Derek Bok Center for Teaching and Learning

Science Center 318
617-495-4869
bokcenter@fas.harvard.edu
http://bokcenter.harvard.edu

Oral Communication Workshops for Non-Native Speakers of English

The Bok Center is offering a mini-series of workshops that address key challenges in oral communication faced by many non-native speakers of English when teaching in the classroom, delivering seminar talks, or giving conference presentations. Although the workshop topics are related, you may sign up for any of the workshops. Follow-up coaching will be scheduled for interested participants. Light refreshments will be served.

Pre-registration is required. Enrollment is limited and priority will be given to GSAS students. For more information or to register, contact Virginia Maurer (vmaurer@fas.harvard.edu).

- Thursday, March 6. Speak Up! Vocal Projection in Public Speaking. 5–7 p.m. Are you quiet when speaking in front of an audience? Have you been told you need to speak more loudly? Many people find it challenging to project their voice in front of a large group. In this workshop you will learn practical methods to maintain volume and confidence throughout a talk, lecture, or discussion. Register by Monday, March 3.

- Thursday, March 13. Speaking Clearly with an Accent. 5–7 p.m. Do you ever feel your

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MANAGING HOT MOMENTS IN THE CLASSROOM

By Lee Warren, associate director, Derek Bok Center for Teaching and Learning

Sometimes things seem to explode in the classroom, and what do we do then? Knowing strategies for turning difficult encounters into learning opportunities enables us to address important but hot topics—religion, politics, race, class, gender—in our classroom discussions.

Hot moments occur when people’s feelings—often conflictual—rise to a point that threatens teaching and learning. They can occur during the discussion of issues people feel deeply about, or as a result of classroom dynamics in any field.

For some instructors, hot moments are the very stuff of classroom life. They thrive on such moments, encourage them, and use them for pointed learning. Others abhor hot moments and do everything possible to prevent or stifle them. For them, conflict prevents learning.

Fortunately, we can all develop techniques to handle the unavoidable difficult moments. Using them can open doors to topics formerly avoided and classroom dynamics formerly neglected. Most importantly, exploring these tensions can lead to deep learning.

The challenges of dealing with hot moments are 1) to manage ourselves so as to make them useful and 2) to find the teaching opportunities to help students learn in and from the moment.

Strategies suggested here rest upon the assumption that it is the teacher’s responsibility both to help students learn something from the moment and to care for and protect all the participants, perhaps particularly the student(s) who has generated the hot moment. This does not mean that discomfort can be avoided; sometimes learning about hot topics is difficult and uncomfortable. But no one should be scapegoated. Everyone should be protected so that learning can happen.

A True Story

“We were ten weeks into Introduction to Afro-Am and were discussing Louis Farrakhan,” a young instructor told me. “Near the end of section, a very smart Jewish woman said, ‘Only uneducated black men would believe in Farrakhan.’ Six black men in the class turned on her and attacked. Class ended, and she ran out of the room, down the hall, in tears.

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To obtain the OPT recommendation, you must attend an OPT group session with HIO international student advisor Darryl Zeigler. Bring a completed OPT application and all requisite photocopies to this session. To make an appointment for a group session, go to www.hio.harvard.edu and use the online appointment system.

If you are on a J-1 visa and plan to work in the United States after graduation, you must obtain Academic Training authorization. For more information on Academic Training, visit the HIO Website listed below.

Contact the HIO at www.hio.harvard.edu with questions about OPT and Academic Training.

Important Websites:
Optional Practical Training (OPT):
www.hio.harvard.edu/students_scholars/student_employment/fl_emp.php
OPT application form and other materials:
www.hio.harvard.edu/students_scholars/student_employment/what_to_brinh.php
Academic Training:
www.hio.harvard.edu/students_scholars/student_employment/j1_training.php

Important Dates for June Degrees
Applications for June degrees are due Monday, March 31, in the FAS Registrar’s Office, 20 Garden St. The applications, available at the Registrar’s Office, must be completed by the student and signed by the department chair.

Also, approved dissertations are due Friday, May 23, in the Registrar’s Office. Term bills must be paid in full before Commencement to receive the degree.

Degree candidates who will not attend Commencement can indicate on the degree application if they would like the diploma to be mailed to them or held at the Registrar’s Office.

CINTAX, International Tax Preparation Software
Those on a student visa in the United States during any part of 2007 must complete at least one tax form. Tax forms are due to the Internal Revenue Service (IRS) by April 15, 2008. If you were not in the United States at any point during 2007 you do not need to complete any tax forms at this time.

Most international students at Harvard are on F-1 or J-1 visas and are considered non-residents for tax purposes. If you have dependents accompanying you on F-2 or J-2 visas, they also must complete at least one tax form.

To help guide you through the tax-filing process, the Harvard International Office (HIO) has purchased CINTAX, a Web-based tax return preparation software designed exclusively for international students, scholars, and their dependents who are nonresidents for tax purposes.

CINTAX does not provide assistance with state tax returns. For information on state tax returns, sample tax returns for different tax situations, and answers to questions not covered by CINTAX, go to www.hio.harvard.edu.

What Does CINTAX Do? It determines which forms you must file and completes those forms for you to print out and submit to the IRS. If you are a non-resident for tax purposes, it helps you prepare your U.S. federal income tax forms free of charge.

What Documents Do You Need When Using CINTAX? Your passport, your visa document (Form I-20 or Form DS-2019), your Social Security number or ITIN, and any documents reporting US-based income you received in 2007, if applicable (see below for list of possible documents).

How Do I Access CINTAX? Go to www.cintax.us, set up a new User ID, and use the password provided to you by the HIO. If you have any problems using CINTAX, you may send an e-mail to support@cintax.us.

Residential Status: Some students who have been in the US for an extended period may be considered residents for tax purposes. CINTAX will help them determine their residential tax status. However, CINTAX can only help prepare non-resident tax forms. Please see www.hio.harvard.edu for differences between resident and non-resident taxes and for information on where to get tax assistance if you are not a non-resident.

By using CINTAX, you acknowledge that Harvard University is not liable for any errors or incidental or consequential damages in connection with furnishing, performance or use of the CINTAX online system, online HELP and/or examples contained therein.

Possible Tax Reporting Documents You May Receive. If you received any income from a US source in 2007, you should receive a tax reporting document. You will need this to complete your tax return. The type of document you will receive depends on the type of income you received. It is possible to

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accent makes it difficult for others to under-
stand you at times? Are you tired of people
asking you to repeat what you have just
said? In this workshop, you will learn some
basic techniques to increase your verbal
clarity. Register by Monday, March 10.

Early Feedback
Getting feedback during the semester allows
you to see what your students think about
what they are learning: Do they understand
what you’re aiming to accomplish in the class-
room? The Bok Center offers evaluation forms
(in both printable and online formats) for
courses, sections and tutorials. Online forms
work especially well for courses with active
Websites.

If you have a smaller class, we can help
you get feedback through discussion, without
using forms. Just as important as getting early
feedback is discussing it with your students.

You certainly don’t have to implement all of
their suggestions, but discussing their feed-
back lets them know you’ve considered and
value what they’ve had to say. For assistance
with setting up or evaluating student feedback,
please call the Bok Center or visit bokcenter.
harvard.edu and navigate to Services / Early
Evaluations.

Winter Teaching Conference
Videotapes
The Bok Center has videotaped many of the
2008 Winter Teaching Conference sessions.
To schedule a viewing appointment, contact
the Bok Center at 617-495-4869 or bokcenter
@fas.harvard.edu.

Benefit from Last Term’s Q Feedback
Although Q scores aren’t the only measure of
your teaching, they can be very helpful in
improving your work in the classroom and
should be saved for a teaching dossier or
job-search portfolio. The Bok Center staff
will be happy to discuss them with you for either
purpose. Please contact us to set up an
appointment.

Cabot Postdoctoral Fellowships for
Innovation in Teaching
As part of its mission to support and improve
undergraduate teaching at the College, the
Bok Center offers one or two postdoctoral
fellowships each year. Postdoctoral fellows
enhance their careers as teacher-scholars by
designing an original research project focused
on some aspect of teaching and learning at
Harvard College and by participating in the
daily work of the Bok Center along with
senior staff. Fellows are granted a stipend for
half-time work during the academic year and
may arrange additional financial support
through their academic department. Strong
preference will be given to applicants familiar
with Harvard courses and departments. The
PhD must be completed by June 2008.

Applicants should submit a CV and short
research-project proposal by Saturday, March
15. The Bok Center values diversity on its
staff. For more information about the post-
doctoral fellowship and application process,
see bokcenter.harvard.edu and navigate to
About Us/Postdoctoral Fellows.

Faster, Better Paper-Grading and
Commenting!
Yes, you can 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
fall semester 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. Meetings throughout the term
offer further guidance. For more information,
contact Eric LeMay (lemay@fas.harvard.edu)
or see bokcenter.harvard.edu and navigate to
Programs/Graduate Writing Fellows.

BokTube!
The Bok Center now has its own channel on
YouTube with previews of teaching videos and
speches at www.youtube.com/BokCenter.

—Eric Lemay

Fellowships Office

Holyoke Center 350
617-495-1814
www.gsas.harvard.edu/current_students/fellowships_office.php
Cynthia Verba, director

Fulbright Orientation and Advice
on Proposal Writing: Getting Ready
for the Fall
Two important sessions will be offered to
help you to prepare for next year’s Fulbright
competition and get advice on how to write
a fellowship proposal. Contact the Fellowships
Office for more information on either of
these sessions.

• Monday, April 28. Fulbright Orientation.
4 p.m., Dudley House.
• Wednesday, April 30. How to Write a
Fellowship Proposal. 4 p.m., Dudley House.

Scholarly Pursuits: A Guide to
Professional Development During
the Graduate Years
This free publication is now available online
at www.gsas.harvard.edu/current_students/
fellowships_office.php and in hard copy at the
GSAS reception desk, Holyoke Center 350.
—Cynthia Verba

Student Services Office

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

Do You Have Academic or Personal
Concerns?
In my role as director of student services, I am
available to talk with students about any
academic or personal concerns. I serve in an
advisory role, provide support, and, if neces-
sary, make referrals to other sources of
assistance. No issue is too big or too small.
Appointments can be scheduled by contacting
me at 617-495-5005 or at efox@fas.harvard.
edu. Conversations are confidential.

—Ellen Fox

Tax Information for Graduate Students

The International Revenue Service Website,
www.irs.ustreas.gov, provides forms, publi-
cations, instructions for electronic filing, and
answers to frequently asked questions. The
site for the Massachusetts Department of
Revenue, www.dor.state.ma.us, provides
the same for filing state taxes. International
students: Please refer to the Harvard
International Office’s Website for helpful tax
information: www.hio.harvard.edu.

—Eric Lemay
Health Insurance Options for Graduating Students

Student health insurance benefits expire on the last day of coverage for the term in which the student graduates (spring term: July 31; fall term: January 31).

Harvard Student Blue Cross Blue Shield (BCBS) Plan

Students who have not waived the Harvard student BCBS plan will receive a letter from Blue Cross Blue Shield certifying final date of coverage. Keep this letter in a safe place. This is proof of your prior insurance coverage; you will need this document when applying for coverage with your next insurance carrier.

Student Health Fee (SHF)

Graduating students (and their covered dependents) are eligible to receive care at Harvard University Health Services (HUHS) on a fee-for-service basis for up to two months after Student Health Fee coverage terminates.

• Student is responsible for all charges for services inside and outside of HUHS.

• Student is responsible for all charges for prescription drugs.

COBRA is not an option available to graduating students of Harvard University. COBRA is a federal mandate requiring employers to offer extension of health care benefits to their employees after termination of employment. Harvard Student Health Insurance is not an employer group and is not able to offer COBRA to graduating students.

How to Obtain Future Health Insurance Coverage

By maintaining continuous coverage with no gap after your student health insurance benefits expire, you ensure yourself the best possible protection from pre-existing conditions, which might be imposed by your next health insurance carrier. Options for obtaining future health insurance coverage include:

• Employers

• As a dependent under a parent or spouse

• Group organizations (e.g., unions, societies, small business, rotary clubs)

• Non-group coverage. This is a health insurance plan not connected to any employer. The key qualifier for eligibility for non-group coverage is that the applicant must not be eligible for any other employer group-related health insurance plan. Non-group coverage policies and regulations vary by state; it is important to understand the insurance rules for the state in which you will reside (non-group coverage is not available in some states). For example, some states require a waiting period for pre-existing conditions before members are eligible for benefits.

Helpful Resources

Visit http://huhs.harvard.edu/Insurance/Students/ContinuingCoverage.aspx for resources to assist you in finding a health insurance plan that meets your needs after your current coverage terminates. Resources include information on health insurance basics and how to choose a health plan, a plan comparison checklist, and information on state health insurance options. If you have questions, contact a Member Services representative at 617-495-2008 or mservices@uhs.harvard.edu.

HPV Vaccine/Gardasil

A vaccine against human papilloma virus (HPV), the virus that causes cervical precancer and cancer, has recently been developed. The vaccine, manufactured under the name Gardasil, has been shown to prevent infection by HPV types 16 and 18, which cause cervical cancer, and types 6 and 11, which cause genital warts. Gardasil has been approved for females between the ages of 11 and 26 years old (currently, the HPV vaccine is not recommended for women over 26 years of age, or for males) and is administered in three injections over a period of six months.

Recognizing the clinical importance of the HPV vaccine for young women, HUHS has identified funding to help cover the cost of Gardasil for students and their dependents who are enrolled in the Student Health Plan (including both the Student Health Fee and the Student Blue Cross Blue Shield Plan).

• Gardasil will be available at HUHS to these students and their eligible dependents at a cost of $25 per injection, a significant savings over the current charge of $154 per injection. Funding for this initiative will continue through July 31, 2009, to provide access to the vaccine for those who began at Harvard before the current recommendations for the vaccine were in place and were unable to complete the series before matriculation.

• Students who have waived the student Blue Cross Blue Shield plan may receive the vaccine at HUHS for the full fee. Receipts will be provided to these students to enable them to pursue reimbursement from their own insurance plan.

• Students may contact their HUHS primary care team to schedule an appointment to receive the HPV vaccine. It is important to note that all women who receive the vaccine should continue to have annual Pap tests to screen for other cervical abnormalities.

For more information, speak to your HUHS clinician; visit the Center for Wellness, HUHS, Holyoke Center, 2nd Floor; call the HUHS Ask a Nurse line at 617-998-HUHS; or go to the following Websites:

• Centers for Disease Control (CDC) HPV Vaccine Questions and Answers (www.cdc.gov/std/HPV/STDFact-HPV-vaccine.htm)

• CDC HPV Vaccine What You Need to Know (www.cdc.gov/vaccines/pubs/vis/downloads/vis-hpv.pdf)

• Drug Manufacturer Merck’s Website on Gardasil (www.gardasil.com/)
Questions? Want to teach a cooking class? E-mail Mary Ruth Windham (mwindham@fas.harvard.edu).

—Mary Ruth Windham (mwindham@fas.harvard.edu), Will Yuen (yuen@fas.harvard.edu)

Outings
Saturday, March 8. Bach’s St. John Passion. 8 p.m., Emmanuel Church, Boston. Hear one of Johann Sebastian Bach’s greatest works, performed by the world-renowned performers of this repertoire, Emmanuel Music, in a beautiful church setting. In April, Emmanuel Music will perform Bach’s Mass in B Minor. Tickets, ordinarily $45, will be on sale for $25 each. Check the Dudley House office for more details and tickets for both events.

Tuesday, March 11. Avenue Q. 7:30 p.m., Colonial Theatre, Boston. See this Tony Award-winning musical with a big Dudley House discount! “Inspired” by “Sesame Street,” this musical has received rave reviews for its story “about trying to make it in NYC with big dreams and a tiny bank account.” With its cast full of hilariously foul puppets, you’ll never look at children’s TV the same way again! Check the Dudley House office for tickets. Contact Rachel Pepper (rpepper@fas.harvard.edu) for more information.

Social Events
Friday, March 7. Italian Wine Tasting. 7 p.m., Common Room. Join us for an Italian-themed wine tasting event with Paul Malagrifa, a certified wine educator with more than 20 years of experience with wine. A limited number of tickets ($10 each) will be on sale at the Dudley House Office (3rd Floor). Questions? Contact Will Yuen (yuen@fas.harvard.edu).

Thursday, March 13. Baking Class. 6:30 p.m., Private Dining Room. Have you ever wondered about the secret to a perfect pie crust or a delicious cookie? To find out more, join GSAS students Caitlin Reavey and Christine Thomas for a lesson in baking. Learn to make a few items and then eat the results. Tickets go on sale on Monday, March 3 (cost: $2). Limited to 15 students.

You might not be able to manage moves like this, but you can give it a try with swing dance lessons and other dance opportunities this month. See page 6 for details.

• 6 p.m. Now, Voyager (1942). Davis is a repressed spinster living with a tyrannical mother in a brownstone on Marlborough Street in Boston. A nervous breakdown introduces her to a kindly therapist (Claude Rains) who helps her to transform herself into a confident and independent woman. A bittersweet shipboard romance with Paul Henreid helps this along. “Let’s not ask for the moon….we have the stars.”

• 8 p.m. All About Eve (1950). Davis is a renowned American theatre star threatened by fears that aging will affect her career. One night a young fan (Ann Baxter) shows up backstage, eager to “help” her idol... continued on next page
in any way possible. Devious plots ensue. With George Sanders as the critic Addison DeWitt (great name!), Celeste Holm as the actress’s best friend, and a short but impressive walk-on by Marilyn Monroe. One of the wittiest and most acerbic backstage movies ever made about ambition, celebrity, success, and the impact they all have on everyone.

Thursday, March 20. **Eat Drink Man Woman.** 7:30 p.m., Graduate Student Lounge. An early masterpiece from Ang Lee (*Crouching Tiger, Hidden Dragon*; *Brokeback Mountain*; *Lust, Caution*), **Eat Drink Man Woman** is a beautifully shot film and a subtle study of family and food, glimpsed through the story of Chu, a widowed master chef, and his three daughters. Janet Maslin of the *New York Times* said the film’s “use of food is both voluptuous and serious, amplifying the story even as it offers an irresistible diversion.” (1994, 123 mins)


Monday, March 10. **Senior Common Room Dinner.** 5:30 p.m. (reception), Graduate Student Lounge; 6 p.m. (dinner), Common Room. Adams University Professor Christoph Wolff from the Department of Music and former GSAS Dean (1992–2000) will discuss “J. S. Bach and the University of Leipzig: Music for a Community of Intellectuals?” Professor Wolff has published widely on the history of music from the 15th to the 20th centuries and is best known for his works on the music, life, and times of Johann Sebastian Bach. His most recent books include *Bach: Essay on His Life and Music, Mozart’s Requiem, The New Bach Reader, Johann Sebastian Bach: The Learned Musician* (translated into eight languages). Sign up for your tickets in the Dudley House office; students on the Longwood Campus may call 617-495-2255 to arrange for tickets. Contact Yanyan Liu (liu3@fas.harvard.edu) for more information.

Thursday, March 13. **Fireside Chat: “What Nature Tells Us.”** 7 p.m., Fireside Room. With Rebecca Baron, a Radcliffe-Harvard Film Study Center Fellow. Pizza will be served. For more information, contact Anahita Tafvizi (atafvizi@fas.harvard.edu).

Wednesday evenings. **Dudley House Knitting Group.** 7:30–10 p.m., Café Gato Rojo. Want to knit with others or learn the skill? We have yarn and needles and can teach you. Contact Katie Humphry (katie@physics.harvard.edu) for more information.

Ongoing. **Book Swapping.** A shelf in the Café Gato Rojo is dedicated to book swapping. People can leave books there that they liked and want to share with their peers, as well as take books left by others. We expect people on average to leave as many books as they take, or else the program is going to die out. Remember: This isn’t a dump for bad books! Contact Katie Humphry (katie@physics.harvard.edu) for more information.

Ongoing. **Language Tables and Language Exchange.** Beginner to native speakers are invited to practice their modern Greek, Japanese, German, French, Czech, Chinese, Turkish, Portuguese, Russian, English, Italian, Hindi, Urdu, or Bengali in an informal setting. Language tables are held weekly in venues on campus and around Harvard Square. For more details, and to sign up for our e-mail lists, go to www.fas.harvard.edu/~dudley/fellows/cultint/ and look under Language Table Information. Questions? Contact Hazel Pearson (hpearson@fas.harvard.edu).

—Katie Humphry (katie@physics.harvard.edu), Yanyan Liu (liu3@fas.harvard.edu), Anahita Tafvizi (atafvizi@fas.harvard.edu), and Hazel Pearson (hpearson@fas.harvard.edu)

**Dudley Arts**

Thursday evenings. **Free Swing Dance Lessons.** 8:30 p.m., Richards Hall Basement. Looking to learn how to swing dance? Join Andrew Siegel and Di Yin Lu for free one-hour lessons followed by open dancing for a half hour practice (if time permits). For more info, contact Di Yin Lu (dlu@fas.harvard.edu).

Sunday, March 2. **Harvard Museum of Natural History Glass Flowers.** 1 p.m., Dudley House Steps. Every tourist reserves some time to visit the famous glass flowers at the Museum of Natural History, but have you seen them? This is an occasion to do it. Yes, they look real flowers, and, yes, they are made of glass! We will observe the incredible craft of imitating flowers in glass and get to know more about their creation. Bring your Harvard ID for free entry. To sign up or if you have questions, e-mail Eva Helfenstein (helfenst@fas.harvard.edu).

Wednesday, March 5. **Harvard Swing Kids Dance.** 7:30 p.m., Richards Hall Basement. Learn to swing dance to Count Basie, Ella Fitzgerald, or Louis Armstrong or bring your swing, Charleston, balboa, blues, or shag moves to a new venue. There will be a free introductory swing/Lindy lesson, 7:30–8:30

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Dudley Chorus. The Chorus is accepting new members for its spring season. For more information, contact director Michael Barrett (mbarrett@post.harvard.edu).

Dudley Public Service
Web: www.fas.harvard.edu/~dudley/fellows/pubserv/
E-mail: dudleypublicservice@gmail.com.

Through Sunday, March 23.
Lenent Food Drive for St. Paul's Church. Dudley House Lobby. Donate food for the St. Paul Parish Food Pantry during Lent, the period leading up to Easter.

Saturday, March 15. Food Sorting at the Greater Boston Food Bank. 11:15 a.m., Dudley House Steps. Help sort donated food items into their various categories accompanied by loud and funky music! We meet at the front steps of Dudley House, grab lunch at Dunkin' Donuts, and take the subway to the Food Bank. To sign up, e-mail dudleypublicservice@gmail.com. Limited to 10.

Saturday, March 29. Charles River Banks Clean-up. 11 a.m., Dudley House Steps. Keep our river banks clean! Pick up trash along the Charles River in the Lars Andersen to the De Wolfe bridges. This activity is subject to good weather. Trash bags, gloves, and bottled water will be provided. To sign up, e-mail dudleypublicservice@gmail.com.

COOP Public Service Grants. The Coop has generously donated funds to Dudley Public Service to support new and ongoing service activities by Harvard graduate students that benefit our local communities. Both immediate and long-term projects are welcome. Application deadline: Friday, April 4. Go to www.fas.harvard.edu/~dudley/fellows/pubserv/coopgrants.html for details. Make a difference to the Harvard/Cambridge/Boston community!

Dudley World Music Ensemble. For more information, contact Alexis Kaushansky (kaushans@fas.harvard.edu).

Dudley Jazz. If you’re interested in playing in the Jazz Bands, contact Jean-François Charles (jcharles@fas.harvard.edu)

Music Program
Interested in performing? Don’t wait until you are almost done with your dissertation to join an ensemble. Have fun and meet new people by joining a group now. The Dudley Music Program consists of four main ensembles: the Dudley Orchestra, the Dudley Chorus, World Music Ensemble, and the Dudley Jazz Band.

Dudley Orchestra. The orchestra is gearing up for its biggest event of the year. Joined by world-renowned soloist (and Harvard alumnus) Alan Stepansky, Dudley will close Harvard’s Arts First weekend with a performance in Sanders Theatre on May 4. The concert will open with Dvorak’s A Hero’s Song and Saint-Saëns’s Cello Concerto No. 1 before concluding with Kalinnikov’s rousing Symphony No. 1. Tickets are now available at the Harvard Box Office, $12/$10 for Harvard ID holders. Get yours early!

Dudley World Music Ensemble. For more information, contact Alexis Kaushansky (kaushans@fas.harvard.edu).

Dudley Jazz. If you’re interested in playing in the Jazz Bands, contact Jean-François Charles (jcharles@fas.harvard.edu)

Ongoing. The Weekly “Daily Show” with Jon Stewart. Tuesdays at 8 p.m., Graduate Student Lounge/Game Room. What’s better than watching actual news? Watching “The Daily Show,” that’s what’s better. Check www.fas.harvard.edu/~dudley/fellows/art/Daily show1.html for a detailed weekly schedule. Diehards can stay for the “Colbert Report” at 8:30 p.m. Questions? Contact Cristina Plamadeala (cplamad@fas.harvard.edu).—Eva Helfenstein (helfenst@fas.harvard.edu), Di Yin Lu (dlu@fas.harvard.edu), and Cristina Plamadeala (cplamad@fas.harvard.edu)

Celebrating Johann Sebastian Bach’s birthday (March 21) this year by attending the Senior Common Room Dinner talk by Bach scholar Professor Christoph Wolff (see pg. 6) and visiting Emmanuel Church for a performance of the St. John Passion (see pg. 5).

—Fatin Abbas (fabbas@fas.harvard.edu), Adrian Kwok (kwok@fas.harvard.edu), Yuka Minagawa (yminagawa@fas.harvard.edu)

Literary Program
Thursday, March 6. Dudley Literary Program Meeting. 5–9 p.m., Third-Floor Lounge and Computer Room. Gain some firsthand experience designing layout, working on graphics, and learning how literary journals run. Contact us at dudley_literary@yahoo.com with questions.

Thursday, March 12. Dudley Writing Workshop. 7–10 p.m., Fireside Room. If you are a creative writer looking for some quality feedback or would love to have a chance to explore the inner poet, novelist, story-teller or myth-maker in you, join the Dudley House Creative Writing Workshop! Writers of all talents and genres are welcome. Bring in copies of the poem, short story, personal essay, or creative writing piece you’re working on so we can share and discuss the writing over coffee and tea. If you’re new to the group and

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### Dudley House Calendar

**February**

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<th>Date</th>
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| 24 | Outing: Boston Public Library  
DH Steps: 1 p.m.  
Dudley Orchestra Rehearsal  
MDR: 6:30 p.m. |
| 25 | Fellow's Film: The Never-ending Story  
GSL: 7 p.m.  
Dudley Chorus Rehearsal  
CR: 6:30 p.m.  
“Daily Show”/Colbert Report  
Game Room: 8 p.m. |
| 26 | Third Stream Music Rehearsal  
FSR: 6:30 p.m.  
Dudley Knitting Group  
Café Gato Rojo: 7:30 p.m.  
Dudley Jazz Band Rehearsal  
CR: 8 p.m. |
| 27 | Opening of Photo Exhibit  
GSL: 7 p.m.  
Shakespeare Reading  
Evening  
FSR: 7:30 p.m.  
Swing Dance Lessons  
CR: 8:30 p.m. |

**March**

<table>
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<tr>
<th>Date</th>
<th>Event</th>
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| 1 | Fellows Film: Dirty Dancing  
GSL: 7 p.m. |
| 2 | Glass Flowers Outing  
DH Steps: 1 p.m.  
Dudley Orchestra Rehearsal  
MDR: 6:30 p.m. |
| 3 | World Music Ensemble Rehearsal  
FSR: 6:30 p.m.  
Dudley Chorus Rehearsal  
CR: 7 p.m.  
“Daily Show”/Colbert Report  
Game Room: 8 p.m. |
| 4 | Third Stream Music Rehearsal  
CR: 6:30 p.m.  
GSC Meeting  
GSL: 6:30 p.m.  
Dudley Knitting Group  
Café Gato Rojo: 7:30 p.m.  
Swing Kids Dance  
Richards Hall Basement: 7:30 p.m.  
Dudley Jazz Band Rehearsal  
CR: 8 p.m. |

**April**

<table>
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| 28 | Dudley Open Mike Night  
8–10 p.m., Café Gato Rojo. This poetry reading and grand slam/spoken word contest will feature Harvard's Spoken Word Society and members of the graduate committee. Join us for an evening of interactive poetry performances and judge for yourself the best writers! All profits from this event will benefit Dudley House. |

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*Dudley House* continued from previous page

would just like to participate in the discussion or in-session writing exercises, feel free to drop by. Contact us at dudley_literary@yahoo.com with questions.

Tuesday, March 18. **Dudley Reading Group**, 7:30–10 p.m., Third-Floor Lounge. This month we’ll be reading J.M. Coetzee’s novel *Waiting for the Barbarians* (1980). Set in an isolated outpost on the edge of a great empire, *Waiting for the Barbarians* is a startling allegory of the war between oppressors and the oppressed. Copies of the book are available in the Dudley House Library. If you attend the meeting, you can get a copy for free. Contact us at dudley_literary@yahoo.com with questions.

Friday, March 21. **Take Back the Mike! Dudley Open Mike Night**, 8–10 p.m., Café Gato Rojo. This poetry reading and grand slam/spoken word contest will feature Harvard's Spoken Word Society and members of the graduate committee. Join us for an evening of interactive poetry performances and judge for yourself the best writers! All profits from this event will benefit Dudley House. **continued on next page**
Dudley House continued from previous page

poets, word-weavers, and songsters are invited to participate. Contact us at dudley_literary@yahoo.com with questions.

Dudley E-mail List
What's the fastest way to get up-to-the-minute news about events at Dudley House? To be informed of events, outings, talks that are scheduled sometimes between Bulletin issues? To find out about changes or additions to the schedule, or to be reminded that something you meant to attend is about to happen? Subscribe to the Dudley House e-mail list. Just visit www.fas.harvard.edu/~dudley and follow the directions there to sign up.

Wireless Dudley
Dudley House is equipped with wireless technology so you can use your laptop in any public area in the House. Go to www.fas.harvard.edu/computing/kb/kb0826.html to learn how to outfit your computer for wireless communication.

Free Lunch! Treat a Faculty Member or GSAS Administrator to Lunch at Dudley Café
Each week, free tickets are available for GSAS students to treat a faculty member (professors or instructor only) or their favorite administrator (from their department, GSAS, or elsewhere on campus) to lunch at Dudley Café. Pick up tickets at the Dudley House office on the third floor. Several students may bring the same guest. Each student is entitled to two pairs of tickets per term. —Chad Conlan

Notices

“Demedicalizing Trans Identity, Winning Trans Health Care”
Tuesday, March 4, at 12:30–1:30 p.m., Harvard School of Public Health, FXB G-12. Speaker: Dean Spade, Williams Institute Law Teaching Fellow, Harvard Law School. In 2002, he founded the Sylvia Rivera Law Project, a collective that provides free legal help to poor people and people of color facing discrimination. His writing has appeared in the Berkeley Women's Law Journal, the Widener Law Review, the Chicano-Latino Law Review, the Georgetown Journal of Gender and Law, and several anthologies. In the fall of 2008 he will join the law faculty at Seattle University. Refreshments: lunch. Admission is free and open to members of the Harvard community; no RSVP necessary. For more information, contact Miles Ott (mort@hsph.harvard.edu).

Harvard University Art Museums
Visit www.artmuseums.harvard.edu or call 617-495-9400 for more information on events, exhibitions, and more. Locations: Fogg Art Museum and Busch-Reisinger Museum: 32 Quincy St; Arthur M. Sackler Museum: 485 Broadway. Access: A ramp entrance to the Fogg and the Busch-Reisinger is on Prescott St. at the entrance of the Fine Arts Library. The Sackler entrance has an access ramp.


Paintings by Max Beckmann from the Pinakothek der Moderne, Munich. Busch-Reisinger Museum.


The Graduate Music Forum Conference: “Music and the Urban”
Saturday, March 15, 9:30 a.m.–6 p.m., Dudley House Common Room. The Graduate Music Forum is delighted to invite the Harvard University community to our annual conference, “Music and the Urban,” which brings together eight graduate students from around the world and features keynote address “Music and Chic: Music and Fashion in Early 20th-Century Paris” by musicologist Mary Davis, associate professor, Case Western Reserve University.

Commencement Orations Competition and Orators’ Workshop
Each year at the Harvard Commencement, three graduating students—including one from a graduate or professional school—speak to approximately 32,000 students, faculty, parents, alumni/ae, and guests. Students wishing to represent Harvard on Commencement morning are asked to complete a 2008 Commencement Orations Application Form, available from the Commencement Office, Wadsworth House, or online at www.commencementoffice.harvard.edu/pdf/2008_COMMENCEMENT_ORATIONS_COMPETITION.pdf. Both the application form and seven copies of the typewritten speech must be submitted no later than 12 p.m. on Friday, April 11. Students whose speeches have been selected by the judges will be notified of the time and place of the preliminary auditions, scheduled on Monday, April 28. Final auditions will take place on Monday, May 5. Note: Electronic submission of the entry form or student speech is not allowed. Speeches should be no longer than five minutes in length. Submissions will be judged for intelligence, wit, originality, and general significance. An Orators’ Workshop will be held Thursday, March 20, at 5 p.m. in Fong Auditorium, (Boylston Hall). Students interested in learning more about the competition are encouraged to attend.

continued on next page

Saturno, professor of archaeology, Boston University. Exhibition opening: 6:30–8 p.m. Free and open to the public. 11 Divinity Ave. Call 617-496-1027 or visit www.peabody.harvard.edu for more information.

Peabody Museum of Archaeology and Ethnology

March 2008 | GSAS Bulletin
Harvard Residential Real Estate offers a wide variety of housing options for graduate students, faculty, and staff. You can get detailed information about all of our properties and our application process by visiting our Website, www.hres.harvard.edu/re.htm (click on “Affiliated Housing”). Applications will be accepted between March 1 and April 20, 2008.

We are pleased to introduce our three newest properties, slated for occupancy in August 2008:

10 Akron Street
Situated along the Charles River, this outstanding new building is convenient to both Harvard and Central Squares. Many of the apartments feature views of the Charles River. All utilities plus central air conditioning and Harvard RESnet Internet service are included in the rent.

10 Akron Street offers 90 studio apartments and 61 one-bedroom convertible apartments. The one-bedroom convertible is a unique configuration that can be rented as a traditional one bedroom with living room, or you can convert the living room to a second bedroom. Apartments have a kitchen and one bath.

Amenities include:
• A fitness center
• Common rooms for studying and socializing
• Landscaped grounds
• Laundry room
• Bicycle racks
• Underground parking (rented through the Harvard University Parking Office)

28 Hingham Street and 387 Western Avenue
These three-story houses, each containing six apartments, are situated near 10 Akron Street. Apartments feature three bedrooms, a living/dining room, and two full baths. The modern kitchens are equipped with a dishwasher, disposal, electric range, microwave oven, and stackable washer/dryer. All utilities, plus central air conditioning, are included in the rent.

Need a Roommate?
Harvard Real Estate Services now offers an online roommate connection service. You can access it by going to www.hres.harvard.edu/re.htm, clicking on “Harvard Housing Office” and then on “Roommate Connections.”
“I went after her and told her that if she was ever going to understand this stuff she had to go back the next time and listen very hard to what those guys, highly educated, say about why they might believe in Farrakhan.

“I then went back into the classroom. Luckily, the men were still there, still talking about the incident. I told them that if they were ever going to get it, they had to listen very hard to why a Jewish woman might think that only the uneducated would believe in Farrakhan.”

This young instructor was able to turn a hot moment into a profound learning opportunity for all of his students. He did it by keeping his head, not taking sides, and letting both groups know that they would gain immeasurably by understanding the arguments of the other side.

Finding Teaching Opportunities In the Moment

It’s not easy to see the teaching opportunity when a student says she doesn’t think the US should have gone to war to prevent the Holocaust “because they weren’t Christians”—or when a male student makes a joke about irrational numbers being female—or when one student heatedly says, “The trouble with you is you talk all the time and never listen”—or when the Jewish student says that only uneducated black men would believe Louis Farrakhan.

How we think about the moment

• The first route to making such unanticipated and difficult occurrences productive lies in how we think about the moment—as instructors. If we can get out of our own emotional confusion, we can begin to see the heat as an opportunity to explore different views about the topic. In the case above, for example, it could be helpful to students to examine why someone might think that religious affiliation was a reason to go or not to go to war.

• We can also use the image of leaving the dance floor of the discussion and our emotions and going up to the balcony. From there we can look for a relevant meta-level issue that the hot moment raises. Often the difficult statement illustrates the complexity of questions being discussed, as in the instance of the Jewish student’s remarks about Farrakhan. Such a comment presents an immediate example of Jewish/African-American political difficulties.

• It helps sometimes to think about listening for “the song beneath the words” of the student. What is the sub-text? What is the student really saying? Why is this coming up at all, and why at this time? Often students can’t articulate clearly what they are thinking. After double-checking our impressions with the student, we can use this information to further the conversation.

For example, the student in the holocaust story was African-American. Her sub-text might have been that we needed to deal with the United States’ own race issues before taking on those of other nations. That idea is certainly a valid one for discussion in contemporary international politics. Had the instructor been able to bring this to the surface, rather than avoiding her remarks altogether, the class would have come away with enriched understanding.

Helping the students think about it

• To help students think productively about issues raised during hot moments, establish discussion norms early in the term, or at the moment if necessary. Don’t permit personal attacks. Model norms that encourage an open discussion of difficult material—by being open to multiple perspectives and by asking all students to argue their point responsibly.

• We can take the issue off the student who has made the offensive remark and put it on the table as a topic for general discussion. Say something like: “Many people think this way. Why do they hold such views? What are their reasons?” and then, “Why do those who disagree hold other views?” This protects the student while also encouraging others who disagree to understand a view they dislike and then to argue their position later.

• Another strategy is to require that all students seek to understand each other’s perspectives, as a prerequisite to understanding the subject at all. Ask them to listen carefully to the other point of view, to ask questions, and then to be able to restate or argue for that position. This can work for the hottest of subjects.

• Ask students to write about the issue, either in class, as a reflective and hopefully calming exercise followed by discussion, or outside of class. You can ask them to do some research on the subject and write a more balanced essay. You might require them to argue the position they most disagreed with.

• Sometimes it is important to talk with students outside of class, particularly those who have been most embroiled in the hot moment. Help them to learn something substantive from the experience—about themselves, about others, about possible positions, about the topic as a whole, and about how to voice their thoughts so that they can be heard, even by those who disagree. These conversations can save students and keep them coming to class with an open and learning mind.

• If a student breaks down as a result of the original outburst, acknowledge it and ask if he or she would like to remain in the classroom or leave for a while. At the end of class, find the student and ask if you can be of any assistance. In extreme cases, urge him or her to see a counselor.

Getting the students to do the work

• Ask students, when things get hot, to step back and reflect upon what they might learn from this moment. This can move the discussion to a level that helps everyone see what issues have been at stake and what the clash itself might mean.

I’ve seen this work in a class in which a white student and an African-American student were wrangling at length and without apparent movement toward any understanding. When the teacher asked all the students to explore what they might learn from this, the discussion shifted gears quickly. They began to think about the difficulties in black-white communications when different belief systems were at work, the reasons for those difficulties, and possible ways to bridge the gaps.

• Another strategy is to ask students to think about how their reactions mirror the subject at hand and what they might learn from their own behavior. Often groups act out in their own discussion about the topic under discussion. For example, when discussing...
how women's remarks are often ignored in business settings, the class or the instructor may be ignoring the remarks of women in the class. Seeing this and talking about it in the moment can enhance students' understanding of the issue.

Don't avoid the issue
- When hot moments occur because of inter-student dynamics, in ways not related to the subject matter, it can still be important to address the issue, even in a math or physics class.

For example, if a student complains about another's speaking behavior, it is tempting to go on as if the outburst hadn't occurred. However, a discussion about who speaks and who doesn't and why, and how to enable the quiet ones to make room for themselves and the talkative ones to listen, could help every student in the room and make room for a greater diversity of ideas in the class.

Or if a student makes a joke like the one about irrational numbers being female, it could be useful to stop to examine why and how men make such jokes and how they affect women's experience in math and science classes. It might be helpful to the men to understand why the women get upset by their good-humored jokes and to the women to understand how to counter them. A discussion of this sort could open the classroom to far greater collaboration for the rest of the term.

- To ignore such remarks has its own consequences. Students learn that such behavior is OK and that they are not protected from it. They miss the opportunity to learn about their own behavior and its consequences. And they miss the opportunity to have a more open classroom in which a wider range of ideas can be explored.

- It is, of course, almost always useful to talk about the moment outside of class with the individuals involved, to give them support, and help them to learn from the experience.

Having a fallback position
If you are unable to find a workable position in the moment, defer. Tell students that this is an important issue and that you will take it up at a later time. You then have time to plan strategies. This approach lets all the students in the room know that you take such occurrences seriously.

Managing Ourselves
We often forget that a primary task is to find ways to manage ourselves in the midst of confusion.

Hold steady. If you can hold steady and not be visibly rattled by the hot moment, the students will be better able to steady themselves as well and even learn something from the moment. Your behavior provides a holding environment for the students. They can feel safe when you appear to be in control; this enables them to explore the issues. Your behavior also provides a model for the students.

Breathe deeply. Take a moment. Collect yourself. Take time if you need it. Silence is useful—if you can show that you are comfortable with it. A pause will also permit students to reflect on the issues raised. Deep breathing is an ancient and highly effective technique for calming adrenaline rushes and restoring one's capacity to think.

Don’t personalize remarks. Don’t take remarks personally, even when they come as personal attacks. Such attacks are most likely made against you in your role as teacher or authority figure. Remembering to separate self from role can enable you to see what a student is saying more clearly and to actually discuss the issue. It’s not about you. It’s about the student and his or her feelings and thoughts, though often articulated clumsily and from an as yet [unformulated] position.

Don’t take remarks personally when they are about issues that you feel strongly about, or even about groups of which you are a part. Again, remember that both you and the group will be better served if you can keep some distance from the comments and find ways to use them to enhance people's understanding.

Don’t let yourself get caught up in a personal reaction to the individual who has made some unpleasant remark. It’s easy to want to tear into a student who is personally offensive to you. To do so is to fail to see what that student and his or her ideas represent in the classroom and in the larger world. If you take the remarks personally, chances are you will not be able to find what there is to learn from them.

Know yourself. Know your biases; know what will push your buttons and what will cause your mind to stop. Every one of us has areas in which we are vulnerable to strong feelings. Knowing what those areas are in advance can diminish the element of surprise. This self-knowledge can enable you to devise in advance strategies for managing yourself and the class when such a moment arises. You will have thought about what you need to do in order to enable your mind to work again.

A version of this “tip sheet” appeared in the NEA Advocate, October 2000.
receive more than one type of tax reporting
document if you received more than one type
of funding from a US source. If you received
no US-source income in 2007, you will not
receive any tax reporting documents. However,
you will still need to complete a tax return.

Here are some typical types of tax reporting
documents received by Harvard students and scholars:

**Types of Income/Form Received**

- Employment: IRS Form W2 (was mailed in January)
- Employment with treaty benefit exemption: IRS Form 1042-S (will be mailed March 15)
- OPT/CPT employment: IRS Form W-2 (was mailed in January)
- Scholarship/Fellowship: IRS Form 1042-S (will be mailed March 15)

- Bank interest: IRS Form 1099-MISC (was mailed in January)

**Message Me**

Sign up for Message Me, a new emergency broadcast text messaging service for all members of the Harvard community, and receive text messages in the event of an extreme emergency on campus.

**Academic Calendar**

Monday, March 17. Last day to register for or add courses. After this date, students may add or register for TIME only. Also, last day for graduate students to add or change SAT/UNS grading option for designated language courses. —Rie Shepse

**Free Laser Printing**

The GSC operates a free laser printing service in the Dudley House Library (3rd floor, Lehman Hall) for all students who have paid their GSC fee.

**The Graduate Student Lounge**

The Graduate Student Lounge, also in Dudley House, is equipped with a big-screen TV, DVD player, and VCR and can be reserved for your meetings and gatherings. Contact Dudley House at 617-495-2255. —Patrick Hamm

**Commencement Information and Regalia**

Complete updated information for Commencement 2008 will be available on the Harvard Coop Website (www.harvard.bkstore.com) in early March 2008. Regalia reservations for graduate students will be taken in early April 2008.

**Harvard Regalia**

If necessary, orders may be placed via fax or mail. Information may be provided via e-mail, but the Coop cannot take orders or payment via this unsecured site. For information about regalia for the Harvard Medical School or the School of Public Health, contact the Harvard Medical Coop at bksharvardmed@bncollege.com. For information about Harvard Business School regalia, contact the Harvard Business School Coop at bksharvardbus@bncollege.com.

**Cap and Gown Rentals**

Note: Rental Harvard regalia is only available for use at the Harvard Commencement in June. The cap and gown rental form will be available in March 2008. Send orders to: Nancie Scheier/Cap & Gown, The Harvard Coop, 1400 Massachusetts Ave., Cambridge, MA 02138. Fax: 617-499-2016. For inquiries, contact Nancie Scheier at 617-499-2070 or hbooks@bncollege.com.

**Cap and Gown Purchases**

Note: Deliveries on purchases take four to six weeks.

**Special Offer**

Save 10 percent when you purchase the complete Harvard Doctoral Regalia Package (cap, gown, and hood) for a cost of $670 ($711 if purchased separately). Also, don’t forget to provide your Coop membership number when you make your purchase. The Coop paid a seven-percent rebate to its members last year. Your final cost for the Harvard Doctoral Regalia Package after this rebate would be only $623.10!

To place an order by mail or fax, download the Cap & Gown order form (available at www.bkstore.com/staticfiles/300_07orderform.pdf), and fax or mail it to the number/address indicated on the form. For inquiries, contact Nancie Scheier at 617-499-2070 or hbooks@bncollege.com.

**Item name** | **Description** | **Price**
--- | --- | ---
Doctor’s Gown | Crimson or black | $578.00
Doctor’s Hood | Black shell w/crimson lining / no velvet trim | $107.00
Doctor’s Tam | 4-cornered, velvet w/black tassel | $60.00
Master’s Gown | Black | $265.00
Master’s Hood | Black shell w/crimson lining / no velvet trim | $107.00
Master’s Cap | Folding crown / black tassel | $31.00
Shipping and Handling Fee | Within US | $15.00
| Outside US | $150.00
Life Sciences Professional Development Series

OCS and Harvard Integrated Life Sciences (HILS) offer a continuing series of professional development workshops geared toward student scientists. Events are held in the Longwood Medical Area. Upcoming events include:

- **Tuesday, March 11.** Landing a Post-doc: Gateway to Your Academic Career. 5:15–6:45 p.m., Longwood Medical Area, MEC 209. Join Professors Fred Winston and Shannon Turley in a discussion of the important steps to take to land a great post-doctoral research position and to begin preparing for the faculty job search during your post-doc.

- **Wednesday, April 9.** Important Things to Consider When Choosing a Lab. 12:30–1:30 p.m., Longwood Medical Area, Goldenson 122.

- **Thursday, May 8.** The Power of Procrastination. 5:30–7:30 p.m., Longwood Medical Area, MEC Amphitheatre. Jorge Cham, author of *Piled Higher and Deeper* (www.phdcomics.com) will lecture and do a book signing.

**Harvard Graduate Women in Science and Engineering: Women in Science Career Chat**

Thursday, March 6, 6–7:30 p.m., OCS Reading Room. Worried that a PhD might not be enough to launch the kind of business career you desire? Meredith Fisher, PhD ’07 and past president of HGWISE, and her colleagues will discuss their decision to pursue MBAs from MIT’s Sloan School of Management in addition to their PhD degrees. To register, e-mail Robin Mount (rmount@fas.harvard.edu) with your G-level or PhD year and your department.

**Other Upcoming Events**

- **Wednesday, April 2.** Energy and Environmental Careers. 4:30–6 p.m., Center for the Environment, 24 Oxford St. Green construction? Solar power? Bioenergy? Policy? Climate change? Experts in the environmental and energy fields will discuss their career paths and answer your questions about finding a job or internship in these sectors in this panel.

- **Thursday, April 3.** “So What are You Going to Do with That?” Finding Careers Outside Academia. 5:30–7 p.m., location: TBA. Thinking about a career outside of academia? Author Susan Basalla May (*So What Are You Going to Do With That? A Guide to Career-Changing for MAs and PhDs*) will discuss how you can make this transition. Co-sponsored with the Graduate Student Council.

- **Thursday-Friday, April 24–25.** Career Options Panels. Dudley House. In this annual event, OCS and GSAS will pull together panels of GSAS alumni/ae to introduce master’s and PhD students to a variety of careers.

**Career Information Listservs**

To stay informed about academic and nonacademic job opportunities, career workshops, and local networking events, consider subscribing to one or both of our GSAS-focused listservs. Just visit www.ocs.fas.harvard.edu and click on For Students, then Join a Listserv.

**Walk-in Hours**

GSAS counselors hold walk-in hours Mondays, 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.).

**Individual Counseling Appointments**

Whether an academic or nonacademic path is in your future, you are invited to schedule an appointment with a GSAS counselor to discuss your career goals and options, learn how to find internships or job opportunities, and get advice and feedback on your CV or resume, and interviewing and job-negotiation skills. Call 617-495-2595 to schedule an appointment. 🌟

—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. Some of our accomplishments in past years include advocating for graduate students during Harvard’s Presidential search, pressing for a new dental plan, conducting surveys of medical area and interdisciplinary students and implementing their recommendations, awarding funding to student groups, expanding access to travel and research grants for individual students, helping to organize a University-wide Day of Service, and encouraging better faculty mentoring through the Everett Mendelsohn Excellence in Mentoring Awards. Want to learn more about the GSC? Visit our Website: hcs.harvard.edu/gsc!

Next Open Meeting: Wednesday, March 5

The GSC holds open meetings on the first Wednesday of each month, October through May (excluding January). Meetings begin at 6:30 pm in the Dudley House Graduate Student Lounge and include free drinks and pizza. All students interested in improving graduate student life are encouraged to attend. Future meetings will be held on April 2 and May 7. Issues may be added to a GSC meeting agenda by submitting them at least a week in advance to harvardgsc@gmail.com.

Commencement Marshals

Each year, six graduating students (four PhD recipients and two AM recipients) in GSAS are chosen as commencement marshals. These marshals, who lead GSAS students during the graduation ceremony, are chosen by a committee of fellow graduate students based on their accomplishments during graduate school, specifically their service on behalf of the graduate school and graduate student community. This is primarily a nonacademic honor.

Each department may nominate as many of its students as it wants. In order for each committee to make its selections, the nominee’s curriculum vitae; a letter of nomination from the department administrator, chair, or director of graduate studies; and any letters of recommendation the nominee wishes the committee to consider must be uploaded via the GSC Website or sent to the Graduate Student Council, Dudley House M-4, Harvard University. The deadline for nominations this year is Monday, March 17, at 5 p.m. EST. More information can be found in the GSAS Awards section of the GSC Website.

Everett Mendelsohn Excellence in Mentoring Awards

A reception honoring this year’s recipients of the Everett Mendelsohn Excellence in Mentoring Award will be held on Friday, March 14, at 5 p.m. in the Faculty Club Reading Room. For more details, visit the GSAS Awards section on the GSC Website.

Research and Conference Grants

The GSC offers grants of up to $1,000 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 2008. Grants are available to any student who has paid the GSC fee and whose department has been represented at the monthly GSC meetings. The next deadline for grant applications is April 30. Completed applications must be received by 5 p.m. that day. Applications and additional information are available at hcs.harvard.edu/gsc.

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 hcs.harvard.edu/gsc. Funding requests are due by Friday, March 21, for consideration at the April GSC meeting. To be eligible for funding, group representatives must be present for at least two open meetings per term including the meeting at which funding requests are considered. For more information, consult our Website or contact treasurer Wonyoung Kim (wonyoung@eecs.harvard.edu).

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 e-mail to bulletin@fas.harvard.edu.

ISSUE

April 2008

DEADLINE

March 3, 2008

May 2008

April 1, 2008

Change of Address: Current GSAS students must contact the Registrar’s Office at 617-495-1519 or at www.registrar.fas.harvard.edu. All others should send address changes to gsaa@fas.harvard.edu or call 617-495-5591.

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

Advertising: The GSAS Bulletin does not accept any advertising from organizations or individuals from outside Harvard University and its affiliates.

GSAS Bulletin

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Cont. from page 13

Does Your Department Have a GSO?

One of our goals is to improve the structure and functionality of the GSC. To do this, we hope to increase the number of Graduate Student Organizations (GSOs), department-level student groups that meet periodically to discuss important concerns. Ideally, each department forms its own GSO and chooses department representatives to attend the GSC open meetings. To help your department build its own GSO, please request our new GSO Starter Kit from harvardgsc@gmail.com.
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 Monday, March 10, 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.

The answer to the February quiz is... a detail of the atrium at the Center for Government and International Studies-Knafel on Cambridge Street. Congratulations to these savvy guessers: Sam Abrams (government), Jonathan Bruno (government), Davide Cantoni (economics), Denise Ho (history), Jennifer W. Howk (government), Barry S. Kane (FAS Registrar’s Office), Olivia Lau (government), Megan Luke (history of art and architecture), Ryan T. Moore (government and social policy), and Nathan A. Paxton (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.