faculty with benchmarking information. Instructors can use this information however they wish to make course adjustments—how they teach, the materials they use.

On the flip side, we want to give students the information they need to make better course selections. Students look at evaluation data pretty closely. You don’t want [students] making decisions about course selection based on only a few narrowly defined course attributes.

Register Your Opinion: Online Course Evaluations Move Into a New Phase

For graduate students, what is new about the course evaluations tool?

BK: It’s new in terms of the types of questions, and it also has a new look and feel for students…New this term for faculty is an electronic registration tool where they will register their courses to be evaluated. That’s a very neat tool because we’ve given them the ability to add custom questions, up to three for each course they teach. …One instructor wanted to add the question “If you could teach the course how would you do it...
Inviting International Family Members to Graduation

Families of international students sometimes have difficulty obtaining visas to attend Commencement. This spring, in particular, GSAS students will have the advantage of focusing on their writing skills in this January session program. Because writing plays a very important part of the academic experience GSAS students will have the advantage of focusing on their writing skills in this January session program.

The Pronunciation Course is designed to improve pronunciation and presentation skills. Students will receive feedback to help them prepare for delivering papers and job talks. If enough GSAS students enroll in the course, the focus will be on the needs of these students as part of their professional development. The Writing Workshop is offered only to GSAS students and will provide them the opportunity to analyze their own work and receive feedback on their writing. Because writing plays a very important part of the academic experience students will have the advantage of focusing on their writing skills in this January session program.

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Checking www.iel.harvard.edu for complete course descriptions. To take IEL courses, students must take the Harvard University English Language Placement Test. You can register for these courses at GSAS, Holyoke Center 350, 1350 Massachusetts Avenue. This test will be offered at the following times: Saturday, January 6, 10 a.m. (reservation deadline: Friday, January 5); Monday, January 8, 10 a.m. (reservation deadline: Friday, January 5); Thursday, January 11, 10 a.m. (reservation deadline: Wednesday, January 10); Tuesday, January 16, 6:30 p.m. (reservation deadline: Tuesday, January 16); Friday, January 26, 3 p.m. (reservation deadline: Thursday, January 25).

GSAS will also cover the equivalent cost of tutoring at the Bureau of Study Counsel from peer tutors.

Finding Help

Are you unsure about the appropriate person with whom to talk about an academic or personal matter? As the “go-to person” for GSAS students about academic and personal concerns, I can be of assistance in discussing the various considerations involved and suggesting additional resources, if necessary. No issue is too big or too small. Conversations with me are confidential. Appointments can be scheduled by contacting me at 617-495-5005 or at efox@fas.harvard.edu.

Resident Advisor Position

Check www.gsas.harvard.edu/current_students/student_services_office.php beginning Monday, January 8, for information on the resident advisor (RA) application process and a downloadable application for RA positions in the GSAS residence halls (Child, Richards, Conant, and Perkins).

RAs play a central role in GSAS residence hall life, enjoy the benefits afforded University staff members, and can develop their professional skills. RAs live in GSAS residence halls for free and receive ten meals a week at Dudley House. Graduate degree candidates who are currently living in a GSAS residence hall (or who have lived in one for at least a term), and who will be registered for the 2007–08 academic year, are eligible to apply. Applicants must be in good academic standing.

Three hard copies of the application and two letters of recommendation are due on Friday, February 9, at the Student Services Office. For more information, please contact me at efox@fas.harvard.edu.

—Ellen Fox

Student Affairs Office

Holyoke Center 350
617-495-1814
studaff@fas.harvard.edu
www.gsas.harvard.edu/student/affairs.html
Garth McCavana, associate dean for student affairs
Rise Shepsle, assistant dean of student affairs

New Courses! English Language and Tutoring for International Students

The GSAS Student Affairs Office is pleased to announce an important opportunity for GSAS international students. The Institute of English Language Programs is offering two new courses during the January term. Courses will begin January 8 and end February 8. Please note: GSAS will pay tuition for one non-intensive IEL course at the Extension School or Summer School.

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Student Services Office

Dudley House, Room B2
617-495-5005
stuserv@fas.harvard.edu
Ellen Fox, director of student services
Jill Larson, staff assistant

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—Ellen Fox

Non-Resident Status and Access to HOLLIS and Library E-Resources

Traveling scholars who pay the active file or facilities fee will have access to HOLLIS and e-resources. Students on leave will only have access if they pay the facilities fee.

GSAS Handbook

GSAS is updating the GSAS Handbook for 2007–8, and your suggestions for improvements are welcome. Have there been times when you went to the Handbook to check on a particular question and could not find an answer? Let us know by e-mailing Rise Shepsle (rshepsle@fas.harvard.edu). View the Handbook online at www.gsas.harvard.edu/publications/gsas_handbook.php.

Academic Calendar

Monday, January 1: Applications for non-resident status for the spring term are due in

continued on page 10

January 2007 | GSAS Bulletin
Getting Advice on Your Fellowship Proposal

The Fellowships Office provides detailed feedback on each draft of student’s fellowship and grant proposals and encourages students to make multiple appointments. Our counseling service complements the specialized advice students receive from their dissertation advisors. It also can be valuable to receive feedback from someone outside of one’s field.

It takes a polished proposal to be competitive in the pursuit of fellowships and grants—this office is here to help. To make an appointment, call 617-495-1814.

The Graduate Guide to Grants: Now Online

Graduate students frequently ask what fellowships exist to help cover the cost of tuition or living expenses during graduate study. With the exception of a few government agencies or private educational foundations, most granting agencies do not support graduate study. They tend to focus on specific research areas rather than on the more general goal of supporting graduate education. The Graduate Guide to Grants reflects this situation.

Although some grants support the early years of graduate study (e.g., the National Science Foundation fellowships), most grants for graduate students are linked in some way to the dissertation: in support of preliminary training or research, a later stage of research, or the final dissertation year. Consulting the Guide early in your graduate career can help you in your fellowship and research planning. It should be used in conjunction with discussions with your financial aid officer.

“A Roadmap to Academic Advising in Graduate School”

This handout is available at the GSAS reception area, Holyoke Center 350.

—Cynthia Verba

Bok Center continued from page 1

(Do I have chalk on my nose?), you’ll find you’re teaching.

For other helpful advice about teaching sections, schedule an appointment to speak with a staff member during the Bok Center’s office hours, Monday through Friday, 9 a.m. to 5 p.m. Welcome TFs who would like to discuss any teaching issue. You can also visit our Website at bokcenter.harvard.edu, and make sure to attend our Winter Teaching Conference (see next item).

The Bok Center Winter Teaching Conference

In just one day you can jazz up your teaching for an entire term. The Bok Center hosts its Winter Teaching Conference on Tuesday, January 30, the day before the start of spring term. Just like the Fall Teaching Conference, this day-long series of workshops provides tips and advice for first-time teachers.

The Winter Teaching Conference also includes a number of panels designed especially for experienced teaching fellows and faculty. Join us for a jolt of energy and enthusiasm about teaching in Harvard College. The Winter Teaching Conference schedule is available at www.bokcenter.harvard.edu.

Faster, Better Paper-Grading and Commenting!

Yes, you can both save time and give your students more helpful comments. The Graduate Writing Fellows program provides TFs with time-saving, pedagogically sound strategies for responding to students’ writing. A two-day training session at the beginning of the term, Thursday–Friday, January 25–26, focuses on how students learn to write well, on using writing as a tool for learning course content, and on the qualities of effective writing assignments. TFs also practice grading and commenting on actual student papers. Three catered meetings throughout the term offer opportunities for further guidance. For more information, contact Cassandra Volpe Horii (cvolpe@fas.harvard.edu).

Head Teaching Fellows Network

Being a head teaching fellow is a big job and can seem daunting at first. To help out, the Head TF Network brings together new and experienced head TFs to share questions and collective wisdom. We host an orientation for new head TFs and an informal lunch for all head TFs during the Teaching Conferences, meet two or three additional times through the term, and converse via e-mail in between. Whether you’re a new—or not new—head TF, please join us! The Head TF Network Webpage is at bokcenter.harvard.edu under “Programs,” or you can mail John Girash (girash@bok.fas.harvard.edu) to find out more.

Cabot Postdoctoral Fellowships for Innovation in Teaching

One or two Cabot Postdoctoral Fellowships for Innovation in Teaching are awarded each year to teacher-scholars who have a strong interest in the practice of teaching and who wish to undertake a research or pedagogical project at the Bok Center. The stipend supports a half-time commitment for the academic year, and applications are due March 15, 2007. For more information, go to bokcenter.harvard.edu.

Experienced, Creative, Energetic TFs Needed!

If you’re eager to use your talents and insights to enhance teaching in your discipline, we invite you to apply for a 2007–2008 Lead Teaching Fellow position. As a Lead TF, you’ll act as a peer consultant to other TFs in your department, both by advising individual instructors and creating training programs, workshops, seminars, and other teaching-related projects.

You’ll also benefit from the professional development you’ll receive in the form of training and mentoring from the Bok Center and from your collaboration with your department’s faculty and administrators. Lead TF positions are equivalent to teaching appointments, with the same compensation and time commitment as teaching one to two sections per term in your home department.

Applications, which include a departmental nomination process, are due March 1, 2007. For more information, see bokcenter.harvard.edu or contact Cassandra Volpe Horii (cvolpe@fas.harvard.edu).

—Beckie Hunter
differently?” It’s very flexible. But we don’t know the effect that custom questions will have, how they will be received.

For the Graduate School, there’s also a specialized set of questions relating to professional preparation and development that could be displayed for any course that enrolls five or more graduate students. The instructor will have the option of adding this core group of questions and, if they are added, the answers will only be displayed to the graduate students in the course.

Any other innovations that graduate students can look for?

BK: Historically, the Graduate School and the College have had their own separate evaluation processes. But for the first time, this fall we have a common system. It is a completely integrated process between the College and Graduate School—one process, one tool.

What is different about the questions on the new evaluation forms?

BK: What matters to the faculty, for example, is what students learn in the course, what they take away from the course, how it changed them. Students [in our focus groups] didn’t really think these were questions that mattered most to students; faculty did. And so we added them in a way that both faculty and students were comfortable with. Students tend to be more practical about what’s important to them in terms of course selection: What’s the workload like compared with other courses? What did other students think of the course? What is the overall rating of the instructor?

When we first launched electronic evaluations [in spring 2005] we just took the existing paper form and put it online. But it was an outdated form that hadn’t been modified in many years, and it didn’t work well in an online environment. So last year…the Committee on Undergraduate Education came up with a new slate of questions. These are going live this fall (editor’s note: the new form went live on December 11; this interview was conducted on November 30). Those questions are a combination of scaled questions and open text.

How are you encouraging more participation for online evaluations?

BK: We used to have a publicity campaign, with e-mails to remind students to complete their evaluations, table tents in dining halls, posters, etc. But that’s sort of stale now, and it has been increasingly difficult to keep the response rate up. So [students in our focus groups] came up with a new concept and approach…that there will be competing groups: graduate students and 12 groups in undergraduate Houses, the freshmen. Every day on the [Registrar’s Office] Website students will be able to check the response rate of their own unit—the percentage of evaluations completed of the total possible evaluations for that unit. Harvard College has agreed to provide a financial contribution [up to $10,000] to be evenly divided between the winning group and the charity of its choice. So let’s say the Graduate School has the highest response rate, then Dudley House would get half of the College’s contribution, and the Dudley House public service fellows would choose for the Graduate School a charity to receive the other half. We feel the plan has the element of competition students like as well as the element of service they like.

Do evaluations really matter to faculty?

BK: I think they matter a lot. There’s a new emphasis in FAS on the quality of teaching. If you look at [GSAS Dean] Theda Skocpol’s Task Force on Teaching and Career Development, course evaluations factor into the work of that task force, I believe. I think most of our faculty look at their evaluation responses carefully. Our student focus groups did acknowledge that they hear comments from their instructors that, for instance, “last term students didn’t like X, Y, or Z, so we’re doing it differently this term.” So faculty are using the information. But it’s hard sometimes if the evaluation is negative, especially if it’s negative in an inappropriate way. That’s tough. We are working with students to encourage them to offer constructive observations in a civil manner. Our experience shows that those are the comments that are read carefully and thoughtfully by the faculty.

How would you recommend that students be more thoughtful in their evaluations? Would the Registrar’s Office offer guidelines?

BK: With the launch of the new form, we give guidance to students. We’re very upfront and tell them what is considered appropriate versus what is inappropriate. We’re striving to get the process of completing course evaluations to be part of the academic culture at [Harvard], so students will complete them without thinking too much about the process. We want to get to a point where students [consider completing] a course evaluation [to be] as much a part of their responsibility as taking a final exam. Their job is not done until they have given the course and the instructor an evaluation.

How much time do students have to complete these evaluations?

BK: This term we [opened] on December 11…and we’ll keep the evaluations open until the morning of the course’s final exam. It’s a bit of an odd tradition at Harvard to disable course evaluations prior to the administration of the final exam. We didn’t have this at Yale (where Kane was registrar until 2003) where we kept all evaluations open until the start of the next term. That certainly helped with our overall response rate. At Harvard, there are faculty who feel very strongly that if a student takes a final exam and doesn’t do well, or feels the exam was unfair in any way, it would unduly affect the content of the course evaluation.

Are teaching fellows evaluated online?

BK: Yes. What we did for the first time last term was give them direct results of all the questions that pertain to them. In the past they had to rely on the course head to get [their evaluations]. Now they get a direct e-mail from [the Registrar’s Office] with a link to their own evaluation results.

What is the response rate for online evaluations?

BK: We’ve traditionally looked at response rate from two perspectives. One is the percentage of students evaluating one or more of their courses. The second is the percentage of evaluations submitted out of the total possible evaluations. The percentage of students completing an evaluation has been between 77 percent and 83 percent over the past three terms. Of the total possible evaluations each term, the percentage completed has ranged between 65 percent and 74 percent.

The Registrar’s Office has e-mailed information about online course evaluations to GSAS students. If you have questions about the process, contact evals@fas.harvard.edu.
Applications for Dudley Fellow Positions/Fellows Reception
Applications for next year’s Dudley Fellow positions are now available in the House office or you can download one from the Dudley Website: www.fas.harvard.edu/~dudley. Two hard copies of the application and two letters of recommendation are due in the Dudley House Office on Friday, February 9. Interviews for applicants will be held later in February.

Interested applicants are encouraged to attend an informal reception on Thursday, February 1, from 4:30 to 6 p.m. in the Common Room to discuss available positions with Dudley House Masters Jim and Doreen Hogle, House Administrator Susan Zawalich, and current fellows. Contact Susan Zawalich (617-495-2255, zawalich@fas.harvard.edu) for more details.

Green Dudley
Dudley House was among the winning Harvard buildings to fulfill the Harvard Sustainability Pledge, announced the Harvard Green Campus Initiative (HGCI) in December. The fifth annual pledge was taken by about 7,000 Harvard students, staff, and faculty to support Harvard’s Sustainability Principles and incorporate actions in their daily lives to minimize their impact on the environment. Actions include turning off computers, lights, and other equipment when not in use, and recycling. Other winning buildings are the Carpenter Center, the Geology Museum, Paine Music Hall, and William James Hall. To learn more about other initiatives at the University, including green buildings, residential Green Living Programs, and Green Labs, visit www.greencampus.harvard.edu.

Intellectual/Cultural Events
Thursday, February 1. Fireside Chat with Marjorie Spruill. 7 p.m., Fireside Room, Dudley House. Spruill is a professor of history at the University of South Carolina and a Radcliffe Fellow. She’s an authority on the American women’s rights movement.

Monday, February 5. Senior Common Room Dinner. Drew Endy, assistant professor of biological engineering at MIT, will discuss his work. A reception will be held at 5:30 p.m. in the Graduate Student Lounge, followed by dinner at 6 p.m. in the Common Room. A limited number of free tickets will be available in the House Office starting Monday, January 22. For more information, contact Katie Humphry (katie@physics.harvard.edu).

Ongoing. Dudley House Knitting Group. Join other knitters for a weekly knitting group in the Gato Rojo. Want to learn to knit? We have yarn and needles and can teach you. The group meets on Wednesday evenings, 7:30–10 p.m. Contact fellow Katie Humphry (katie@physics.harvard.edu) for more information.

Ongoing. Language Tables and Language Exchange. Want to practice a foreign language or speak your native one? Come and join the Language Tables and Language Exchange Programs. To sign up, visit our Website, www.fas.harvard.edu/~dudley/fellows/cultint/web05-06/language/signup.html. Questions? Contact Ann Mao (samao@fas.harvard.edu), Jonathan Ruel (ruel@fas.harvard.edu), and Ann Mao (samao@fas.harvard.edu)
Café Gato Rojo

Irish + hazelnut + vanilla + almond + irish

Dudley House, Lower Level
Monday – Thursday, 8 a.m. – 10 p.m.
Friday, 8 a.m. – 6 p.m.

Outings

Tuesday, January 9. Boston Symphony Orchestra Concert (SOLD OUT). For more information about this concert and future outings to music events, contact Jenny Smythe (smythe@fas.harvard.edu).

January 23–26. Intersession Ski Trip (SOLD OUT). Tickets to the trip have already sold out, but it’s an annual trip, so look for an announcement about it again next year!

Social Events

Thursday, January 11. The Weekend Cook: Learning to cook meals that will last you the whole week! 5:30 p.m., Dudley House Private Dining Room. Amanda Sadacca will help you learn how to make a couple of dishes that keep and reheat well. Vegetarian dishes will be included. Tickets will go on sale Friday, January 5. Cost: $5. Questions? Want to teach a cooking class? E-mail Zeba Wunderlich (wunderlf@fas.harvard.edu).

—Geetika Tewari (gtewari@fas.harvard.edu), Natasha Devroye (ndevroye@fas.harvard.edu), Daniel Jaffaris (jafferis@fas.harvard.edu), Will Yuen (yuen@deas.harvard.edu)

Music at Dudley House

More information is available at www.fas.harvard.edu/~dudley.

The Dudley House Jazz Band. We had a wonderful fall concert in December and a wonderful fall rehearsing together. If you’re interested in joining the fun this term please contact us. Rehearsals are on Wednesdays at 8 p.m. in the Dudley Common Room.

—Mark Gidal (gidal@fas.harvard.edu)

Dudley World Music Ensemble: Call for Musicians! The World Music Ensemble is a small group of musicians, dedicated to learning and performing traditional music from around the globe. We’ve performed Irish fiddle tunes, American bluegrass, Klezmer, Romani music, and Tuvan throat singing. We play a variety of instruments—fiddle, clarinet, melodica, Divan, mandolin, and saxophone—and are looking for new members to join us (especially, but not limited to drums and bass) for the spring term. We craft our arrangements at our Tuesday night rehearsals (6:30–8:30 p.m.) and play an exciting, eclectic concert at the end of each term. To find out more, contact Alexis Kaushansky, or drop by our first rehearsal of the term, February 6, at 6:30 p.m., Fireside Room, Dudley House.

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

Sunday, January 14. Dudley House Orchestra Concert. 4 p.m. in Sanders Theatre. 20th-century music isn’t scary! Hear Dudley’s 85-member orchestra perform tuneful works by modern American composers, such as Copland’s familiar Rodeo and Barber’s gorgeous Symphony No. 1. Also on the program are works by George Antheil, the self-described “bad boy of music,” and William Grant Still, the barrier-breaking African-American composer. Tickets are available at the Harvard Box Office. Cost: $9 (general public)/$6 (students, seniors, Harvard affiliates).

This February, the Orchestra will sponsor a concerto competition. The winner will perform a solo with the orchestra at our April concert. Visit our Webpage (www.fas.harvard.edu/~dudley/fellows/music/orch/) for more information.

—Drew Schroeder (schroed@fas.harvard.edu)
The Dudley House Choral Program: Sing for the Chorus!
The Dudley Chorus is a chamber choir made up of students from GSAS and other Harvard graduate Schools. We welcome all interested students, even those with limited singing/choral experience, while working toward the highest level of music making. We are always looking for new members; rehearsals are held Thursdays at 7:30 p.m. in the Common Room, Dudley House. We’ll resume in February.

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

Dudley Public Service

For more information or to sign up for our list-ser, go to www.fas.harvard.edu/~Edudley/fellows/pubserv/pubserv.html or e-mail us at dudleypublicservice@gmail.com.

Saturday, January 6. Clear a Meadow! 11 a.m. –4 p.m. (meet first at the Dudley House steps at 11 a.m.). We’ll be clearing saplings with diameters three inches or less to restore a meadow. Only nine spots are available for this activity. To participate, e-mail us at dudleypublicservice@gmail.com.

Ongoing. Clothing Drive. Can’t see into your closet? Have more clothes than you can wear? Have clothes that you never wear? Please help by donating your still wearable clothing into donation boxes in the Dudley House lobby and residence hall laundry rooms. Clothing collected will go to a Harvard Square homeless shelter.

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 us for more information.

—Fan Zhang, Fatin Abbas, and Adrian Kwek (dudleypublicservice@gmail.com)

Intramural Athletics

Dudley House organizes intramural sports teams to compete against the undergraduate Houses’ teams. For more information, go to
Dudley House continued from previous page

www.fas.harvard.edu/~dudley/fellows/athl. html, or e-mail Jonathan Fan or Jason Gallicchio.

Athletics E-mail List. Sign up for the Dudley House athletics e-mail list at http://lists.fas.harvard.edu/mailman/listinfo/dudleyim-list and follow the instructions on that page.
—Jason Gallicchio (jason@physics.harvard.edu), Jonathan Fan (jf@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! Treat a Faculty Member or GSAS Administrator to Lunch at Dudley Café
Each week, free tickets are available at the Dudley House office for GSAS students to treat a faculty member (professors or instructors 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

Teaching in History and Literature
Applications are invited for teaching fellow positions on the History and Literature Tutorial Board for 2007–08 in the following fields in history and literature: America, Britain, Medieval, Early Modern Europe, Modern Europe, Russia, Latin America, North Africa, and South Asia. We are interested in candidates who take comparative and transnational approaches, and especially those with expertise in transatlantic, transpecific, and post-colonial studies. Candidates must have a strong interdisciplinary background. Completion of General Examinations and teaching experience are required. Women and minorities are encouraged to apply. For an application, stop by the History and Literature Office (Barker Center 122, 12 Quincy St.), call 617-495-4029, or visit our Website: www.fas.harvard.edu/~histlit/. Application deadline: Friday, February 2, 2007.

Graduate School Fund
The Graduate School Fund helps provide dissertation completion fellowships.

post.harvard.edu/gsf

Wednesday, January 31. Radcliffe Institute Fellows’ Presentation Series: “Asylum.” Ranjana Khanna, Duke University, current Radcliffe Institute fellow. 3:30 p.m., 34 Concord Ave., 2nd-Fl. Colloquium Rm. 617-495-8212.

Wednesday, February 7. Movie Night at the Schlesinger Library: A Place of Rage. Documentary about African American activists; directed by Pratibha Parmar. 6 p.m., Radcliffe College Rm., Schlesinger Library, 10 Garden St., Radcliffe Yard. 617-495-8647.

Wednesday, February 7. Radcliffe Institute Fellows’ Presentation Series: “Trust and Credit.” Bruce Carruthers, Northwestern University, Radcliffe Institute fellow. 3:30 p.m., 34 Concord Ave., 2nd-Fl. Colloquium Rm. 617-495-8212.

Bureau of Study Counsel
Tel. 617-495-2581; e-mail: bsc@harvard.edu; Web: www.bsc.harvard.edu. The Bureau serves students in many capacities, including academic and personal counseling, tutoring, groups and workshops, and the 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. Call to register or for more information.

Harvard Course in Reading and Study Strategies. Through readings, films, and classroom exercises, students learn to read more purposively, selectively, and with greater speed and comprehension. A 14-day course, for one hour a day over a period of a few weeks. Cost: $25 for GSAS degree candidates. Spring sessions: Mondays, Wednesdays, Fridays, February 12–March 16, at 8 a.m.; and Mondays, Wednesdays, Fridays, February 12–March 16, at 4 p.m. Register at the Bureau (5 Linden St.) or call 617-495-2581 for more information.

What Should I Do? A Workshop for Friends, Lovers, and Roommates of People with Eating Disorders. With Sheila Reindl and Suzanne Renna. One-time workshop: Wednesday, February 7, 4–5:30 p.m. This workshop will offer support and guidance to students who think someone they know has an eating disorder and who are concerned about how to speak with that person. No advance registration required.

Cultural Transitions Group. With Niti Seth. Eight weekly meetings: Dates/times to be arranged. A group for newly arrived international students interested in sharing their culture and finding their own place at Harvard. Pre-group consultation necessary.

What Are You Doing with Your Life? With Sheila Reindl and Frank McNamara. Fridays, 8:30–10 a.m. A group to explore purpose, passion, and potential, along with the conflicts and challenges you feel in defining who you are, what you are doing, and where you are going in life. Limited to graduate students. Pre-group consultation necessary.

Drop-In Morning Meditation. With Sung Lim Shin. Mondays and Wednesdays, 8:30–9 a.m., full semester, while classes are in session. Meditation can be an effective resource for managing stress, enhancing performance, and living a mindful and balanced life. No pre-registration required. Some meetings may not take place, so please call ahead of time to confirm, 617-495-2581.

Speaking Up in Class. With Sung Lim Shin and Claire Shindler. Three weekly meetings: Tuesdays, 12–1:30 p.m., beginning February 27. Through discussion and exercises in a supportive group context, we will focus on increasing self-confidence and managing anxiety in academic settings. Pre-group consultation necessary.

Creative Relating. With Suzanne Renna and Ghazi Kaddouh. Full-semester group: Tuesdays, 3–5 p.m., anticipated to begin in February. A group for students who wish to expand their way of communicating and relating to roommates, teammates, faculty, friends, and family members. Pre-group consultation necessary.

Procrastination Group. With Diane Weinstein. Three-session workshop: Dates/times to be arranged. Through discussion and practical exercises, we will work on understanding the experience of procrastination and on freeing ourselves to use our creative processes when we feel resistant, blocked, or paralyzed. Pre-group consultation necessary.


Returning To Harvard: A Discussion Group. With Diane Weinstein. Dates/times to be arranged. Coming back to Harvard after time away can sometimes be surprisingly unsettling. This group will create a shared environment in which members can discuss and support one another in their return to Harvard. Pre-group consultation necessary.

Perfectionism Workshop. With Jennifer Page. Three-session workshop: Dates/times to be arranged. Through discussion and practical exercises, this workshop will help you begin to explore the meanings of excellence and achievement in your life and work, and overcome some of the pitfalls of perfectionism.

Improving How You Do in School: An Ongoing Workshop with a Problem-Solving Focus. With Jennifer Page. Three-session workshop: Tuesdays, 4–5:30 p.m., beginning in February, dates to be arranged. This workshop will focus on strategies for increasing a sense of structure in one’s life, managing time effectively, overcoming procrastination and avoidance, addressing difficulties related to disorganization, and developing effective learning strategies. Pre-group consultation necessary.

Lust, Trust, and True Love. With Mike Basseches. Three weekly meetings. Mondays, beginning February 26, 2–3:30 p.m. This group provides a place for students to talk with one another about similarities and differences in expectations and experiences regarding sex at Harvard. No pre-group consultation necessary. For more information, e-mail mbasseches@bsc.harvard.edu.

Insanely Busy: What Would Happen if I Slowed Down? With Sheila Reindl and Ariel Phillips. 1.5-hour workshop. This workshop is an opportunity for students to talk about their strivings and about realistic possibilities for living a life that honors their values and goals but isn’t always on “fast forward.” To schedule a workshop, contact Ariel Phillips (aphillips@bsc.harvard.edu) or Sheila Reindl (sreindl@bsc.harvard.edu), 617-495-2581.

Schlesinger Library Summer Seminar on Gender History: “Writing Past Lives: Biography as History”
The Schlesinger Library at the Radcliffe Institute for Advanced Study invites applications to a Summer Seminar on Gender History. This concentrated series of lectures and workshops will take place June 24–29, 2007. The seminar will include numerous plenary lectures by distinguished historians, as well as workshop groups in which seminar participants will share and discuss their own relevant research and writing. Established scholars and dissertation writers are welcome to apply. Application deadline is March 15, 2007. More information can be found at www.radcliffe.edu/schles/.

Harvard Film Study Center Fellowships: Call for Applications
The Film Study Center at Harvard University invites applications for 2007–08 fellowships. The application deadline is March 1, 2007. The Film Study Center offers fellowships to Harvard faculty, postdoctoral and research fellows, teaching assistants, and graduate students whose creative projects seek to interpret the world, especially the fabric of human existence and cultural difference, through moving or still images and/or sounds. It supports fellows with grants; the use of its film, video, audio, and photographic equipment and facilities; and technical assistance. For details and application materials, visit http://fas.harvard.edu/~fsc/apply-fsc.html. For more information, e-mail fsc@fas.harvard.edu or call 617-496-2714.
Upcoming OCS Programs
For more details on our spring schedule, visit www.ocs.fas.harvard.edu and click on “For Students” to view program schedules.

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 impacts on your decision to accept a job offer, such as the “two-body problem,” work visa issues, family considerations, 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!

Tuesdays, January 9–23. Career Transition Work Group. 1–3 p.m. (until 4 p.m. on January 23), OCS Seminar Room. In this three-session series, PhD students consider whether an academic or nonacademic career is right for them and learn the skills needed to begin a career transition through in-depth self-assessment and brainstorming career options. Please make every effort to commit to all three meetings. Space is limited and registration is required. To register, e-mail Laura Malisheski (malishes@fas.harvard.edu); include your G-level and department.

Save the Dates
Professional Development Series for GSAS Students in the Life Sciences: In collaboration with individuals and offices on the Longwood Medical Campus, we are putting together a series of professional development workshops geared toward scientists, to be held throughout the spring term. These meetings will begin in February and will include topics and events such as “CVs for Scientists: Academia and Industry,” daylong drop-in CV and résumé reviews, and a grant-writing symposium.

Career Options Panels: Thursday, April 26, and Friday, April 27, at Dudley House. Once again, OCS and GSAS will pull together panels of GSAS alumni/al to explore options in both academic and nonacademic careers.

Career Information Listservs
To stay informed about job opportunities, career workshops, and local networking events, we recommend that you subscribe to either or both of our GSAS-focused listservs. To receive information related to academic or nonacademic careers, just go to www.ocs.fas.harvard.edu and click on “For Students,” then “Join a Listserv.”

Walk-In Hours and Appointments
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 a GSAS specialist, call 617-495-2595.

—Laura Malisheski, Robin Mount, and Sharon Belden
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.

Thanks to everyone who attended our final open meeting of the term! All students interested in improving graduate student life at Harvard are encouraged to attend future meetings. The first meeting of the spring term will be held on February 7; subsequent dates include March 7, April 4, and May 2. Students may add issues to a 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: www.harvardgsc.com.

Greener Campus Referendum

The GSC would like to hear from you regarding a student-led environmental referendum. The FAS Undergraduate Council and Graduate Student Council recently voted to approve a referendum recommending that Harvard work to lower its greenhouse gas emissions to 11 percent (below 1990 levels) by 2020. Where do you stand on the issue? Please take a moment to make your voice heard by voting online: www.courses.fas.harvard.edu/~gsc/qa/.

Announcing the Opening of the Winter Grant Season!

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. The deadline for the winter round of grant applications is January 29, 2007. Applications are accepted only online. Visit www.harvardgsc.com for more details.

The GSC also provides funding for recognized GSAS student organizations (including departmental GSOs) and special events sponsored by GSAS groups.

Guidelines and applications are available at www.harvardgsc.com. Funding requests for the winter round, to be submitted online ONLY, are due by January 24, 2007. 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).

Does Your Department Have a GSC Representative?

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

Mailing List and Calendar

Visit http://lists.hcs.harvard.edu/mailman/listinfo/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.

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. Contact the Dudley House Office (617-495-2255) to reserve the lounge for groups, meetings, or viewing movies. W —Patrick Hamm

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The GSAS Bulletin is a publication of Harvard’s Graduate School of Arts and Sciences and is published during the academic year. Members of the University community are invited to submit notices relevant to the GSAS community. Send email to bulletin@fas.harvard.edu. See below for copy deadlines.

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Change of address: Contact the Registrar’s Office at (617) 495-1519 or at www.registrar.fas.harvard.edu. Please do not call the Bulletin for this purpose.

Contributors’ E-mail List: To receive monthly e-mail reminders about GSAS Bulletin submission deadlines, contact the Bulletin at bulletin@fas.harvard.edu.

The GSAS Bulletin

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GSAS Online—A New Look!

http://www.gsas.harvard.edu/

For information on fellowships, housing, the GSAS Handbook and other publications, student organizations, services, and more at the Graduate School, visit www.gsas.harvard.edu
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, January 12, 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 December question is...the cornerstone of the Littauer Center for Public Administration. Congratulations to those who submitted the correct answer: Rachael Barza (economics), Eric Calderwood (Romance languages and literatures), Davide Cantoni (economics), Eun Young Choi (medical sciences), Dick Co (chemical physics), Andreas Fuster (economics), Supriya Gandhi (Near Eastern languages and civilizations), Wei Gu (economics), Kai Guo (economics), Andy Ho (chemistry and chemical biology), Luke Leafgren (comparative literature), Mihai Manea (economics), Stephen Miran (economics), Christian Packard (regional studies-Russia, Eastern Europe, Central Asia), Ruxandra Paul (government), Chitra Ramalingam (history of science), Jim Stock (economics), Eren Tasar (history), Lulu Wang (medical sciences), and Travis Zadeh (comparative literature).

*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.