





Colloquy

An alumni publication of Harvard University's Graduate School of Arts and Sciences

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Cover image: Thomas Lentz and Jim Voorhies in the Harvard Art Museums Winter Garden, overlooking the Carpenter Center for the Visual Arts.

Facing image: Art is everywhere at Harvard, including this ceramic mural by Joan Miró, which hangs in Harvard Law School's Harkness Commons.

Photographs by David Salafia

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Colloquy

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 $\label{lem:constraint} Access \, current \, and \, back \, issues \, of \, \textit{Colloquy}, \, as \, well \, as \, a \, range \, of \, other \, alumni \, services \, and \, information, \, at \, www.gsas.harvard.edu/alumni.$

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Colloquy does not print letters, but we welcome your feedback and story ideas. Write to: Colloquy, Harvard University Graduate School of Arts and Sciences, Suite 350, 1350 Massachusetts Avenue, Cambridge, MA 02138-3846; or e-mail gsaa@fas.harvard.edu.

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Emma Fedor is the staff assistant in the department of publications and alumni relations at GSAS, a post she has held for the past two years. She wrote this issue's story about Open Rev., an interactive online publishing platform created by GSAS students. She also edits the Noted section of the magazine.



Ben Gebo is an editorial photographer working in Boston and New York. Meeting new people and hearing their stories are his main source of inspiration. His clients include Converse, Northeastern University, British Airways, Keurig, Deloitte, and HDTV Magazine. Follow his adventures at www.bengebo.com.



Edward Mason, who wrote our article on the future of the study of religion, is a Boston journalist who covers politics, criminal justice, business, health, and science and culture. His work has appeared in *Atlantic.com*, *The Boston Globe*, *Boston* magazine, *Salon*, and other publications.



David Salafia is a Boston-based commercial photographer focusing on capturing the human spirit in its most authentic form. David is a regular contributor to well-known publications such as *Entrepreneur Magazine*, *ESPN Magazine*, and *Boston* magazine.



Visual Dialogue is the Boston-based firm that designs *Colloquy*. Principal/Design Director Fritz Klaetke is the son of an architect and artist so this issue featuring the Harvard Art Museums gave him the opportunity to combine his lifelong interests in architecture and art. Fritz won a Grammy Award in 2013 for album design (not singing!) and his firm has recently launched the website for Boston's Innovation and Design Building in the burgeoning Seaport District.



One of the best parts of the new academic year is the excitement that comes from building new connections. As dean, I meet hundreds of incoming students during orientation and watch as they make friends with those in their departments and others who participate in the activities GSAS sponsors in the opening days of the fall term. I know from personal experience how important these ties will become, but I am also aware that they are only the first of many diverse relationships students will develop during their time at Harvard.

Graduate students play a crucial role at the University. As teaching fellows, mentors in undergraduate labs, house tutors, and freshman proctors, they unite the College with GSAS. The College and GSAS are intertwined. Harvard wouldn't be Harvard without the College. Harvard wouldn't be Harvard without GSAS. It's a two way connection; we all work together.

I have been thinking about what these connections mean and how truly broad they are. It's very hard to find anything at Harvard isolated to one school. In our 16 interfaculty programs, our students develop relationships with scholars and researchers throughout the University. A continuum exists beginning with faculty, from emeriti to the tenure track, through post docs, graduate students, and undergraduates, and ultimately to the high school students involved in Harvard's outreach efforts.

Xiao-Li Meng, PhD'90, Dean, Graduate School of Arts and Sciences, Whipple V. N. Jones Professor of Statistics

As teaching fellows, mentors in undergraduate labs, house tutors, and freshman proctors, graduate students unite the College with GSAS.

These existing intergenerational associations are an important professional development opportunity for our graduate students. In addition to being mentored by faculty, they in turn mentor undergraduates in the classroom, lab, and houses. Some will go on to mentor their own graduate and undergraduate students. Others will find nonacademic careers where they will utilize the leadership and personal skills they developed as a house tutor or a freshman proctor. All the connections they make, from the undergraduates they teach to the dissertations they craft in close contact with their advisors will help them become the best at what they do.

Everywhere I turn, I see more opportunities for our graduate students to take advantage of these intergenerational connections, and I want to shine a light on those activities. By acknowledging GSAS's central role in the continuum from high school students to seasoned faculty, we uncover even more opportunities for collaboration. Ultimately, it is this combination of academic excellence and professional development that allows our graduates to thrive.

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a leap of faith

One student's take on the interdisciplinary nature of religious study

Amy Benjamin cranes her neck to look toward the ceiling of the cavernous Memorial Room, in Harvard's Memorial Church. "You know," she says with a smile, "this is almost the perfect space for a trapeze." As a PhD candidate at GSAS in the Committee on the Study of Religion, Benjamin is dedicated both to her scholarly efforts and her work as a trapeze instructor.

"There are many experiences of transcendence on the trapeze," she shares. "The moment you connect with someone catching you, or gain height or power in a trick, or watch others fly with grace and courage—they are all magical or religious moments."

Benjamin pursues both facets of her life with passion. Her fascination with religion began as an undergraduate psychology major, as she wrote her senior thesis. "I became interested in the imagined landscapes that people experience God in," she says. "How, essentially, our relationships with our family, friends, and worlds shape the way that we form a mental image of God or other divine figures." After working in the nonprofit sector for seven years, she felt a pull to continue exploring the themes she'd developed in college and an increasing desire to seek an academic career. As she studied for an MTS at Harvard Divinity School, she fell in love with the study of religion and knew she had to continue on with a PhD through GSAS.

"I am fascinated by American religious history and culture, especially how it is shaped by race, gender, and sexuality," she says. "I am also intrigued by how the histories of philosophy, theology, and literature provide accounts of the emotional appeals of humanitarianism and charity. What does it mean when morality and



sympathy or empathy are invoked in historical and contemporary debates on humanitarianism? That empathy has a very long history in American and transatlantic religious and moral discourse," she explains. "My dissertation explores the history and theory of sympathy and sentimentality in early American literature and religious thought. I'm looking specifically at the literary figure of Harriet Beecher Stowe and how her vast correspondence and works like Uncle Tom's Cabin not only created a tidal wave of sentimental literature in the United States charged with race and gender implications, but also positioned her as a viable intellectual on the relationship of sympathy and religion."

A glance at Benjamin's research shows broad interests in a number of fields. "I always find it a challenge as a doctoral student with interdisciplinary training," she says. "What fields am I in specifically? I delve into philosophical approaches, anthropological approaches, and historical approaches to my subject. But these all shape how I ask my continual question about

the force of empathy: how is its long philosophical legacy a religious one, too? And what does it look like in different social and historical contexts?" The nature of graduate studies at GSAS allows her to follow her curiosity wherever it leads. "I think that the opportunities here really foster that."

Benjamin knows that her work on the trapeze helps her share this interdisciplinary academic vision with undergraduates, because it enables her to bring a different energy to her teaching. "The scariest moment for a trapeze novice is the challenge to jump off the board, and you work with them on learning how to trust you as an instructor and trust themselves as they prepare for that experience," she says. "Being able to talk someone off the board or catch someone for the first time translates into unique pedagogical skills that help me let students know that they have it. They have what it takes to be here at Harvard. They have what it takes to do their work. They need to focus on what's ahead of them and jump—so they can learn how to fly."

As a PhD candidate in applied physics, Jun Song has always maintained a strong interest in business. "Although my undergraduate training focused on science and engineering, I took two years of business courses and completed a minor in technology and management," she explains. "I wanted to keep learning about business as a graduate student, but it can be difficult to take advantage of opportunities to learn from HBS professors when you are so focused on your research." Song discovered the "mini MBA" offered by the Harvard Graduate Business Club (a student-run organization supported and sponsored by the Graduate School of Arts and Sciences) which gave her an overview of many areas of business. She wanted to go much deeper, however, and apply her knowledge to solving practical problems in business.

In spring 2014, Song received an e-mail from the Office of Career Services (OCS) that described a new program launching on Harvard Business School's HBX online platform, open to all students at Harvard. The HBX Credential of Readiness (CORe) program is designed to provide participants with a basic general management toolkit and a solid understanding of the fundamentals of business. Built around HBS's real-world, case-based learning model, HBX CORe covers three essential business topics—business analytics, microeconomics for managers, and financial accounting—helpful in a wide range of jobs and careers.

Curious about the program, Song connected with staff from OCS and attended an information session where two HBX professors introduced the program to interested FAS

students. "I realized that HBX was a great opportunity for students like me who want to acquire a deeper and broader knowledge of business," Song says. She applied and was accepted to the program.

HBX CORe introduced Song to the language of business, giving systematic overviews of each area while providing detailed learning on critical concepts that prepare students to handle real-world business problems. The accounting session, for example, demonstrated how to evaluate a company's performance by analyzing financial statements, a critical skill when making business decisions. "HBX is indeed a great complement to my graduate study, because now I can combine the knowledge I gained with my analytical research skills to solve complex business problems," she says. "I believe it will help me significantly in the future."

Song is focusing her PhD dissertation on the development of portable medical diagnostic devices that deliver faster and more accurate results. She knows that her research coupled with HBX CORe will inform her work going forward. "I have strong interest in both technology and business, so I want to pursue a career that enables me to do both," she explains. Initially, she plans to seek a position in management consulting to gain more hands-on experience, ultimately working on technology commercialization or business management for technological innovations. "I believe I will be using the knowledge I learned from HBX CORe very frequently. It is absolutely an essential part of my business education."





Taking Open Access to a New Level

Inspired by the growing Open Access publishing movement, PhD candidates Erik Bauch and Georg Kucsko have developed Open Rev., an innovative online platform that enables users to engage in open, interactive discussion of scholarly works. Operating independently of outside publishers, the free tool inspires a review technique Bauch and Kucsko call "collaborative annotation," offering an online community where scholars can upload papers and pose specific questions or notes to their peers. "Up until now scientific discussions usually occurred at conferences, in journal club, or in hallways on the way to lunch," explains Bauch. "With Open Rev. we are trying to motivate people to take some of these discussions online and share their knowledge with the whole scientific community."

The project took flight after Bauch and Kucsko, both physics scholars, were awarded a Spark Grant through the Harvard Initiative for Teaching and Learning (HILT). They soon after received second prize at this year's Bridge@HGSE Education Innovation Pitch Competition. The duo has since tested the tool with great success amid students and instructors in the physics department at Harvard, creating a space to share notes and ideas beyond the classroom.

Since its inception, the platform has evolved substantially

and now boasts a number of unique features. While the purpose of the endeavor is to inspire open, public debate, users are also afforded the option to create closed groups—ideal for classes, study groups, or discussion sections. Open Rev. differs from the average online forum in that reviewers are equipped with the ability to reinforce textual comments with imagery, sketches, and LaTeX, a commonly used markup tool for scientific publications with complex coding and formulas. By providing an interactive PDF viewer, comments can also be directly linked to the relevant passage in the text. The site also facilitates the process of cross-referencing, making it easy for users to link to specific passages in other works.

Open Rev. officially launched in August and now hosts approximately 500 active users, with more than 1,500 posted comments. While the site remains focused on scientific research, its creators have no qualms with the idea of opening it up to other disciplines. For now, however, Bauch and Kucsko are intent on building a continuously evolving scientific knowledge base for the modern scholar. "We hope that via such archiving of scientific discussions," says Bauch, "we will increase global scientific collaboration and provide valuable knowledge to future generations of researchers."

THE TOOLS TO SUCCEED

For most graduate students seeking tenure-track positions, the process of working with an advisor and crafting a dissertation is excellent preparation for an academic career. But those in more interdisciplinary fields, such as comparative literature, often require extra support with their professional development.

Determined to address this need, Karen Thornber, professor of comparative literature and of East Asian languages and civilizations and director of graduate studies for the department, launched a series of professional development seminars in 2010 designed to augment academic skills. Students participated in sessions on dissertation writing, public speaking, and how best to utilize the library. They were introduced to the fundamentals of teaching, including presentation skills and syllabi preparation. The response was so positive that Thornber and department chair David Damrosch decided to expand it and create a yearlong course for first-year students.

"We both believed very strongly that students need to be exposed to the idea of preparing themselves for a career from the beginning of their time at Harvard," Thornber says. "This is particularly true in comparative literature because it is such an interdisciplinary field that students aren't naturally working in defined disciplines where there are clear job opportunities. We wanted to make sure that our students had the best chances moving forward."

Based on student feedback from the seminar series and the initial course offering, Thornber developed "Survive and Thrive—Graduate School and Beyond." But the course isn't just for those on the academic track. "Professor Damrosch and I make it very clear at orientation that the Department of Comparative Literature is open to whatever career a student wants to pursue," Thornber explains. "If a student decides to go into academia, that's great. If they decide to do

something else, that's great too. We just want them to find a fulfilling career where they can use their talents in the best possible way. We'll go out of our way to support them and help them find the resources they need."

During "Survive and Thrive," students are introduced to numerous resources, such as the Office of Career Services

and the Bureau of Study Counsel. They can speak directly with administrators like Cynthia Verba of the GSAS Fellowships Office or the dean for student affairs, Garth McCavana. "What's really great about this course is that it is required of our first years but we invite all students, so everyone has the chance to attend the sessions that appeal to them," Thornber says.



Professor Karen Thornber saw a need to provide professional development training for students in the Department of Comparative Literature.

"For example, some will come to a session with Cynthia Verba and will later seek her out for a one-to-one consultation. We made that easier by breaking the ice and putting a name to a face."

The success of "Survive and Thrive" has drawn the attention of other departments, who are considering how to adapt it for their purposes. In the meantime, the course is open to all students, not just those from the Department of Comparative Literature, with a student from the Department of Near Eastern Languages and Civilizations attending last year. "The course is definitely a work in progress, and we will continue to adapt it based on student need," says Thornber. "After all, it's for the students, not for us." $\ensuremath{\triangledown}$

Jennifer Montana

A technology innovator works to improve science and engineering education opportunities for children

With 20 years of experience launching and leading organizations, Jennifer Montana has advised companies and countries about how to spur innovation and entrepreneurial ventures. Her latest undertaking is The Innovation Institute (Ti²), an academic enrichment program in science and engineering for children aged 5 to 16 that helps young people develop critical and creative thinking skills using science and engineering as content. Montana's decision to found Ti² grew out of extensive work with industry, academic, nonprofit, and government leaders to advance investment in a science and technically skilled workforce and from her belief in community and commitment to service.

Montana received a BA in political science from the University of Wisconsin–Madison before earning an MA and a PhD from Harvard in political science as a Jacob K. Javits National Fellow. She serves as executive director of Ti².



When I worked as a research associate for the Human Security Program at the Harvard School of Public Health (now the Harvard T.H. Chan School of Public Health), I had the honor of working with talented people whose deep commitment to humanity was unparalleled. Many were obtaining mid-career degrees in public health or administration while they decompressed from "work in the field" as aid workers and physicians in Rwanda, Burundi, or other regions with complex humanitarian emergencies. While I was in awe of their work and ethics, I struggled greatly as a PhD in political science with a predisposition towards systems-thinking to understand the "limits" of their interventions, especially given recent political and economic changes. I shared my

perspective that the dissolution of bipolar relations between the US and the former Soviet Union ended the notion of neutrality in the field and that individuals from relief NGOs and IGOs, as well as journalists, were no longer safe in most conflict-laden areas.

Additionally, trends towards economic globalization (though relatively embryonic) were important but less well understood variables in this new era. At the time, I grappled with another vexing issue with which this group was also grappling—effective strategies from humanitarian relief to economic development. I tended to envision discontinuum where others saw a continuum.

My move to the Massachusetts
Technology Collaborative enabled
me to explore economic development
with a specific focus on technologybased innovation. The economic
regions with which I would work for
15 years shared little in common with
war-torn regions apart from the
critical exception of effective collaborative civic leadership. Technological

Q+A ID

Jennifer Montana, PhD '94

FIELD OF STUDY:

Political Science TODAY: Executive Director of Ti², MA innovation was heralded as a way to accelerate development within more stable developing countries. But applied without sensitivity to indigenous development patterns and needs, technology-based economic development projects often failed in these areas.

I became increasingly focused upon the notion of innovation as a source of reinvention, renewal, and competitiveness that could lead to positive economic outcomes for both people and place (in politically stable, economically developed areas). With ample quantitative data relative to developing regions, I became increasingly focused on the quantitative validation of different aspects of regional economic competiveness driven by technological innovation.

The focus on innovation-led economic development and competitiveness allowed me to continue on my career journey when I had the privilege to join Palo Alto-based Collaborative Economics (CEI), whose founders included another Harvard alumna, Kim Walesh MPP



'89. Joining CEI provided me with wonderful opportunities to continue exploring similar questions but not be limited to a focus on one region.

You launched your first company in 2000. What prompted you to strike out on your own and later make the intellectual property of one of your companies available to anyone?

I was compelled to launch my first venture due to loneliness (I missed my West Coast colleagues) combined with an unparalleled opportunity offered by the Kauffman Foundation to develop a program that extended my work on innovation and economic outcomes through a focus on entrepreneurship. It was clear that regions could have high levels of innovation but not realize the levels of economic prosperity, and entrepreneurship was another variable in the economic development equation. As this work evolved, I continued to pursue other opportunities and ultimately my first venture morphed into the second, Advanced Research Technologies.

I continued to consult and advise while developing an approach for identifying entrepreneurial changes within regional industry structures. In simplistic terms, it seemed that innovation as measured by quantitative variables was much more likely to have an impact upon economic outcomes if there was substantial entrepreneurship activity—for example, through starting and growing businesses in traded industries (not just local serving ones).

I spent a lot of time looking at this question from a research methods and practical applicability perspective. I also found myself returning to my academic roots and enjoyed working with not only other academics but also practitioners and regional economic development leaders, whether from universities, industry, or the public sector. I may not have been the shrewdest business person when I decided to publish our "intellectual property" in a refereed journal, but I

viewed it as a more meaningful accomplishment for hard work—work that required a lot more refinement.

When did you begin working in education, particularly in STEM?

Returning to the workplace after taking some time to start a family, I decided to focus on what I had always identified as a serious issue faced by innovation-led, entrepreneurial regional economies—the development of highly-skilled talent. I made recommendations in my strategic advising work devoted to the importance of investing in the education and skills development of young people. However, these recommendations were often unaligned with economic cycles and political agendas. Since I had been steeped in data, I knew that even the most privileged children were not receiving an education that was preparing them for leadership roles in an "innovation economy," which meant that the least privileged were unlikely to participate in this type of economy. I felt a sense of complicity, which meant that I could neither complain about these issues with other parents (about the lack of science and engineering curriculum for school children, for example) nor could I silently ignore them.

In some ways, I feel that I never left education, only my audience has changed as well as the level at which I try to make a difference. I had been explaining complex economic terms and analyses to people who might be in a position to effect change within their region. From a learning perspective, I was also revisiting the value of trying to make a difference one person at a time. With more life experience, I could appreciate my public health colleagues' focus on individuals and also realize the strong extent to which I shared with them a deep sense of mission and service for others.

My career in innovation-based economic development predates the acronym "STEM." I felt a sense of frustration that a better moniker had emerged but more had not transpired

to make fundamental investments in the future of young people, from the earliest ages. I wanted to do more than make recommendations. I wanted to make a palpable, ground-level difference in supporting regional competitiveness in a technology-based innovation economy by focusing on the education of young people.

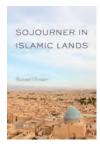
I launched The Innovation Institute (Ti²) in fall 2012 after much research and planning. We intentionally focus upon the "how" and "why" of different disciplines to spur investigation and exploration within these

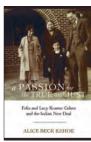
"When an eight-year-old feels that it is okay to say that he is unsure whether he is more excited about his yeast experiment results or Halloween, I know that we are doing something meaningful."

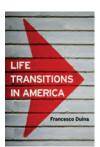
broad fields. So, I have come full circle in some ways, though I hope that perhaps by some chance the prototype on which we are working can be scaled to provide similar enrichment opportunities for many young people. Will we have an economic impact? No. This is simply too lofty and grandiose to even entertain. But, when an eight-year-old feels that it is okay to say that he is unsure whether he is more excited about his yeast experiment results or Halloween, I know that we are doing something meaningful.

We are fortunate to draw upon the intellectual excellence resident in our area—the graduate students who participate in our program are amazing. I know that it is often not evident to them, but these young scientists and engineers are having a significant impact on the future of many of our students. Their participation as relatable role models, their passion for sharing their expertise, and their honest journey in trying to understand children as young people are inspiring and heartwarming.

Shelf Life











Travel writing is typically a young person's game. From Francis Parkman's Oregon Trail to Rory Stewart's Places *In Between*, journeys of twenty-somethings loom large. Sojourner in Islamic Lands (University of South Carolina Press, 2014) is different. The late RUSSELL FRASER (AM '49, PhD '50, English and American language and literature), crossed Central Asia in his 80s, and his account reflects that full measure of life experience. He is by turns conversational, erudite, and elegiac in describing the land, its peoples, and history. An Uzbek rug merchant (who could have played the Sidney Greenstreet role in Casablanca) is particularly memorable. Above all, Fraser reflects extensively—and often critically—on Islam and its ill-starred relationship with the West.

A Passion for the True and Just: Felix and Lucy Kramer Cohen and the Indian New Deal (University of Arizona Press, 2014) offers a corrective for the history of Native Americans and American Jews. Roosevelt's New Deal ended a disastrous policy of breaking up reservations and privatizing Indian lands ("allotment"), a change usually credited to Bureau of Indian Affairs (BIA) chief John Collier, However, ALICE BECK KEHOE (PhD'64, anthropology) underscores the role of Jewish bureaucrats and professionals, in particular, the Cohens—he, a BIA attorney; she, an anthropologist. Kehoe also locates the Cohens in the larger story of Jews' entry into American life—and the anti-Semitism that still remained palpable in the 1930s and '40s.

We seem to have a deep-seated urge to structure our lives around major passages. Even in today's hyperkinetic, individualistic world, we seek out shared life transitions. Life Transitions in America (Polity, 2014), by sociologist FRANCESCO DUINA (PhD '96, sociology), focuses on eight such passages in American life: college, marriage, having a first child, loss of a job, surviving a life-threatening illness, divorce, death of one's parents, and retirement. Duina also provides invaluable context-setting comparisons. Thus in America, college is a transition to independence and a chance to explore life directions, but in Europe college students almost invariably live at home, and college curricula—lacking the American liberal arts tradition—focus narrowly on professional training.

From the buried Cadillacs of the 1974 installation "Cadillac Ranch" to the much-hyped 2005 exhibit of Ralph Lauren's car collection at Boston's Museum of Fine Art, the automobile has morphed from mode of transportation to plus-sized objet d'art. In Automotive Prosthetic: Technological Mediation and the Car in Conceptual Art (University of Texas Press, 2014), CHARISSA TERRANOVA (PhD '04, architecture) provides a heady theoretical analysis to decode car-entangled art. Combining semiotic theory and cultural criticism, Terranova focuses on conceptual artists and works that use the automobile in transformative ways—not simply as objects to look at but as instruments (like Geordi LaForge's visual prosthetic in Star Trek: The Next Generation) that let us see anew.

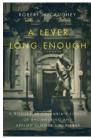
In her lively, compelling *GDP: A Brief But Affectionate History* (Princeton University Press, 2014), **DIANE COYLE** (PhD '83, economics) focuses on the Gross Domestic Product (GDP)—since

WWII, the principal measure of global economic growth. But Coyle explores far beyond post-WWII economic history, tracking efforts to quantify national economic performance back to their seventeenth-century roots. She also notes the GDP's shortcomings in areas such as environmental impacts and distribution of wealth. In addition, the economic collapse of 2008 showed its weakness in assessing the financial services sector. And in developing countries, GDP may be less salient than measures that focus on human well-being. Nonetheless, she concludes, it's too soon to count the GDP out.

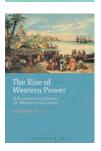
A Lever Long Enough: A History of Columbia's School of Engineering and Applied Science Since 1864 (Columbia University Press, 2014) honors the engineering school's sesquicentennial. ROBERT McCaughey (PhD'70, history) mainly organizes his narrative around school deans and their policies, but he opens more broadly, with a discussion of math and science in colonial American higher education. In 1864, Columbia's engineering program focused on metallurgy and mining, reflecting Civil War-era priorities and the resource needs of a growing nation. Although in later years the school experienced ups and downs, by the 1990s, mining, minerals, and metallurgy—the most "hidebound" of its departments—was transformed through a "green," environmental emphasis, and computer science received belated emphasis.

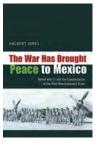
Living Karma: The Religious Practices of Ouyi Zhixu (Columbia University Press, 2014), analyzes Ouyi Zhixu (1599–1655), one of "four great Buddhist masters of the Ming dynasty" but misunderstood by subsequent scholars and

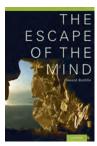
Alumni authors: Would you like your book (general interest, published within the past year) considered for inclusion? Send it to *Colloquy*, Harvard Graduate School of Arts and Sciences, Suite 350, 1350 Massachusetts Avenue, Cambridge, MA 02138. Questions? E-mail gsaa@fas.harvard.edu.













Buddhist commentators. **Beverley Foulks McGuire** (MDiv'o3, PhD'o9, East Asian languages and civilizations) explores Ouyi's writings, rituals of repentance, use of divination, and embrace of self-mortification to recapture his supple and syncretic vision of karma—and faith. Trained early in Confucianism and later drawn to Buddhism, Ouyi drew upon both practices. His vision of karma also diverged from common mechanistic, retributive interpretations. For Ouyi, karma was fluid and uncertain, but the key to righting it lay in our hands, if we acted with contrition.

In this day of whittled-down, tightly focused monographs and mind-numbing, written-by-committee textbooks, *The* Rise of Western Power: A Comparative History of Western Civilization (Bloomsbury, 2014) is unique, combining great scope (from prehistory to the twentieth century) and a single, compelling authorial voice. Jonathan Daly (PhD '92, history) takes an interdisciplinary and emphatically comparative approach to history, incorporating archaeological findings, cultural developments, science and technology, politics, religion, the economy, and material life. His comparisons to other continents and civilizations are not simply bullet points but near-parallel narrative lines. Stressing the propulsive role of individualism, innovation, and competing yet limited nation-states, Daly deepens our understanding of how—for good and ill—the West rose to dominance.

The War Has Brought Peace to
Mexico: World War II and the Consolidation of the Post-Revolutionary
State (University of New Mexico
Press, 2014) reexamines how WWII
transformed Mexican politics. Though
Mexico contributed little to the fighting
(a single squadron of 25 aircraft flew
missions late in the war), HALBERT
JONES (AB '99, PhD '06, history) argues
that the nation's participation offered
President Manuel Ávila Camacho
significant opportunities—to improve
strained US-Mexico relations, resist

political factionalism, and sway skeptics, including Mexico's labor unions, its media (on the right and left), and its many isolationists. Moreover, Camacho also substantially increased his own power and set the stage for the Institutional Revolutionary Party's half century of postwar dominance.

The Escape of the Mind (Oxford University Press, 2014) summarizes "theories of mind" (as opposed to the brain), including those of Plato, Aristotle, and Descartes. Over time, "mind" has come to be viewed as wholly interior, How-ARD RACHLIN (PhD '65, psychology and social relations) writes. Cartesian philosophy, in particular, effected an "imprisonment of the mind." Behaviorism, on the other hand, recaptured a more external focus but fell short in explaining actions that lack short-term incentives but carry long-term consequences—like quitting smoking . Rachlin advocates teleological behaviorism, which is analytically sensitive to extended time periods and long-range outcomes. Though focusing on individual actions, Rachlin also concedes the importance of social settings in shaping individual behavior.

STEPHEN ANSOLABEHERE (PhD'89, government) and David Konisky summarize polls on energy preferences in Cheap and Clean: How Americans Think about Energy in the Age of Global Warming (MIT, 2014). Americans, they conclude, want cheap but also clean and renewable energy (wind or solar) over carbon- or nuclear-based alternatives. Yet despite the environmentalist focus on global warming, public concerns remain local, not global. As we weigh uncertain policy options, a consensus may be emerging. In the 1990s, Texas—despite its extensive petroleum industry—made a historic turn toward wind power following statewide discussions of energy options. And after California passed its Global Warming Solutions Act (2006), voters there surprisingly turned back a well-funded repeal effort. 🛡



US State Department travel restrictions ensure that Cuba remains a mystery to most Americans—and increase our dependence on accounts from firsthand observers. Of course, such portrayals vary radically. Some, like Emily Parker's Now I Know Who My Comrades Are (2014), reviewed in the spring issue of Colloquy, foreground resistance to Cuba's repressive government; others, its rich cultural heritage, as in Octavio Roca's Cuban Ballet (2010) or Wim Wenders' documentary Buena Vista Social Club (1999). Noelle Stout (PhD '08, anthropology) offers yet another Cuba, emphasizing its poverty and the efforts of a marginal, transgressive community to get by.

After Love: Queer Intimacy and Erotic Economies in Post-Soviet Cuba (Duke University Press, 2014) studies gays, lesbians, and *jineteros* (straight male hustlers who engage in sex with male tourists in return for money or maintenance). Having established herself on the Malecón (Havana's seawall area, a center for its edgy gender outliers), Stout turns her ethnographer's eye on the various parties to sex work, describing gay Cuban men who are drawn to straight *jineteros* unable to love them back, European tourists who perceive those same hustlers as "boyfriends," and lesbians who serve as brokers of information and "middle-men" for both sides. Above all, Stout explains that in a setting where sex is a commodity, these young people face wrenching difficulties in forging deep and lasting bonds with others.







FORGING RELATIONSHIPS

The reopening of the Harvard Art Museums in November 2014 has shined a light on where the arts fit into the University. Thanks to a complete rethinking, the Fogg Museum, the Busch-Reisinger Museum, and the Arthur M. Sackler Museum have been united at the Quincy Street location and brought renewed focus to how Harvard's art collections can be used as teaching tools. "We want the Harvard Art Museums to be a meeting place for all disciplines," says Thomas W. Lentz, Elizabeth and John Moors Cabot Director of the Harvard Art Museums.

In a way, the Harvard Art Museums' desire to forge relationships with all disciplines, including engineering and applied sciences, brings art at the University full circle: The first classes in freehand drawing and watercolor painting were offered in the 1870s at the Lawrence Scientific School, the precursor of the Harvard School of Engineering and Applied Sciences, instruction that was soon expanded to Harvard College students. But it wasn't until the 1950s when President Nathan Marsh Pusey charged a Committee on the Visual Arts—chaired by one of the Monuments Men, John Nicholas Brown, AB '22—that a comprehensive evaluation of the arts at Harvard was undertaken. The Committee's findings, known as the Brown Report, recommended the establishment of a Division of the Visual Arts that would bring together the history of art with an expanded department of design (to include painting, sculpture, graphic arts, and other visual media) and the University's teaching collections housed at the Fogg and the Busch-Reisinger.

The Brown Report also endorsed the construction of a design center to provide workshop space for student artists, noting that areas for the display of art could be located in a part of the building that overlooked the Fogg as a visible reminder of the connection between art practice and study. The Brown Report led to the development of the Carpenter Center for the Visual Arts, the Swiss-born architect Le Corbusier's only US designed building, which now houses the Department of Visual and Environmental Studies, exhibition spaces, studios, classrooms, and the Harvard Film Archive.

"THE PROGRAMS WE ARE PLANNING
WON'T WORK WITHOUT
GSAS STUDENTS.
THIS BUILDING ISN'T GOING TO WORK
WITHOUT THE ENERGY, ENTHUSIASM,
AND CRITICAL QUESTIONS THAT THESE
ADVANCED STUDENTS ARE RAISING."

-JESSICA MARTINET

AN INTELLECTUAL EXERCISE

Sixty years later, the results of the Brown Report still resonate with Jim Voorhies, the first John R. and Barbara Robinson Family Director of the Carpenter Center for the Visual Arts. "I appreciated the way in which the Brown Report discussed how art making can be an intellectual exercise and equated the knowledge gained through discussion about color and by working and experimenting with materials to the knowledge gained from literature and writing and other humanities," he says. "It's really quite beautiful, this intersec-

tion of the visual arts and other disciplines."

For Voorhies, the Carpenter Center is a place where works of art are made, displayed, and discussed, all within a work of art, Le Corbusier's design. "I like that the Carpenter Center is simultaneously an academic space as well as an exhibition space with its own challenges," he says. Because of the openness of the architecture, there are few walls for works to hang on; that limitation is a spur to innovation for visiting artists, who must be more inventive when considering how to show their work. "Over the course of a term, we work with artists to see how they respond to the building and to the social and political space of Harvard and Cambridge," Voorhies says. "Based on their engagement with the building, they create art that can be shown only in this space." While in residence, artists meet with students and participate in Harvard's teaching mission. "We essentially stitch the artist into academic life," he says.

DARING THINKING

Following the ramp down to the new Harvard Art Museums, a visitor moves from the thriving practice of art to a new way of engaging with it. "We preserved the intimate scale of the original facility," says Lentz. "But we also want to slow people down, to encourage them to look and think more deeply." This intention to educate is deliberate and allows the museums to firmly embrace their role in Harvard's teaching mission.

"In recasting the Harvard Art Museums, we brought educators to the table," says Jessica Martinez, AB '95, PhD '04, director of academic and public programs. "We wanted to know what happens when the galleries are installed or the special exhibitions are conceived with teaching in mind, and teaching at the Harvard level." The result is a museum that serves all its constituents—faculty, graduate students, undergraduates, visitors, and the high school pupils steps away at Cambridge Rindge and Latin—and encourages critical thinking.

"We want to ask viewers, what do you see? Spend some time with the art, now what do you see?" Martinez says. "If you consider the other historical, economic, social, and cultural forces at play, now what do you see? What remains invisible? What requires the kind of academic conversation happening at a great university to fully understand?"

For Martinez, graduate students play a pivotal role in this learning mission. "The programs we are planning won't work without GSAS students," she says. "This building isn't going to work without the energy, enthusiasm, and critical questions that these advanced students are raising. We want to open up the possibilities for their own research and advance the deep thinking that we're already doing."

Though just reopened, the Harvard Art Museums' desire to reach across disciplines is already paying dividends in the graduate student community. "Graduate students are so daring in their thinking," says Martinez. "One is teaching a class in DNA replication and reached out to find out what could happen here." Though the teaching fellow is based in the sciences, she is also an artist. "Graduate students have such varied interests and want to make connections for their undergraduates," Martinez says. "They have ideas they want to communicate, and we can use art to make interesting associations that help their students think differently."





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UNCOVERING HISTORY

Raphael Koenig is the consummate connector with interdisciplinary interests. A native of Paris, he came to Harvard as a teaching assistant in French for the Department of Romance Languages and Literatures, but soon decided to seek a PhD in comparative literature. "I love the comp lit department," he says. "It's versatile and open. You have so much freedom to pursue your interests." For Koenig, this means advancing scholarship in outsider art—art produced by those without an academic or art school background. "For many modernists, this was art in its purest form," Koenig explains, "and even if this idea is debatable, their interest was genuine and highly productive. It is a fascinating chapter in the history of modernism."

In addition to speaking French and English (with proficiency in Yiddish and Chinese), Koenig is also fluent in German, a skill that the Harvard Art Museums needed for a cataloging project. "I am interested in Weimar Germany and took some amazing art history classes on the period," he explains. "Then, an opportunity came up to research and catalogue archival materials related to the Bauhaus and its founder Walter Gropius."

Walter Gropius came to Harvard from Germany in 1937, eventually rising to become dean of the Graduate School of Design. He arrived with his suitcases packed with materials from the Bauhaus, an informal archive he added to during his lifetime. He gave a treasure trove of visual materials to the Busch-Reisinger Museum, and his papers for the period from 1937 to 1969 to Houghton Library. "Gropius wanted to enshrine the legacy of the Bauhaus," Koenig says. "So in 1947, Gropius and Charles L. Kuhn, one of the Monuments Men and the museum's curator, called upon every Bauhaus artist they knew, saying, 'Hey, do you have anything cool? Send it to us.' And that's what they did."

A staggering number of artworks entered the collections, but several boxes of archival material laid in storage, uncataloged, for 30 years. Koenig was hired as a curatorial intern to inventory the archive. As he opened the first box, he knew he was looking at important documents that told the story of how Harvard came to hold one of the most significant collections of Bauhaus art outside of Germany.

Koenig's work extends beyond the cataloging of the materials to determining ways to share them. "I'm currently assisting with a larger project at the museum to create a Bauhaus online research site and am putting together Internet resources that will help people connect with the collection online," he says. "I'm also building an interactive tour of the Bauhaus-related monuments around Cambridge. And there's a ton of them, including three on the Harvard campus."

AN INTELLECTUAL ACTIVITY

While many universities consider where the production of art fits within the academy, PhD candidates like Stephanie Spray embody what it means to meld creativity and scholarship. A student in the Department of Anthropology, Spray is pursuing a secondary field in critical media practice. "Harvard has been an exciting place to study thanks to the faculty, colleagues, and friends I've met through the Sensory Ethnography Lab (SEL) and the Film Study Center (FSC), and because of the many opportunities to meet visiting filmmakers and artists at the Harvard Film Archive and the Carpenter

Center for the Visual Arts," she says. "I was very fortunate to be at Harvard when the SEL was just beginning, since I found a place where art making is taken seriously as an intellectual activity, as a methodology for exploring and understanding the world, rather than as an addendum to academic pursuits."

Spray leveraged her connections with SEL to codirect MANAKAMANA, a feature-length film shot entirely within a cable car taking pilgrims and tourists to and from the temple of the goddess Manakamana in Nepal. The film is composed of 11 shots, each one documenting the 10-minute ride of passengers in real time. The film won numerous awards during 2014, including Best Female-Directed Film at the Edinburgh International Film Festival and Best Director, Documentary, at the RiverRun International Film Festival.

"WE ESSENTIALLY STITCH THE ARTIST INTO ACADEMIC LIFE." -JIM VOORHIES

"MANAKAMANA wouldn't exist without the SEL and the FSC," says Spray. "We received equipment loans from the FSC, as well as small grants to support travel and expenses on the ground. In fact, the 16 mm camera we used to shoot the film was the very same camera Robert Gardner, founder of the Film Study Center, used to shoot Forest of Bliss, a pivotal ethnographic film."

Being a filmmaker and an anthropologist has enabled Spray to advance her scholarship in ways she couldn't if she focused on one discipline. It also means that she can inspire others, too. "I had plenty of opportunities as a teaching fellow in film production and studio art classes in the Department of Visual and Environmental Studies, which further enriched my own skills as an artist," she says. "I also developed the course 'Compound Visions: Theory and Praxis of Sensory Ethnography' for juniors in the Department of Anthropology."

Spray is now completing her dissertation, which concerns the everyday lives and travails of the Nepalese musician caste who play a four-stringed instrument known as the sarangi. "I am interested in their custom of wandering—dulna jane—their meandering travel from town to town as they busk for money, food, or clothing," she explains. "While it's a concrete way of life for them, it's also a beautiful metaphor for the work of filmmakers and anthropologists."

THE COGNITIVE LIFE OF THE UNIVERSITY

In 2007, President Drew Gilpin Faust charged a Task Force for the Arts with evaluating Harvard's efforts in the area. A year later, the Task Force released its vision for a 21st century education that would "educate and empower creative minds across all disciplines" in an effort to advance innovation. As a successor to the Brown Report, the Task Force for the Arts took their belief that students gain as much educational value from practicing the visual arts as they do from writing prose or poetry one step farther by recommending that the arts become "an integral part of the cognitive life of the University."

It is a charge that falls on fertile ground. A scientist who uses art to explain DNA. An anthropologist who sees her field entwined with filmmaking. A comparative literature student uncovering the secret history of an arts movement. A ramp that connects the different experiences of art. People and places bridging the disciplines, with the arts firmly at the center.

Austin Lee Campbell thinks a lot about dying.

No, Campbell doesn't plan to shuffle off his mortal coil any time soon. A hospital chaplain, Campbell is on emergency call to comfort grieving families and to pray at the bedsides of dying patients as they succumb to terminal illnesses.

A PhD candidate in religion, Campbell believes dying in hospitals is hard, not just because mortality can be tough to face; medical institutions use language that makes dying a win or lose proposition. "We fight a 'war on cancer' or a 'battle against heart disease'," he says. In our final moments, our focus is on the lost struggle, and we fail to acknowledge the value of a life well-lived. Campbell argues that we need new ways to comfort patients in their final moments.

"What on earth do you tell somebody who is facing death," Campbell asks, "and, ultimately, help them to live all the way up to an end that feels meaningful?"



BY EDWARD MASON | PHOTOGRAPHY BY BEN GEBO

the FUTURE of the STUDY of RELIGION

Campbell's academic research focuses on what makes dying in hospitals and other medical institutions emotionally painful, and suggests that classical and medieval consolation literature contains insight into better ways to console cancer and other terminally ill patients at the end of their lives.

This interdisciplinary approach reflects one direction scholarship in religion is taking, combining the study of faith with research in other disciplines—the classics, economics, environment, gender studies, international relations, literature, and political science—to tackle contemporary issues.

A Changing Focus

As scholars of religion increasingly pursue work outside the typical confines of the field, there's been an equal surge of interest in the subject from researchers in other disciplines. Since 9/11, students studying business, economics, and politics are keenly interested in learning about world faiths, believing they hold the key to understanding global events. In response, religion departments have to develop courses to meet these needs, experts say.

This interest from inside and outside the discipline is driving the conversation about the future of religious study. "I think one of the things the study of religion has to do is increasingly pay attention to interdisciplinary approaches," says Anne E. Monius, a professor of South Asian religions and a faculty member of the Committee on the Study of Religion. Religious studies must continue to concentrate on the present world.

Religion doesn't operate independent of social, cultural, economic, and political concerns, Monius explains, and neither should the discipline that

studies it. "Religious studies has to think about the ways in which, in the contemporary world and in history, religion has not operated in a hermetically closed or isolated sphere that is untouched by politics or economy or broader issues of society."

The connectivity is apparent in her classroom, where Monius teaches "Contemporary Conversations in the Study of Religion." The spring seminar's main purpose is to get "students to think about their work and its broader contribution to the study of religion," Monius says.

"I think there's dawning recognition that religion continues to play a role in social and political contexts... There's this fundamental point that religion shapes social, political, military, and ethical worlds."

Because religious study has already become so interdisciplinary, it's a challenge to find common topics for her students. "What is popular in ethics might be old hat to someone working in South Asian religion or Muslim studies," Monius says. As a solution, she focuses on recent award-winning books.

A Greater Role

Monius is not alone in her conviction that the study of religion must embody an interdisciplinary approach in order to maintain relevance. Mara Block, a PhD candidate in religion, agrees.

"I think there's dawning recognition that religion continues to play a role in social and political contexts," Block says. "That is what I think is exciting and important about the future of the study of religion. There's this fundamental point that religion shapes social, political, military, and ethical worlds."

Block's research combines the fields of religion and medicine, and delves into the work of psychiatrists and Christian pastoral counselors, who deal with issues of sexuality, including homosexuality, in mid-20th century America, addressing core questions about how medicine, science, and religion shape people's lives.

Block describes her scholarship as a departure from traditional religious studies, due in part to her use of historical documents and case histories that include those of Presbyterian minister Anton Boisen, the father of clinical pastoral education. Block examines the evolution of therapy's purpose from the 1950s and 1960s, which ranged from helping homosexuals cope with emotional distress to asking if they could change their sexual orientation.

"What's really interesting is that Christian pastors...take up questions that many people are still interested in today," Block says. "Many writing in the 1950s and the 1960s asked questions like: What is homosexuality and what causes it? What does it mean to 'treat' it? How does it impact religious lives and the religious and sexual identities that they entail?"

Campbell also believes religious studies must continue to be part of the search for answers to modern-day questions.

"I think interdisciplinarity is a valuable part of the study of religion right now, and I think it is only growing," says Campbell, who plans on teaching after receiving his doctorate.

While a chaplain intern at a Boston hospital in 2009, Campbell noticed the frequent use of military metaphors—such as, the "battle with cancer"—by the medical establishment. He also recalls reading of a pharmaceutical CEO referring to death as a series of preventable diseases. This kind of talk, Campbell contends, reduces life from a series of meaningful experiences to death as an experience without meaning.

Instead of reaching for contemporary counseling guides, Campbell first turned to the early Christian theologian Augustine for answers. Just as battles have winners and losers, Augustine confronted advocates of dualism—the Manichaeans, a religious group who stressed the presence of good and evil, light and dark. Now, Campbell is turning to classical and medieval authors who wrote about facing imminent death. He's reading Boethius, the sixth-century prisoner condemned to death for treason and author of "The Consolation of Philosophy."



Professor Anne Monius teaches a class that considers the future of the study of religion and its increasing interdisciplinary ties.

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"I want to know, how can we really live up to an end that we can foresee and is inevitable," Campbell says. "How do you not throw up your hands in despair? Is it possible, is it desirable?"

It's not just about hospitals, medicine, and death.
Campbell's research may apply to environmental crisis, too.
"It's a good thing that people prevent unnecessary death,"
Campbell says. "But the flip side is, what do you do when it becomes clear the end is near, whether it's pancreatic cancer or melting ice sheets?"

The Way of the Future

Both Campbell and Block helped organize this year's "Ways of Knowing" conference, an annual student-run event that promotes interdisciplinary discussion of prevailing assumptions (both within and outside the academy) about the differentiation, organization, authorization, and reproduction of various modes of knowing and acting in relation to religion.

One panel discussion, titled "The Future of the Study of Religion," addressed trajectories, trends, and challenges facing the academic study of religion, and reflected upon the discipline's future. The three religion experts on the panel expressed concern about the independence of religion departments, cautioning that programs risk losing their distinctiveness and blending into other humanities departments.

Francis X. Clooney, the Parkman Professor of Divinity and professor of comparative theology, director of the Center for the Study of World Religions, and a Catholic priest, believes that people who teach religion must also practice some form of it. "A person who has no religious practice will probably end up in a humanities department, because in some way there has to be a tug of religious identity," said Clooney. Melding, he argued, was as inevitable "as the melting of the icebergs."

Janet Gyatso, Hershey Professor of Buddhist Studies at Harvard Divinity School, praised the effects of other disciplines on religious studies. "We have an enormous amount we can learn from scholars—literature showing how to read religious text, anthropologists who tell us about human society," Gyatso said. "It's all to the good."

But Gyatso, too, worried about religion departments losing their identity. "I think it would be a shame to lose the distinctive quality of religious studies," she said.

Ahmed Ragab, the Richard T. Watson Assistant Professor of Science and Religion and faculty organizer of the event, wondered if religious studies programs at some universities are being folded into humanities departments as a cost-saving measure. "The idea that, in abstract, all of these scholars work together is very exciting," Ragab said. "But the way it happens in many schools is cost-cutting."

Continuing Evolution

Over the years, the study of religion has evolved. At one time, college and university divinity programs existed solely to prepare students to lead congregations. By the 1970s, however, divinity schools had shifted their focus away from training ministers to teaching religion as "an enduringly important global phenomenon in history and in the present day," Monius explains.

By the time she began teaching in the 1990s, Monius says religious education was undergoing another dramatic overhaul, including a rethinking of categories and basic vocabulary. "Since then, there has been greater focus on revisiting classics in the field and colonial-era scholarship, to consider anew what they might have gotten right," Monius says. "There is also increasing emphasis on the troubling ways in which the categories the field has tried so hard to question—from 'religion' to 'Hinduism' or 'Buddhism'—are often heavily politicized."

Monius suggests that global conflict is making religious studies at universities more important. "After 9/11, nobody—no college dean or chair of any department—thinks religion is not important in the world today," she says. "Whether they're thinking about ISIS or ISIL running through Syria or Iraq, there's no doubt religion is something that's important for students at any level of university or college life to have some understanding of to be thinking citizens of world."

As a result, colleges and universities face a challenge when it comes to teaching religion. Students are increasingly taking up religious studies in hopes of gaining a better understanding of politics, economics, and international affairs. To keep up with

demand, religious studies programs have to put more effort into developing courses for students in other disciplines.

"We have to shift away from teaching religion exclusively to students who are concentrating in the subject or who are doctoral students," Monius says. "In fact, we have to think more and more—if a student at Harvard takes only one course in religious studies, what should that course be, what should it look like? Speaking to contemporary events and showing the way religion is deeply enmeshed in politics, economics, sociology, historical structures, that is something the field has to attend to more carefully moving forward."

"After 9/11, nobody—no college dean or chair of any department—thinks religion is not important in the world today."

Bringing together students from different disciplines presents opportunities—and challenges. Just as each faith is different, so too is each discipline's methodological language. The goal at Harvard is to transcend such differences and create a common understanding across the departments, Monius says. Politics, economics, and religion, for instance, use different research methodologies. Last year, in an attempt to bridge this gap, Monius leveraged her role as acting director of the Center for the Study of World Religions to convene an interdepartmental conference, a first step in cross-department collaboration.

"Those of us who devote our entire academic lives to the study of religion have to lead the way," she says. ♥



Graduate student Mara Block uses historical documents and case histories to examine the evolution of clinical pastoral care.



ACCESSING THE MOTHER LODE OF RENAISSANCE DRAWINGS

HOW A CONNECTION BETWEEN HARVARD'S
FACULTY OF ARTS AND SCIENCES AND THE UFFIZI
GALLERY HELPS GRADUATE STUDENTS MAKE
GREAT DISCOVERIES

By Ann Hall

In the 16th century, Pope Paul III commissioned the Italian architects Antonio da Sangallo the Younger and Jacopo Meleghino to build him a citadel atop a hill in Perugia, a city in central Italy. Paul III requested that medieval touches be added—such as battlements and old-fashioned slits for artillery—that served more as symbols of papal dominance over the population than as strictly utilitarian features, at a time when such elements were increasingly obsolete in warfare. In essence, the pope had requested retro architecture.

The meaning of these unusual ornamentations lay hidden in Sangallo's drawings for the commission deep in the vaults of the Uffizi Gallery in Florence. That is until last year when Morgan Ng, a PhD student in architecture, landscape architecture, and urban planning, began an internship at the museum.

Morgan Ng
uncovered a
psychological
motive for the
unexpected
architecture of
the Rocca Paolina
in Perugia, Italy.

"My project was to study a large body of drawings for an important 16th-century papal fortress, known as the Rocca Paolina, with two objectives," Ng explains. "First, to complete an in-depth museological study—transcribing all the annotations on the drawings, documenting their various mediums, states of conservation, and including an up-to-date bibliography—and to input all this information online. Second, I conducted original research—studying archival records to reconstruct the drawings' provenance—with the goal of synthesizing the latest findings into an essay available online to scholars."

In the process of reviewing Sangallo's drawings—over 30 of them are included in the Uffizi collection—Ng noticed a disconnect between the architecture and the style of warfare at the time. "This was a time of artillery, so it was odd for the pope to request elements that appeared as though they were designed to allow soldiers to pour boiling oil onto attackers or let loose their arrows," he explains. "These architectural touches, I concluded, revealed that the pope was thinking about fortress design in psychological terms. This Renaissance pope deliberately chose medieval features over cutting-edge technology, because he knew his subjects would immediately recognize them as symbols of political control."

Ng's involvement at the museumand his discovery—came about thanks to a relationship developed between his dissertation advisor Alina Payne, the Alexander P. Misheff Professor of History of Art and Architecture, and Marzia Faietti, director of the Uffizi Department of Prints and Drawings. "As a scholar of Italian Renaissance art and architecture, I have spent a great deal of time in Florence and collaborated with Marzia Faietti on several projects," Payne says. "I proposed the internship because not only would the museum gain intelligent, motivated students to help inventory its collection but it would also provide an extraordinary opportunity for our students to engage with primary materials in a world-class museum." Since its establishment more than three years ago, the internship has sent five Harvard graduate students to Florence to assist with the Euploos Project,

an interdisciplinary program at the museum's Gabinetto Disegni e Stampe degli Uffizi.



The Euploos Project is dedicated to making available on the Internet a complete computerized catalog of its collection, more than 150,000 works—drawings, prints, miniatures, and photographs—dating from the 14th century to the present. Student interns study the objects directly, guided by project supervisors. They publish their results and develop virtual exhibitions, all of which are incorporated into the Euploos Project website.

The program has received the full support of Harvard's administration. "This is a valuable internship that allows graduate students in the history of art and architecture to avail themselves of the extraordinary collections in the Uffizi," says Diana Sorensen, dean of arts and humanities. "We are grateful to Professor Alina Payne and the Graduate School of Arts and Sciences for making this opportunity available to our students."

Because the Uffizi holds so many uncataloged drawings, each student is able to look at materials related to their research. "Faietti and I discuss what our students are interested in, and she collects drawings that will help them move their dissertations forward," explains Payne. "Since Morgan works on fortifications and military architecture of the Renaissance, he examined sketches related to that." After intense investigation, Ng created physical descriptions and determined provenance for each piece. He then surveyed the literature to discern where the sketch fit into the architect's career. "It is very important for students who will be active in this field to understand the materials and the objects themselves," says Payne. "What type of paper is it, what watermark exists, what kind of ink or pencil was used." Based on his results, Ng drafted substantial entries that will soon appear on the Euploos Project's website.

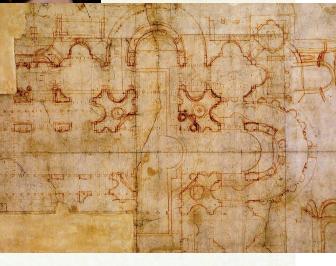
Ng found the internship to be a wonderful way to advance his dissertation, which concerns how the 16thcentury culture of stealth, surveillance and deception in warfare came to influence the design of military architecture and, later on, the spatial configuration of palace complexes. "This collection is the mother lode of Renaissance drawings," he says. "The rare chance to study over an extended period these important and fragile visual documents has provided the nucleus for one of my dissertation chapters." He also learned how to conduct technical analyses of such documents-studying watermarks and mediums as clues for dating, reading, transcribing, and distinguishing 16thcentury handwriting and understanding how such sheets are altered over time. "My knowledge in this area has since paid great dividends in all my subsequent documentary research," Ng shares. "Every time I discover a new drawing in another archive or library, I am now equipped to do technical analyses of the sort I learned to at the Gabinetto."

Victoria Addona studies Renaissance architecture as a doctoral student in the history of art and architecture, focusing on intersections between architecture and painting, and the development of art theory in granducal Florence. She had the opportunity to work with Faietti and the Gabinetto's vice-director, Giorgio Marini, over two summers during coursework. "During my first year, I compiled extensive bibliographies for the first ten plans of the new St. Peter's," Addona says. "My second summer built off that experience and involved the consultation of drawings

that form the basis of my dissertation topic." She cataloged approximately 30 pieces by the Florentine architect and set-designer Bernardo Buontalenti, completing entries on three of his major projects: the Porta delle Suppliche, the façade of the Casino Mediceo, and the façade of the Palazzo Nonfinito. "Before my internship, I was unfamiliar with the technical study of architectural drawings, a genre that is now a primary focus in my dissertation," Addona explains. "The Gabinetto's collection of Renaissance Italian architectural drawings is unmatched in Europe, and close study of its material in the context of a rigorous internship helped form a skillset that will be crucial to the development of my future research." Her onsite exposure to Florentine architecture and the many art historical institutions and resources in the city had the added benefit of shaping possible dissertation ideas at an early stage in her graduate career.

Like Ng, Addona found the internship transformative. "I hope to continue working in academia, teaching and researching architectural history," she says. "The Uffizi internship provided a key opportunity to become acquainted with museological practices and issues, and specifically, the strong collection of a crucial research institution within my subfield and a broader European network of art historical practitioners."





Ng's Uffizi internship experience influenced his plans for the future. "I hope to continue research as a college or university professor, either in an art history department or in an architecture program," he says. "Research never ends, of course, and the kind of knowledge I acquired at the Gabinetto will continue to serve me when I work on new documents. More generally, I learned the value of patiently studying these material artifacts, and to look closely at drawings for clues into the thought processes of their artists."

This attempt to gain a glimpse into the mind of a particular architect or artist can seem a bit like traveling back in time. On a visit to the Uffizi late last spring, Payne met with Faietti and two graduate students to review drawings of the Pantheon attributed to Raphael. "We spent hours analyzing them, turning them over to determine which lines were drawn first and which at a later time, arguing about what we saw," recalls Payne. "In the end, we concluded that there were more hands at work, not just Raphael's but one of his students as well." The excitement of this discovery, and the collaboration that led to it, forms an unforgettable experience for GSAS students. With direct access to some of the most famous drawings in the world, they are able to peer into the past and determine what an artist was thinking at the moment he picked up a piece of paper to draw.

"I PROPOSED THE INTERNSHIP
BECAUSE NOT ONLY WOULD THE
MUSEUM GAIN INTELLIGENT,
MOTIVATED STUDENTS TO HELP
INVENTORY ITS COLLECTION
BUT IT WOULD ALSO PROVIDE AN
EXTRAORDINARY OPPORTUNITY
FOR OUR STUDENTS TO ENGAGE
WITH PRIMARY MATERIALS IN A
WORLD CLASS MUSEUM."

-Alina Payne

Biophysics

GARY RUVKUN, PHD '82,

is a co-recipient of the 2014 Gruber Genetics Prize, an honor annually bestowed on one to three scientists in recognition of groundbreaking contributions to any realm of genetics research. Ruvkun, along with colleagues Victor Ambros and David Baulcombe, is credited with the discovery of small non-coding RNAs and their fundamental roles in the regulation and development of gene expression. His work has since led to breakthroughs in the research fields of cell differentiation, cellular metabolism, and cell death, among others. Ruvkun is professor of genetics at Harvard Medical School.

Comparative Literature

M.B. MCLATCHEY, AM '96, has published *The Lame God* (Utah State University Press, 2013), her debut collection of poetry. Winner of the 16th annual May Swenson Poetry Award, the collection explores the emotions—grief, anguish, anger, and sadness—suffered as a result of the sudden loss or violent abuse of a child. McLatchey's work has earned her numer-

ous accolades, including
Georgia State University's
2013 New South Writing
Award, the Adirondack
Review's 2013 46er Prize for
Poetry, and the American
Poetry Journal's American
Poet Prize for 2011, among
others. McLatchey is associate professor of humanities and communication at
Embry-Riddle Aeronautical
University.



Economics

The Bankers Institute of the Philippines has conferred honorary membership to Jesus P. Estanislao, РнD '81, chairman of the Institute of Corporate Directors and chairman of the Institute for Solidarity in Asia. Estanislao holds the title of University Professor at the University of Asia and the Pacific. He also chairs the Foundations for People Development, the Board of Advisers of the Philippine Navy, and the Multi-Sectoral Coalition for the Philippine Army. Estanislao was awarded the Philippine

Legion of Honor in 1992, the Laureate Award of the International Corporate Governance Network in 2002, and the Distinguished Person of the Year Award of the Association of Development Financing Institutions in Asia and the Pacific for 2003. In 2009, he received the prestigious "Management Man of the Year" award from the Management Association of the Philippines.

W. DAVID SHAW, PHD '63,

English

professor of English emeritus at the University of Toronto and a Fellow of the Royal Society of Canada, has recently published his tenth monograph, The Ghost Behind the Masks: The Victorian Poets and Shakespeare (University of Virginia Press, 2014). This latest volume combines a close study of lyrics and sonnets, monologues, soliloquies, and dramatic dialogues with a history of ideas. Exploration of such topics as the contest between man-made law and natural rights, stoic fatalism and self-reliance, and the ravages of tempus edax—time the devourer supports the claim that the Victorian poets follow Shakespeare in substituting for the closed dome of an age of belief the unsealed dome of the Pantheon. The book concludes that the Shakespeare whose greatness once assumed flesh for a corps of nine Victorian poets is a skeptic and a visionary, an apostle of higher ignorance like Montaigne.

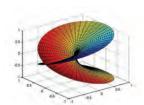
Government

HARUMI FURUYA, AB'95, РнD '06, and her sisters Sakiko Furuya and Mimi Furuya, have started their own concert series, with shows in New York, New Jersey, and Connecticut. Furuya, the group's violinist, has performed at Carnegie Hall, Paul Recital Hall and Alice Tully Hall at Lincoln Center, Dvořák Hall in Prague, Liszt Academy of Music in Budapest, Royal British Legion Hall in Cambridge, and Westminster Abbey in London. Her academic focus is on immigration policymaking in Germany, Sweden, and France.



History & Linguistics

SOLON BEINFELD, PHD '61, and HARRY BOCHNER, PHD '88, received the 2013 Judaica Reference Award by the Association of Jewish Libraries for the Comprehensive Yiddish-English Dictionary (Indiana University Press, 2013) of which they were co-editors-in-chief. In presenting the award, the Association commented that "the Dictionary is a massive achievement that is accessible to beginners and is an indispensable guide for advanced students, researchers, and translators, as well as providing a major teaching aid for instructors." The dictionary is the largest Yiddish-English



dictionary in existence and strives to achieve a balance between established normative usage and the broader range of regional, colloquial, and older forms of the language. Idioms abound, and a detailed grammatical introduction is included.

Mathematics

For her "outstanding contributions to the dynamics and geometry of Riemann surfaces and their moduli spaces," MARYAM MIRZAKHANI, PHD '04, was awarded a 2014 Fields Medal, making her the first female recipient of the highly esteemed prize, often referred to as the "Nobel of Mathematics." More recently, Mirzakhani was also named a 2014 Clay Research Award winner in recognition of "her many and significant contributions to geometry and ergodic theory, in particular to the proof of an analogue of Ratner's theorem on unipotent flows for moduli of flat surfaces." Mirzakhani is professor of mathematics at Stanford University.

Music

Composer Curt Cacioppo, РнD '80, has released the latest CD of his music. Ritornello, on the Navona label. Where his earlier disc Italia (also on Navona) presents vivid, descriptive interpretations of Italian landscape and architectural form, Ritornello takes a more people-oriented approach. The pieces on the first 10 tracks, in fact, all bear personal dedications. Cacioppo was a member of Harvard's Department of

Music faculty from 1979 to 1983 and served as director of undergraduate studies in music for his final two years. He was also Leverett House music tutor and faculty advisor to the Bach Society Orchestra. In 1997, Cacioppo received a lifetime achievement award from the American Academy of Arts. Cacioppo is now Ruth Marshall Magill Professor of Music at Haverford College.



Organizational Behavior

Cranfield University's School of Management has named Maury Peiperl, **МВА '86, РнD '94,** as its new director. Peiperl joins Cranfield from IMD in Lausanne, Switzerland, where he is professor of leadership and strategic change. An expert in organization development, executive careers, chance management, HR strategy, and global mobility, Peiperl has taught and practiced in close to 30 different countries. Prior to entering academia, Peiperl worked for IBM, Merrill Lynch, and LEK Consulting and as a research fellow at Harvard Business School. He later became a professor at London Business School and has held appointments at the University of Maryland, Hautes Études Commerciales de Paris, and Templeton College. He is set to begin his new role in early 2015.

Psychology

On his 70th birthday, How-ARD GARDNER, AB '65, PHD '71, was presented with a Festschrift compiled by his wife, ELLEN WINNER, AB '69, PHD '78, and colleague, Mindy Kornhaber, EdD '97. In response to the collection, which includes 116 essays written by fellow scholars and friends, Gardner has published, Mind, Work and Life: A Festschrift on the occasion of Howard Gardner's 70th Birthday (The Offices of Howard Gardner, 2014). In it, he writes individual replies to each contributor on topics both scholarly and personal in nature. The unique publication is available on Gardner's website for free download.

JAMES M. INTRILIGATOR, РнD '97, has been named a **UK National Teaching** Fellow by the National Teaching Fellowship Scheme, which celebrates outstanding achievement in learning and teaching in higher education. Intriligator is professor of innovation and consumer psychology at Bangor University's School of Psychology. In addition to his regular course load, Intriligator directs two extracurricular programs, "Enterprise by Design," and "Social Enterprise Accelerator," both of which seek to foster students' enterprise skills and increase connections with local businesses. Intriligator also coaches teams in national business and enterprise competitions. In 2013, he became the first Bangor faculty member to receive a chair

based on his innovative tactics as a researcher and instructor. He is a recipient of Harvard's Bok Center Teaching Award.

THOMAS PETTIGREW, PHD

'56, received in August the American Sociological Association's Cooley-Mead Award for lifetime achievement in social psychology. He has also been invited to deliver the 2015 Jos Jaspar Memorial Lecture at Oxford University. Jaspar was a beloved Dutch leader of social psychology in post-war Europe who taught at Oxford. The lecture is scheduled for May 2015. Pettigrew is currently research professor of social psychology at the University of California, Santa Cruz.

Regional Studies -East Asia

EVELYN BOETTCHER, AM '13, has been named as one of "25 Under 25 Rising Stars in US-China Relations" by Yale University's China Hands magazine (Fall 2013). Boettcher is now in the second year of her PhD studies at Cambridge University as a Gates Cambridge Scholar in the Department of Politics and International Studies. Boettcher has hitherto worked at the China Focus Group at the US Pacific Command in Hawaii and the Bureau of East Asian and Pacific Affairs of the US Department of State. In 2012, she was a recipient of a David L. Boren National Security Fellowship for advanced Mandarin studies.





University Professor Gary King in DC

Join the Graduate School Alumni Association (GSAA) and the Harvard Club of DC for a presentation and dinner with Gary King, the Albert J. Weatherhead III University Professor and director of the Institute for Quantitative Social Science at Harvard University, on Friday, December 5, 2014. The event will begin at 6:30 p.m. in the Fulbright Room at Hogan Lovells, 555 13th Street NW. The title of his talk is "Reverse-Engineering Censorship in China."

King develops and applies empirical methods in many areas of social science research, focusing on innovations that span the range from statisti-

cal theory to practical application. His work on legislative redistricting has been used in most American states by legislators, judges, lawyers, political parties, minority groups, and private citizens, as well as the US Supreme Court. King's publications are widely read across scholarly fields and beyond academia, and he was listed as one of the "political scientists who have made the most important theoretical contributions" to the discipline "from its beginnings in the late-19th century to the present." More information about King and his work is available at gking.harvard.edu. Register online at gsas.harvard.edu/alumni

GSAS VISITS LONDON Save the date for an exciting event on January 15, 2015, in London, when the GSAA Global Outreach Committee brings Kenneth Rogoff, the Thomas D. Cabot Professor of Public Policy and professor of economics, to town. Rogoff's treatise Foundations of International Macroeconomics (authored with Maurice Obstfeld) is the standard graduate text in the field worldwide and his monthly syndicated column on global economic issues is published regularly in over 50 countries. For more details, visit www.gsas.harvard.edu/alumni.

ALUMNI ASSOCIATION WEICOME PARTY

To start the 2014-2015 academic year, the GSAA sponsored a kick-off celebration for new and returning students in the Dudley House courtyard. The festive gathering ended a day of orientation events, including DudleyFest, a fun and informal open house that gives all students a chance to learn about Harvard resources and student groups—and meet Dudley the Lion.



Celebrate the Religion PhD

The GSAA will celebrate the 80th anniversary of the PhD in religion at Harvard University on April 10, 2015. Exciting faculty symposia will feature presentations on the historical context of the study of religion at Harvard as well as discussions about the future of the discipline. GSAS's program in religion dates from 1934, when the Faculty of Arts and Sciences established a degree of PhD in "The History and Philosophy of Religion." Its purpose, as stated by the Faculty, was "to make possible a course of studies which shall enable the candidate both to lay a broad and sufficient foundation for teaching and study within the field of religion, and to do individual research at some point in that field." In accordance with that expressed intention, the Faculty voted in 1963 to name the program The Study of Religion.

Visit www.gsas.harvard.edu/alumni for more details.

Alumni Day will take place on April 10 and 11, 2015



When Richard Ronzetti '82, MBA '86 was a student at Harvard, he studied government and economics. But it was his love of art and architecture that inspired him to give to the Graduate School of Arts and Sciences (GSAS) to support internships for doctoral students traveling to study at the Uffizi Gallery in Florence, Italy.





The internship provides funding for students to travel to Florence for the summer or for an academic year to work at the Uffizi, where they can pursue new research that enriches their dissertations while taking advantage of professional development opportunities.

"There is a dearth of support for the appreciation and study of classical art and the great cultural achievements that they represent," says Ronzetti, who, along with his wife, Elise, has many family ties to Italy and has spent a lot of time touring the country's museums. "I want to be able to support, from afar, the promotion and sustaining of interest in art and architecture."

He was particularly pleased to hear about the work of internship recipient Morgan Ng, a doctoral student of architectural history and theory who helped digitize a catalog of prints and drawings at the Uffizi as a research associate for Project Euploos (see profile on page 22).

"I like the idea that we can use the power of technology to promote dissemination of art to students all over the world," says Ronzetti. "I'm excited to see that, in some way, I've been able to contribute to the modernization of the study of art."



alumni.harvard.edu/ways-to-give/gsas-giving



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617-495-5040 or 1-800-VERITAS lindsay_kafka@harvard.edu alumni.harvard.edu/pgo



