

# Colloquy

*The* GRADUATE SCHOOL *of* ARTS AND SCIENCES | HARVARD UNIVERSITY

THE IMPORTANCE OF

## UN CERTAIN SOME THINGS

THE PHILOSOPHY OF  
A TEACHING FELLOW

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# Colloquy

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

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Cover Image: Teaching Fellow Lusía Zaitseva  
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*Photograph by David Salafia*

Facing Image: A graduating student takes a  
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Morning Exercises.  
*Photograph by Tony Rinaldo*

# Colloquy

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## Letters to the Editor

*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](mailto:gsaa@fas.harvard.edu).

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**Visual Dialogue** is the Boston-based firm that designs *Colloquy*. Fritz Klaetke won a Grammy Award in 2013 for album design (not singing!) and his firm has recently launched the website for the Boston Design Center in the burgeoning Seaport District.



Commencement is the highlight of our year at GSAS, and this May, more than 500 master's and PhD students crossed the stage of Sanders Theatre during the GSAS Diploma Awarding Ceremony, on their way to careers in academia, government, the nonprofit world, and more. It is exciting to watch our scholars move from one stage to another, in this instance from graduate students to alumni.

In my fall 2014 *Colloquy* letter, I spoke of Harvard's intergenerational landscape and of the many connections that I see between undergraduates, graduate students, faculty, and alumni, and I am not alone in my belief in the importance of these relationships. During the spring, GSAS joined with Harvard College and the Derek Bok Center for Teaching and Learning to present a symposium titled "Developing Scholars and Leaders through Intergenerational Education: The Harvard Experiment." During the event, my colleagues Harvard College Dean Rakesh Khurana, Dean of Undergraduate Education Jay Harris, and Rob Lue, the Richard L. Menschel Faculty Director of the Derek Bok Center for Teaching and Learning, joined me for a panel examining the role of intergenerational communities of learning in teaching, research, and residential life at Harvard. Afterward, the audience of students, faculty, and Harvard staff joined breakout sessions that delved more deeply into these three aspects of student and faculty life. The symposium engaged

**The symposium engaged participants in illuminating discussions and produced conversations concerning how these engagement opportunities can be leveraged to the benefit of all generations.**

participants in illuminating discussions and produced conversations concerning how these engagement opportunities can be leveraged to the benefit of all generations.

You will see these intergenerational connections throughout this issue of *Colloquy*—in our cover story highlighting a day in the life of a teaching fellow and her relationships with undergraduates and faculty. Through an article about international students from Brazil, who work with faculty to advance research that could alleviate poverty and slow climate change. And in a recap of our Harvard Horizons Symposium, during which our Horizons Scholars delivered their talks in front of an audience of Harvard students and faculty as well as members of the public of all ages. All generations, all learning from one another.

Dean Khurana best summed up the importance of intergenerational learning during "The Harvard Experiment." "We believe in the transformative power of a liberal arts and sciences education, and in the development of an independent mind," he said. "Our students see themselves as part of something larger than themselves."



"We now know that we can catch natural selection in the act."  
—Shane Campbell-Staton

## HARVARD HORIZONS

Finding ways to share the work of GSAS PhDs, within Harvard and with the general public, is a key aim of the Harvard Horizons initiative. Each year, PhD students are chosen to participate in an intensive mentoring program designed to help them communicate the substance of important academic work to a broad audience, essentially finding their voices as scholars. The training culminates in the Harvard Horizons Symposium, where the Horizons Scholars deliver five-minute talks about their work from the stage of Sanders Theatre.

During the April 2015 Harvard Horizons Symposium, seven Horizons Scholars described their research, which ranged from a philosophical discourse regarding everyday resistance to oppression to a comparison of pitcher plant and human gut ecosystems. Other talks covered natural selection, ambulance care, next-generation hydrogels, red dwarf stars, and how humans overtook Neanderthals.

*To learn more about Harvard Horizons and to view videos of this year's and prior years' symposia, visit [gsas.harvard.edu/harvardhorizons](http://gsas.harvard.edu/harvardhorizons).*



"Understanding  
what happened  
to Neanderthals  
is part of our  
shared history."  
—Bridget Alex



“What we have done is  
make water tough.”  
–Widusha Illeperuma



“Basic life support has better out-  
comes than advanced life support.”  
–Prachi Sanghavi



“I’m intrigued by the mysteries these stars hold.”  
–Elisabeth Newton

## NEWS & NOTES

Colloquy 5  
SUMMER 2015



“I focus on the micro level, on day-to-day interactions.”  
–Céline Leboeuf



“I want to understand the living world,  
which is made up of ecosystems.”  
–Leonora Bittleston



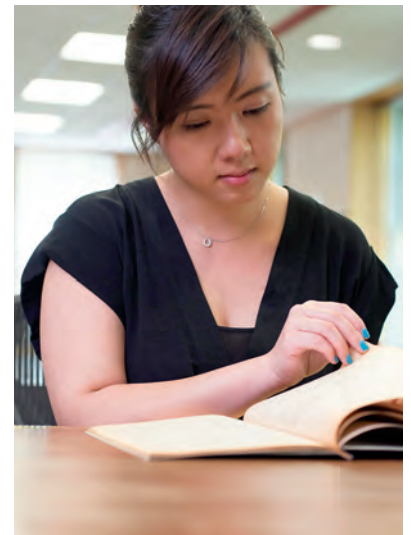
# Serendipitous Discovery

For Yifei Shi, academic discovery was far from her mind when she visited the Harvard-Yenching Library for a routine course assignment. A master's student in the Regional Studies–East Asia program, Shi was looking for a monograph written by the Chinese historian Hu Shih, whose research on the Dunhuang manuscripts contributed to the birth of modern Zen Buddhist studies. “When I received the copy,” remembers Shi, “I was surprised at this thin booklet with a worn out cover.” Opening to the title page, she was stunned to see an inscription in Hu Shih’s hand: “A gift to Harvard Chinese-Japanese Library with respect, Hu Shih March 4, 1959.”

Intrigued and excited, Shi shared a photo of the page on Weibo, which was reposted by Chinese scholars; one contacted the Harvard-Yenching Library about the significance of her

find. “Online social networking, I have to say, was the major vehicle for this copy to be removed from circulation,” she says. The Library has since moved the monograph to its rare book room.

James Robson, professor of East Asian languages and civilizations, had included the text in his course focusing on early Chan (Zen) Buddhism. Hu, a formidable scholar of Chinese history and religion, made an important discovery in the 1920s when he traveled through Europe conducting research on newly-unearthed manuscripts—comparable in importance to the Dead Sea Scrolls—found in a cave in the Western Chinese outpost of Dunhuang. The texts included reference to Shenhui, a key figure in Zen Buddhist history. Hu published the manuscript texts along with his study of Shenhui, which triggered further discoveries in China and Japan. “The book itself is a well-known and widely available work on Chinese Buddhist history,” Robson says. “But the import of the discovery was the simple inscription, in the original hand of one of the major figures in modern Chinese history.”



When Yifei Shi checked out a booklet from the library, she never expected to make an academic discovery.

# HARVARD PERSPECTIVES, LOCAL IMPACT

“Applying to Harvard took courage as in some sense it was a shot in the dark for me,” says PhD candidate and Brazilian native Suzane de Sá. “But it was the happiest shot in the dark of my life.” De Sá is one of 12 Brazilian PhD students currently enrolled at GSAS, all of whom embody the strong relationship between Harvard and Brazil. The students, whose numbers are expected to increase by two in the fall, are engaged in fields ranging from engineering to economics and health policy. A further 24 graduates earned their PhDs in fields equally diverse, and their value as generators of new knowledge back home cannot be measured.

Brazil’s engagement with Harvard can be traced to the 1876 visit of Emperor Dom Pedro II, who believed that educational ties between his country and the University “should know no boundaries.” Those ties have been strengthened in the last decade thanks to support from CAPES and other Brazilian government agencies, the generosity of its citizens—like Jorge Paulo Lemann, who has funded student programs—and the efforts of the David Rockefeller Center for Latin American Studies, which has a Brazil Studies Program and Brazil Office that support faculty and students in research, teaching, and learning throughout the country.

Jason Dyett, executive director of the Brazil Office, believes that Brazil and Harvard have much to offer each other. Since the office’s establishment in 2006, Harvard students visiting Brazil and Brazilian students studying at Harvard have increased substantially. “The greater flow of people in both directions has fostered a higher level of mutual understanding,” Dyett says. “Stronger connections between Brazil and Harvard in PhD training open important doors to exploring new areas of knowledge with fresh perspectives.”

For Guilherme Lichand, a PhD candidate in political economy and government who studied economics at the Fundação Getulio Vargas and at Pontifícia Universidade Católica do Rio de Janeiro, coming to Harvard not only provided fresh perspective but also helped him to achieve a personal goal of improving public service in Brazil. “Being at Harvard, I noticed there was a lot of field work in developing countries, mostly in Africa and India, but there was basically nothing in Brazil—even though if the Brazilian Northeast was an independent country, it would be among the poorest in the world,” Lichand says. As a first-year graduate student, he created MGov Brasil, a



startup that uses mobile phones for policy evaluation and civic engagement. “I was motivated by the fact that 90 percent of Brazilian households have cellphones, so it made sense to use them to communicate with underserved populations, allowing them to express their demands for public services without intermediaries,” he explains. “We have already promoted positive change—by 2014, MGov’s solutions impacted 1,600,000 Brazilians thanks to the policies and social impact initiatives our solutions helped scale up or redesign.”

While Lichand helps people on the ground, de Sá concentrates her efforts a bit higher. A graduate in chemical engineering from the Universidade Federal de Minas Gerais, de Sá came to GSAS because she wanted to deepen her expertise in environmental science and technology. “I had discovered a passion for a field that employs science and engineering to improve the environment we live in,” she explains. “I knew that at Harvard, I would have the opportunity to join a group that would allow me to connect with Brazilian institutions and conduct research in the Amazon forest.”

Based in the lab of Scot Martin, Gordon McKay Professor of Environmental Chemistry, de Sá studies aerosol particles, minute bits of solid or liquid material suspended in the air. These airborne particles impact the Earth’s climate by interacting with solar radiation and forming clouds. They can also adversely affect human health and visibility. “In order for climate model predictions to be more accurate, and for air pollution regulations to be adequate, the influence of human emissions on the formation and characteristics of these particles must be investigated,” she says. Since the Amazon is a globally important ecosystem, de Sá knows that her work has relevance not only for her home country, but for the world at large.

Both Lichand and de Sá stress the importance of strengthening the connection that Harvard and Brazil have cultivated, and the valuable role that graduate training plays back home. “It is absolutely urgent that we reach out to Brazilian students, encourage them to seek Harvard PhDs, and inform them about the process,” says de Sá. Lichand, a Lemann Fellow, concurs. “If we had more Brazilian PhD candidates at Harvard, we could have many more academic, corporate, and political leaders with the very best training in the world and a desire to give back to their country, as much as I want to.”

GSAS students Lichand and de Sá believe that other Brazilians should seek Harvard PhDs.

# Q + A

## Jim Yong Kim

**A physician and anthropologist who advanced global health now leads World Bank Group efforts to end extreme poverty.**

Throughout his career, Jim Yong Kim, MD '91, PhD '93, has had one mission: to improve the experiences of populations throughout the world. Beginning as a graduate student, when he and fellow student Paul Farmer, MD '88, PhD '90, cofounded Partners In Health, and now as president of the World Bank Group, Kim has focused his efforts on helping people throughout the world live better lives.

Born in South Korea, Kim moved to Iowa as a child. After graduating magna cum laude from Brown University, he came to Harvard, where he was among the first graduate students to seek a joint MD/PhD degree. It was while he was working toward his PhD in anthropology that he, Farmer, and others established a community-focused health care program in Haiti known as Partners In Health (PIH), which later expanded to Peru. The PIH model was so successful that the World Health Organization (WHO) adopted it at sites throughout the world. Kim later joined the WHO, first as an adviser to the director-general and later as a director of the WHO's efforts to combat HIV/AIDS.

Kim maintained his connection to Harvard, serving on the faculty of Harvard Medical School and the Harvard T. H. Chan School of Public Health, and he also directed Harvard's François-Xavier Bagnoud Center for Health and Human Rights. In 2009, Kim became the first Asian American president of an Ivy League institution when he was appointed president of Dartmouth College. While there, he leveraged his experience in global health to develop innovative programs at the college, designed to help students make their own impact on the world. Now, as president of the World Bank Group, Kim is able to put into practice policies designed to help populations worldwide.



### Q+A ID

NAME:

**Jim Yong Kim,  
MD '91, PhD  
'93**

FIELD OF STUDY:

**Social  
Anthropology**

TODAY:

**President,  
World Bank  
Group**

**You were among the first students to enroll in Harvard's MD/PhD program. Why did you decide to seek a dual degree, and how did your anthropology studies influence your thinking as a doctor?**

As an undergraduate at Brown University, I majored in human biology, an interdisciplinary concentration focused on biology, sociology, and anthropology. Even then a multidisciplinary approach seemed right to me. As a senior I wrote a long paper on the relationship between medicine and culture based on Arthur Kleinman's work in China. When I came to Harvard Medical School, I was thrilled to meet Professor Kleinman (the

Esther and Sidney Rabb Professor of Anthropology), and he encouraged me to apply for the new program. So I did. At Brown, I had been very involved in the Third World Center, very interested in identity politics, particularly among Asian Americans. By doing both anthropology and medicine, I felt I could explore the impact of cultural differences on access to health care and health outcomes.

The social anthropology PhD program was my intellectual awakening. Reading Durkheim, Weber, Habermas, and others was exhilarating. As students, Paul Farmer and I read Pierre Bourdieu and then argued about "cultural capital." Studying social

theory exposed me to how people try to understand what is happening in the world. Ethnography and participant observation gave us a method by which to dig deeply into the worlds of people from all corners of the earth. I still use those methods every day.

**While you were still a graduate student, you co-founded Partners In Health with Dr. Paul Farmer. What was it like establishing a nonprofit while still working toward a PhD?**

It was hectic. Paul and I were finishing degrees and our medical training as PIH was getting off the ground. Initially Professor Kleinman was not happy to hear that two of his advisees were planning to start an NGO. But he helped us enormously; we were so fortunate in having many generous mentors and supporters in academic departments and clinical settings who stepped forward. Professor Kleinman and Byron Good invited us to bring the entirety of PIH into the Department of Social Medicine—our whole operation, right into the building. Professor Howard Hiatt took us under his wing early on and, along with Professors Marshall Wolf and Victor Dzau, made it possible for us to gain academic appointments, teach, and see patients, while at the same time run this growing NGO.

**While serving as a professor at Harvard Medical School, you and Dr. Farmer also co-founded the Global Health Delivery Project. Why create an initiative with Harvard Business School focused on global health?**

That was more than a decade later, with a lot in between. We'd built Partners In Health throughout the 1990s, extending our work from Haiti to multidrug-resistant tuberculosis in Peru and Russia; and turning as well to HIV/AIDS treatment in a number of countries. Starting in 2003, I spent three years in Geneva leading an initiative at the World Health Organization called "3 by 5," a shorthand phrase for

bringing HIV treatment to 3 million people in low- and middle-income countries by 2005. I'd seen enough bad or mediocre execution in global health by then to become seriously interested in delivery: or what I felt could be—should be—a "science of delivery." This wasn't clinical practice or biomedical research but a multidisciplinary field meant to improve execution and delivery. We had the drugs and the clinical know-how, but we hadn't sufficiently organized clinical delivery to maximize their impact on health outcomes. We weren't creating value for patients or systems.

And this was where Michael Porter, a Harvard Business School professor and one of the leading strategy thinkers of our time, was already working—the concept of the health care delivery value chain. Professor Porter urged us to build a library of case studies in global health that could become the basis for the field of delivery science. He convinced his friend William Ackman, AB '88, MBA '92, to give us the start-up money to get the Global Health Delivery Project off the ground.

**What are the biggest obstacles to the World Bank Group's mission of ending extreme poverty within a generation?**

Based on more than 60 years of development experience, we know that the best way to end extreme poverty by 2030 can be expressed in three words: grow, invest, and insure. Inclusive economic growth will help raise incomes, especially if we can increase rural farmers' crop yields and their access to global markets. Investing in people through health and education raises productivity and improves well-being. Insurance programs like social safety nets will prevent people from being pushed into poverty because of crises like illness, unemployment, or pandemics and disasters.

The biggest challenge we face, though, is that, by 2020, more than half the extreme poor will live in

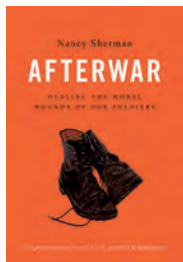
fragile or conflict-affected situations. This means that we must find ways to ensure that our investments also contribute to peace and stability. I've gone on three joint missions to Africa with UN Secretary General Ban Ki-moon to directly address this problem. We're combining regional diplomacy with regional development, and we hope to be doing much more of this in the future.

**"Based on more than 60 years of development experience, we know that the best way to end extreme poverty by 2030 can be expressed in three words: grow, invest, and insure."**

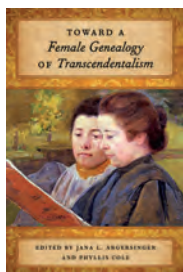
**What are your hopes for your tenure as president of the World Bank?**

The World Bank Group is a unique knowledge bank—not the only one, but the leading one. We're an extremely practical organization driven by data, with a portfolio of lending and investments amounting to more than \$60 billion this year. But the challenge is to ensure our lending and investments lead to reducing poverty and boosting prosperity for everyone in developing countries. We're an institution that must uncover, identify, and share knowledge, and help our clients apply it to meet their specific development needs. I think the most effective structure, and we've worked hard to create it, is to organize ourselves into Global Practices—agriculture, for instance, or governance or water—so that we're truly global and not just moving regional knowledge in regions. We're always looking to create more partnerships, among universities or within the private sector or other multilateral institutions. My focus is that we harness the experience of our talented staff, spread knowledge around the world, and form stronger partnerships, all aligned with one goal: to end extreme poverty in a generation's time. That would be one of the greatest accomplishments in humankind. 🍀

# Shelf Life

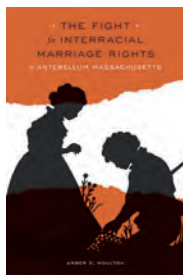


In *Afterwar: Healing the Moral Wounds of Our Soldiers* (Oxford University Press, 2015), **NANCY SHERMAN** (PhD '82, philosophy) explores the moral injuries of war. Sherman focuses on ways of ameliorating the harm done to American soldiers who served in Iraq and Afghanistan. She emphasizes the hidden wounds to mind and psyche, whether from traumatic brain injury, post-traumatic stress disorder, or—in the case of female troops—sexual assault at the hands of their fellow soldiers. However, her approach is not clinical but philosophical, and she grounds her recommendations in the need for self-empathy and social support. Most memorably, she draws on extensive interviews with men and women who've faced these issues firsthand.



Scholarship on Transcendentalism has, apart from the remarkable Margaret Fuller (1810–50), tended to emphasize the role of men. But the essays in *Toward a Female Genealogy of Transcendentalism* (University of Georgia Press, 2014) seek to right this imbalance. This volume, edited by Jana Argersinger and **PHYLLIS COLE** (PhD '73, English), provides a cross-generational portrait of female Transcendentalists—from precursors like Mary Moody Emerson (1774–1863) to youngsters like Louisa May Alcott (1832–88). Contributors pay special heed to the informal communications and personal relationships among their principals. Thus, Cole's essay locates Elizabeth Peabody (1804–94) in the intellectual ferment by probing her complicated links to (and influence on) mentor William Ellery Channing (1780–1842) and sometime-rival Fuller.

*Poets and the Peacock Dinner: The Literary History of a Meal* (Oxford



University Press, 2015) recounts a 1914 gathering of poets—all men, including William Butler Yeats (1865–1939) and Ezra Pound (1885–1972)—in honor of the much older Wilfrid Blunt (1840–1922). It marked a symbolic passing of the torch to a younger, modernist generation from their rhyme-on-a-dime forbears. With subtle humor and a sharp sense of the telling detail, **LUCY MCDIARMID** (PhD '72, English and American literature and language) also makes clear that the dinner couldn't have taken place without the mediation of women, notably Lady Augusta Gregory (1852–1932), long-time patron of Yeats and (unbeknownst to the younger man) long-ago lover of Blunt.

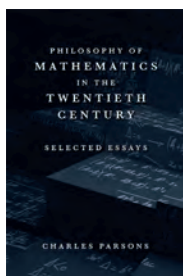
In *The Fight for Interracial Marriage Rights in Antebellum Massachusetts* (Harvard University Press, 2015), **AMBER MOULTON** (PhD '11, African and African American studies) discusses a little-remembered campaign that mobilized African American activists like Charles Lenox Remond (1810–73); reform-minded white women, including domestic feminist Lydia Maria Child (1802–80); and white male allies such as William Lloyd Garrison (1805–79). By 1843, their efforts persuaded the Massachusetts legislature to strike down the state's ban on interracial marriage. The movement incorporated petition drives by white middle-class reformers and rights-based arguments from African Americans. Most important, it attracted conservative and evangelical support with the hope that lifting the ban would counter fornication, bastardy, and the exploitation of women.

**CHARLES PARSONS** (PhD '61, philosophy), Edgar Pierce Professor of Philosophy Emeritus at Harvard, continues the

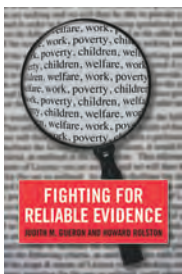
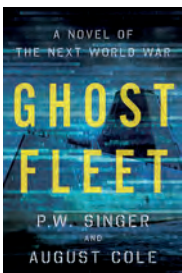
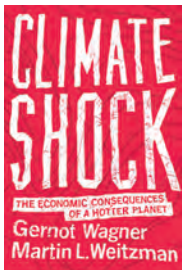
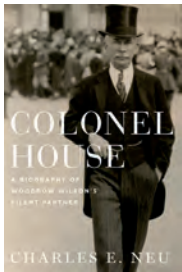
philosophical explorations he began with *Mathematics in Philosophy* (1983) and *From Kant to Husserl* (2012). His latest essay collection, *Philosophy of Mathematics in the Twentieth Century* (Harvard University Press, 2014) ranges widely—discussing, for example, the legacy of Kantian thought in mathematics, critiques of Alfred North Whitehead and Bertrand Russell's *Principia Mathematica* (1910–13), and the philosophical contributions of Kurt Gödel (1906–78). The book's second section, "Contemporaries," assesses philosophers of the post-WWII era, including his mentor W. V. Quine (1908–2000), Hao Wang (1921–95), and William Tait (1929–), and benefits from Parson's personal familiarity with many of the principals.

*Colonel House: A Biography of Woodrow Wilson's Silent Partner* (Oxford University Press, 2015) tells of President Wilson's closest advisor, Colonel Edward House (1858–1938). **CHARLES NEU** (PhD '64, history) recounts his rise from hardscrabble beginnings to successful behind-the-scenes operator in Texas politics. After meeting in 1911, Wilson (1856–1924) and House established a strong rapport. Until Wilson's 1919 stroke, he relied on House for advice, building support for his agenda, and diplomatic missions. Some, like Wilson's second wife Edith Bolling Wilson (1872–1961), viewed House as a dangerous power behind the throne. More generously, journalist Ray Stannard Baker (1870–1946) believed that Wilson saw in him "the arts in which [Wilson] himself was wanting"—skills in persuasion.

*Climate Shock: The Economic Consequences of a Hotter Planet* (Princeton



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](mailto:gsaa@fas.harvard.edu).



University Press, 2015) makes a spirited foray into global climate change policy. **GERNOT WAGNER** (PhD '07, political economy and government) and Martin Weitzman use an economic approach in seeking remedies. While aware of potential downsides, they recommend geoengineering as a short-term fix—in particular, seeding the atmosphere with sulfur dioxide in order to counter the effects of rising carbon dioxide levels—citing the 1991 eruption of Mount Pinatubo, which for two years reduced average global temperatures (by 0.9°F), as a proof of concept. Wagner and Weitzman also recommend a carbon tax to discourage use of the fuels that drive planetary warming.

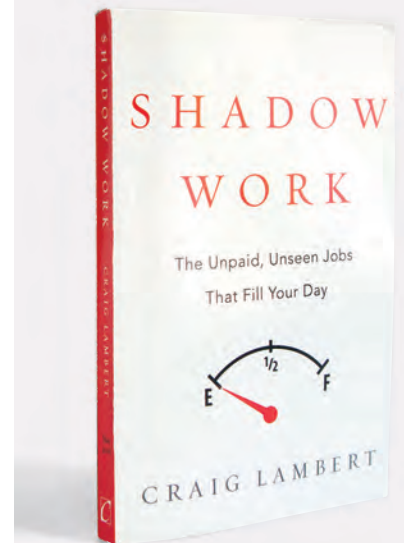
“Ghost fleet” refers to mothballed older warships, preserved against future exigencies. In *Ghost Fleet* (Houghton Mifflin Harcourt, 2015), **P. W. SINGER** (PhD '01, government) and August Cole weave a taut thriller not unlike Fletcher Knebel and Charles Bailey’s *Seven Days in May* (1962)—only grimmer, with China and Russia unleashing a Third World War against America (and its Japanese allies). The Chinese best the Americans technologically, downing US defense satellites and loosing military hackers on a cyberwar Sherman’s March against America’s infrastructure. A sneak attack on Pearl Harbor takes America by surprise (and this time no aircraft carriers survive). But wait, America’s can-do spirit and that aforementioned ghost fleet still haven’t weighed in.

*Fighting for Reliable Evidence* (Russell Sage Foundation, 2013) recounts how empirical approaches gained acceptance for evaluating anti-poverty programs. In the 1960s, new methods (analogous to randomized clinical trials in medical research) assigned clients to either an existing program or a new pilot program to compare success rates and cost-effectiveness. The book’s most promising conclusion: despite swings in political agendas, randomized studies are now the standard, *de facto*

and *de jure*, for assessing anti-poverty programs. **JUDITH GUERON** (PhD '71, economics) and **HOWARD ROLSTON** (PhD '72, philosophy) are well-qualified to tell this story. Rolston had a career at the Department of Health and Human Services; Gueron, at a nonprofit that analyzes anti-poverty programs.

In the richly illustrated *Inventing Exoticism: Geography, Globalism, and Europe’s Early Modern World* (University of Pennsylvania Press, 2015), **BENJAMIN SCHMIDT** (PhD '94, history) describes how late 17th-century Europeans transformed their apprehension of the world. Once, the greater the distance (culturally and spatially), the greater Europeans’ sense of foreboding—with maps marked “Here there be dragons” and illustrated with the fantastical creatures believed to abide there. But the new exoticism permitted the world’s “otherness” to be apprehended, well, less apprehensively. By recasting the world “as distinctly ‘agreeable’ and thus accommodating in various ways,” these new attitudes—evident in printed materials, works of art, and other cultural forms—primed Europe for enticement and, ultimately, conquest.

Dance remains an evanescent art. Literature, musical scores, photographs, and films can be preserved and reproduced. Paintings and sculptures can endure for centuries. But dance exists in the moment of performance—and in the person-to-person connections among dancers and their mentors. In *Why We Dance: A Philosophy of Bodily Becoming* (Columbia University Press, 2015), **KIMERER LAMOTHE** (PhD '96, religion) emphasizes the significance of this becoming-through-movement. For LaMothe, it’s what makes all forms of dancing—ballet, folk, social, religious, etc.—a “vital art.” Working “from the standpoint of bodily becoming,” she not only critiques the “marginalization of dance in the modern West” but also extends her analysis to challenge modern distinctions between culture and nature. ♣



Like Marx and the exploited proletariat (or Veblen and conspicuous consumption), **CRAIG LAMBERT** (PhD '78, sociology) has latched onto a timely idea. In *Shadow Work: The Unpaid, Unseen Jobs That Fill Your Day* (Counterpoint Press, 2015), he describes a range of unpaid tasks that have recently been put upon us. Shadow work often reflects business efforts to boost profits by eliminating employees and shifting work onto customers: once gas station attendants checked oil, cleaned windshields, and pumped gas. Now it’s self-serve.

Technology can be a midwife to shadow work. We telecommute, book our travels, etc., from computers or handheld devices. Instead of (or in addition to) visiting the doctor, we may research health questions online. There are advantages here: multiple ATMs and online banking help customers avoid the lines of pre-electronic banking institutions. But the same technology lets your boss reach you with work-related requests day or night.

Shadow work is especially evident among parents—organizing playdates or driving kids to and from school, for example. Lambert frequently contrasts today’s reality with his memories of the 1950s and early 1960s (a privileged era for the American economy and white middle class). Ultimately, however, he’s less concerned about corporate conniving, unremunerated work, helicopter parenting, or nostalgia than about how shadow work reduces the human nexus—offering screens rather than people and leaving us isolated.

While Allan Brandt, the Amalie Moses Kass Professor of the History of Medicine and professor in the Department of the History of Science, was serving as dean of the Graduate School of Arts and Sciences, he took his high school-aged son on visits to East Coast colleges and universities. Sitting in the audience at one small, liberal arts institution, Brandt was shocked by the speaker's attitude toward PhD candidates, whose well-being and training he advanced on a daily basis. "He said: 'Here you will never be taught by a graduate student,'" remembers Brandt. "As though that were a bad thing."

At Harvard, PhD students play a critical role in undergraduate teaching, and as a consequence, an integral part of the PhD student experience is their development as teachers. Scholars come to GSAS to do research and develop new knowledge, but they must also under-

stand how to communicate their ideas to others and to undergraduates in particular. That is why several years of most PhD programs are dedicated to instruction, and why GSAS teaching fellows play a vital role in the education of Harvard College students. They conduct sections, run tutorials, recommend grades, and supervise independent study. Mentored by faculty course heads, they mature into proto-professors, guiding their students as they themselves have been guided.

Lusia Zaitseva is a fourth-year PhD candidate in comparative literature who is in the beginning stages of a dissertation on Soviet-era poetry and prose. Over four terms, she has improved as an instructor, learning as much from her students as from the professors leading the classes. By carefully reviewing feedback, she has tailored her teaching methods, in the process discovering how to be

effective in creating a space for critical thinking where students are encouraged to learn from one another.

That she has been successful is clear from course evaluations. "In section, she struck a balance between ensuring everyone had an opportunity to contribute and pushing each of us to think more deeply by asking us to elaborate," an undergraduate wrote. Another said: "She knows how to tease out the best in each of us, and to really bring the section together. As a senior, I can say she is by far the best TF I have ever had."

For Zaitseva, growing as a teacher is a process of constant learning, one that she hopes will never end. It is also a philosophical practice, where mastery, while pursued, is not as important as holding on to "uncertain somethings."

—Ann Hall

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# *THE PHILOSOPHY OF A TEACHING FELLOW*

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*by LUSIA ZAITSEVA*  
*PHOTOGRAPHY*  
*by DAVID SALAFIA*

THE IMPORTANCE OF

# TURN CERTAIN SOME THINGS





IN

a General Education lecture on philosophy last fall, my students read excerpts from Friedrich Nietzsche's *Beyond Good and Evil*, wherein he cautions readers to never surrender their sense of doubt. Like so many philosophical tenets that have found their way into popular culture, this one seemed deceptively simple: just doubt everything. In my discussion sections, I wanted to push the idea of doubt to its limit: What would it mean to try to doubt the received truths that we hold most dear?

At the time, a video of a woman walking around New York was making the rounds of the Internet. Wearing a discrete black t-shirt and jeans, the woman featured did not seem to be intentionally drawing attention to herself, and yet over and over again we see her being catcalled and variously "verbally appreciated." After watching the video in class, my students quickly launched into the expected debate—was she "asking for it"? Was she "too beautiful" to be representative of all women? Could it be that the men were just trying to be nice?

Eventually, we came around to one clear fault line in the video's implicit argument—almost all of the men shown in the video were men of color. Was this video being unintentionally racist? Or was its intended point no less valid for lack of demographic diversity? These were important questions, but in some ways, my students were still missing the point. Calling their attention back to Nietzsche's precept of doubt, I tried to get them to think critically about an idea espoused within it that many of us support, an idea we were all more or less taking for granted: feminism itself. Is femi-




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*“WHAT WOULD IT MEAN TO TRY  
TO DOUBT THE RECEIVED TRUTHS  
THAT WE HOLD MOST DEAR?”*

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nism always “good,” I asked? Are there cases when feminism is deployed to questionable ends? And, most importantly, what would it mean to step back for a moment and doubt one of contemporary American society’s most hard-won precepts—feminism itself?

Needless to say, it was a heated discussion, and a difficult one. It’s hard for us to talk about the air we breathe. I like to think, though, that everyone in class that day will remember Nietzsche well, and, more importantly, that we will all be a bit readier to summon the courage to doubt when the need to do so arises.

While my teaching assignments at Harvard have ranged from philosophy to Bollywood cinema and Russian literature, finding a way to engage with each and every student and give the student a sense of investment in the material has remained a constant goal of mine.

Connecting with students doesn’t just happen in the classroom, though. During faculty dinners across the university, I have learned about their political campaign work, their activism, their aspirations as entertainers, and more. I try to draw on these interests in the classroom as much as possible. This past semester, while leading two discussion sections of a lecture on 19th-century Russian literature, I had the pleasure of seeing how my students found ways to make the rich course material their own: An art history concentrator wrote a wonderful essay on iconography in Dostoevsky’s *The Idiot*, a social studies student on social determinism in Turgenev’s *Fathers and Children*, and a Lampoon writer on humor in Gogol’s *Dead Souls*. When my



THE IMPORTANCE OF  
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students are as engaged as this, I invariably learn from them as much as the other way around. Watching them grapple with the fundamentals of close reading, argumentation, and clear writing also serves as a helpful reminder of these tenets in my own reading and writing. As the texts I engage with get harder and the scope of my own thinking broader, this is a reminder whose value I can't stress enough. Our students in the humanities may learn the bulk of the subject matter from the professor, but I think they learn how to learn largely from graduate students. We are not yet such hardened academics that we don't remember what it's like to learn about Sigmund Freud's theory of trauma or read Tolstoy for the first time.

And as we learn from one another, my students and I are both learning from the professor, albeit in different



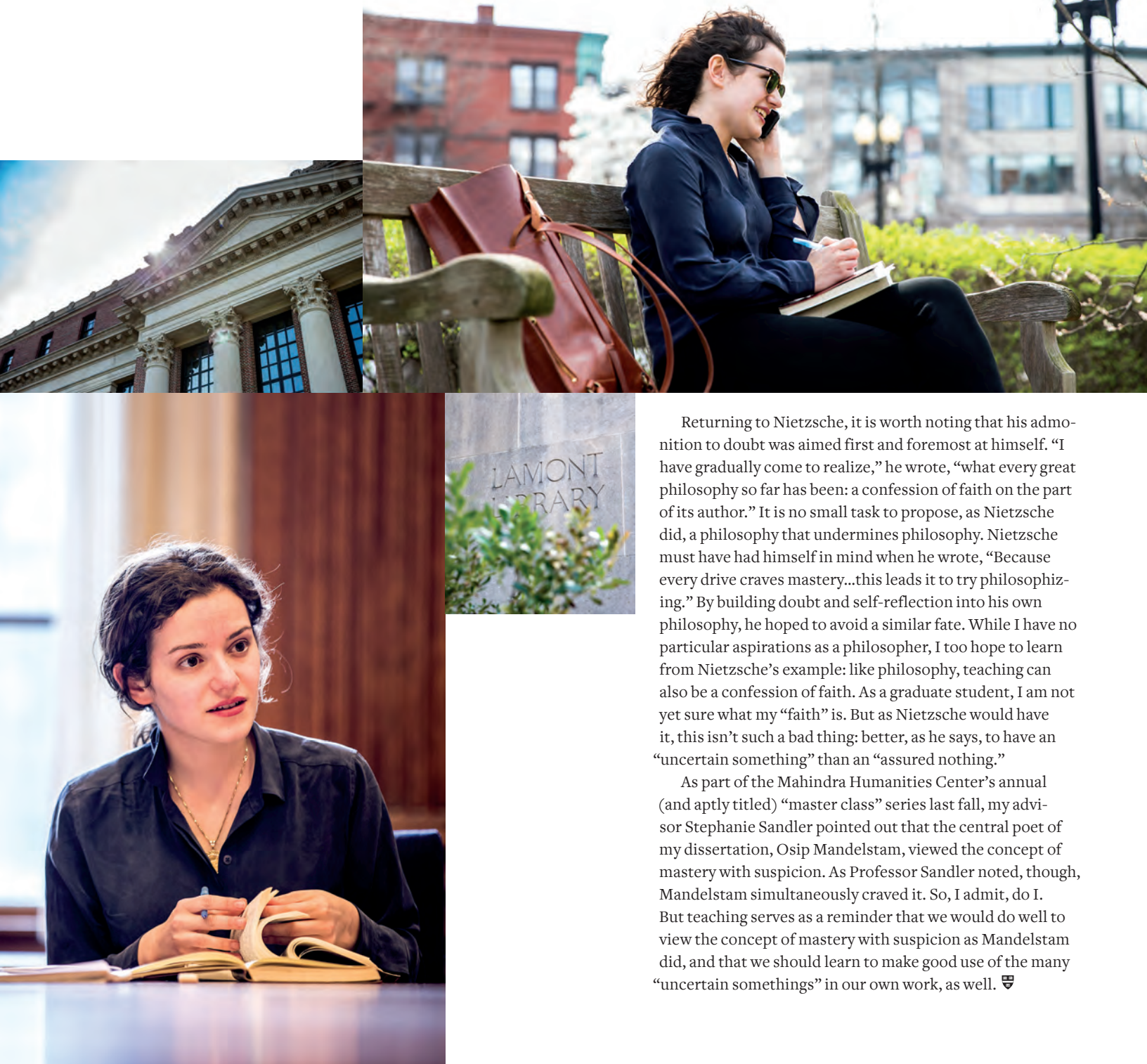
ways. Teaching last semester in the 19th-century Russian literature course mentioned above, I deepened my understanding of a genre (the novel) and a time period (the 19th century) that fall outside my usual course of study (20th-century poetry). But just as important, I also became a more effective teacher. Drawing on lessons learned from previous semesters, I had my students write weekly discussion postings so I could gauge and increase their engagement with the material before section and better draw them into discussion with one another. I also refined my approach to providing written feedback, focusing on being more concise and more effective for both their sakes and mine. Moreover, in the level of support, responsiveness, and kindness I enjoyed from the professor for whom I taught, I also learned by example how I hope to treat the graduate students who may one day in turn work for me.

As I continue to teach, I look forward to deepening my understanding of different time periods, genres, disciplines, and traditions. I hope to keep teaching courses I myself would want to take. I also hope to become better and better at teaching. And while I aspire to gain a certain sense of mastery over that challenging process, I hope my students will never cease to surprise me. Indeed, if the feeling of learning from my students ever faded, I would question my involvement (and investment) both with my students and with the timeless texts we read together. Insofar as there can be mastery over teaching, then, perhaps it is the ability to set this thing we call mastery aside and look at every class, and every student, anew.

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*“FINDING A WAY TO ENGAGE WITH EACH AND EVERY STUDENT AND GIVE THE STUDENT A SENSE OF INVESTMENT IN THE MATERIAL HAS REMAINED A CONSTANT GOAL OF MINE.”*

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Returning to Nietzsche, it is worth noting that his admonition to doubt was aimed first and foremost at himself. “I have gradually come to realize,” he wrote, “what every great philosophy so far has been: a confession of faith on the part of its author.” It is no small task to propose, as Nietzsche did, a philosophy that undermines philosophy. Nietzsche must have had himself in mind when he wrote, “Because every drive craves mastery...this leads it to try philosophizing.” By building doubt and self-reflection into his own philosophy, he hoped to avoid a similar fate. While I have no particular aspirations as a philosopher, I too hope to learn from Nietzsche’s example: like philosophy, teaching can also be a confession of faith. As a graduate student, I am not yet sure what my “faith” is. But as Nietzsche would have it, this isn’t such a bad thing: better, as he says, to have an “uncertain something” than an “assured nothing.”

As part of the Mahindra Humanities Center’s annual (and aptly titled) “master class” series last fall, my advisor Stephanie Sandler pointed out that the central poet of my dissertation, Osip Mandelstam, viewed the concept of mastery with suspicion. As Professor Sandler noted, though, Mandelstam simultaneously craved it. So, I admit, do I. But teaching serves as a reminder that we would do well to view the concept of mastery with suspicion as Mandelstam did, and that we should learn to make good use of the many “uncertain somethings” in our own work, as well. ♡



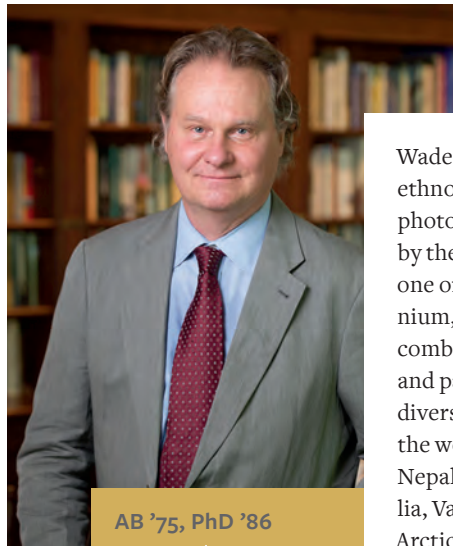
# HIGHEST HONORS

## *GSAS Presents Centennial Medals to four outstanding alumni*

On May 27, 2015, four alumni of the Graduate School of Arts and Sciences (GSAS) were awarded the Centennial Medal for their “contributions to society as they have emerged from one’s graduate education at Harvard.”

The Centennial Medal, GSAS’s highest honor, was first awarded in 1989 on the occasion of the 100th anniversary of the School’s founding. Since that time, 100 accomplished alumni have received the medal at an event that celebrates their achievements, held the day before Commencement.

*You can read the full citations on the Harvard Magazine website at [harvardmagazine.com/2015/05/centennial-medalists-full-citations](http://harvardmagazine.com/2015/05/centennial-medalists-full-citations).*



AB '75, PhD '86

**WADE  
DAVIS**

Wade Davis, AB '75, PhD '86, is an ethnographer, ethnobotanist, writer, photographer, and filmmaker. Named by the National Geographic Society as one of the Explorers for the Millennium, he has been described as “a rare combination of scientist, scholar, poet, and passionate defender of all of life’s diversity.” He has traveled throughout the world, including Africa, Borneo, Nepal, Peru, Polynesia, Tibet, Australia, Vanuatu, Mongolia, and the high Arctic of Nunavut and Greenland. A passionate advocate for indigenous societies and languages, Davis has brought the plight of disappearing cultures to the global stage, recording in print and image the great diversity of the world’s peoples.

His Harvard mentor, Richard Evans Schultes, the founder of ethnobotany and the Edward C. Jeffrey Professor of Biology at Harvard, bemoaned the lack of botanists and anthropologists who could travel the world capturing important and long-held knowledge from groups on the brink of extinction. “It was my good fortune to have had Wade as my undergraduate and graduate student,” he once said. “By interest, academic training, field experience, breadth of outlook, and personality, Wade has the exceptional set of qualifications that this interdisciplinary field requires.”

AB '56, PhD '61

## ROBERT RICHARDSON



An American historian and biographer, Robert Richardson, AB '56, PhD '61, has written award-winning intellectual biographies of great American philosophers. After earning his PhD, he taught English at Harvard before joining the faculty of the University of Denver, where he published several books on myth, including the highly-praised volume *The Rise of Modern Mythology, 1680–1860*. After a 25-year academic career, Richardson became an independent scholar, writing biographies of Thoreau, Emerson, and William James, as well as a tribute to his mentor and Harvard professor Walter Jackson Bate.

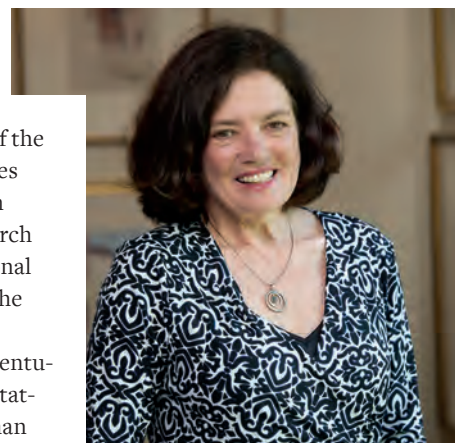
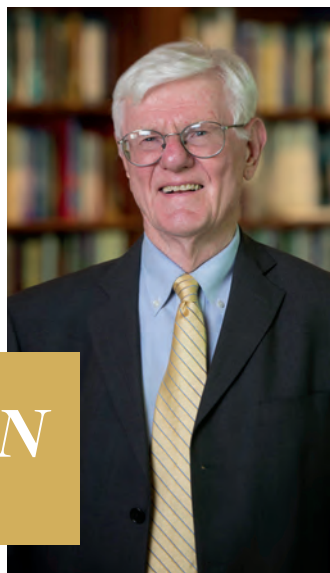
"His knowledge extends far beyond what he has written about," says David Perkins, Marquand Professor, Emeritus. "His writings over the years have shown a steady development in intellectual power and in knowledge of how to write, and in his mature works he has been able to engage the interest of general intelligent readers as well as specialists in the subjects he has written about."

PhD '64

## GORDON WOOD

Louise Ryan, PhD '83, is head of the maths and information-sciences division of the Commonwealth Scientific and Industrial Research Organisation, Australia's national science agency. Ryan came to the United States from her native Australia to study statistics, eventually serving for 30 years as biostatistician at the Harvard T. H. Chan School of Public Health. During her time at the Harvard Chan School, Ryan conducted research that demonstrated the power statistics holds to elucidate issues in seemingly unconnected areas—cancer, vaccinations, heart disease, environmental health. She also championed an exemplary summer program dedicated to encouraging minority and female students to pursue graduate study in biostatistics.

"Louise was a terrific colleague, one of the best I have encountered in my career. She is smart, curious, generous with her time, a wonderful listener," says David Harrington, professor of biostatistics at the Harvard Chan School. "She was that rare colleague to whom I could bring any idea or problem and be confident that I would receive invaluable advice."



PhD '83

## LOUISE RYAN

Gordon Wood, PhD '64, is Alva O. Way University Professor and professor of history, emeritus, at Brown University. A specialist on the creation and influence of the American Republic, Wood has received accolades for his many books, including *The Creation of the American Republic, 1776–1787*, which won the Bancroft Prize, and *The Radicalism of the American Revolution*, which earned him the Pulitzer Prize for History. In 2011, he was awarded the National Humanities Medal from President Barack Obama.

As a Harvard PhD student, Wood developed a dissertation in which he exhaustively studied constitution-making in the revolutionary years that revealed a distinctively American system of politics, peculiarly the product of a democratic society, a view that he continued to develop during a lifetime of research. That he would be successful seemed clear to his thesis advisor, Bernard Bailyn, the Adams University Professor, Emeritus. "When I read the first chapter of his dissertation I knew at once that he was a truly gifted scholar and would make major contributions to our understanding of our national history," Bailyn says. "And he has."

# Fruitful Connections

**Alumni Day 2015 showcased intellectual work at Harvard and celebrated collaborations between graduate students and their faculty mentors.**

In April, GSAS celebrated Alumni Day, an annual tradition that drew more than 300 graduates to Cambridge for a day filled with talks and opportunities to engage with fellow alumni. The programming showcased the intellectual work conducted at Harvard by leading members of the faculty and included a keynote address titled “The Sustainocene: Energy for All” delivered by Daniel Nocera, Patterson Rockwood Professor of Energy. In addition to commenting that “graduate school trains students how to think in a creative environment,” Nocera described the artificial leaf technology developed in his lab, which can now, thanks to engineered bacteria, generate fuel, renewably, from water.

The breakout talks highlighted the breadth of scholarship conducted by faculty and graduate students at Harvard, ranging from the politics of housing to the joy of basic science research. Three sessions also highlighted the connections between faculty and their graduate students, in particular their collaborations as researchers, course developers, and authors, while another discussion on the intersection of religion and religious communities continued the conversation begun on April 10 at the reunion of the Committee on the Study of Religion (see page 22).

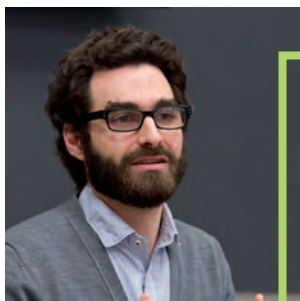
*Save the date for next year’s Alumni Day, which will take place on April 9, 2016.*



**“Housing is an important anti-poverty tool.”**  
—Claudine Gay



**“Over time, your listening experience fundamentally changes.”**  
—Alexander Rehding



**“College campuses are the single most religiously diverse communities in the country.”**  
—Nuri Friedlander



**“Silence remains a powerful tool of social justice.”**  
—Peter McMurray



**“Graduate school trains students how to think in a creative environment.”**

—Daniel Nocera



**“Legitimacy is now increasingly based on the PRC’s claim to represent the continuation of historical China.”**

—Mark Elliott



**“Chinese voices provided a vocabulary used transnationally to understand China.”**

—Devin Fitzgerald

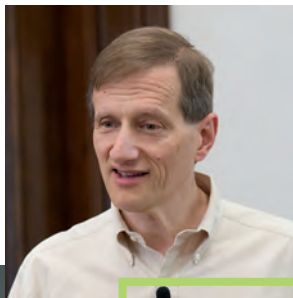
**“Why is the heart on the left? Let’s find out!”**

—Clifford J. Tabin



**“Posts related to criticism of the [Chinese] government that don’t include collective action are not censored.”**

—Jennifer Pan



**“The Chinese people are individually free, collectively in chains.”**

—Gary King



# *Intersections*

## A CELEBRATION OF THE STUDY OF RELIGION

To celebrate the 80th anniversary of the PhD in the Study of Religion, the Graduate School of Arts and Sciences brought together faculty, alumni, and students from the Faculty of Arts and Sciences and Harvard Divinity School on April 10 for a daylong symposium. In a series of panels, PhD and ThD alumni and students shared their experiences inside and outside the academy, covering the place of religion in history, higher education, and the political sphere, as well as the ever-evolving impact of the field on modern society.

After introductions by GSAS Dean Xiao-Li Meng, PhD '90, and HDS Dean David Hempton, which acknowledged the first year of the new joint PhD ad-

ministered by GSAS and HDS, the discussions began with a look at the place of religious studies in higher education, where panelists discussed the importance of connecting with students. The second session considered the intersection of religion, society, and politics, highlighting the connections religious studies forms with other disciplines. The final talk surveyed historical perspectives on religion, which was followed by a reception in the Barker Center, the Committee's first and current home.

*The conversation continued at Alumni Day on April 11, when PhD and ThD students and alumni considered how religion and religious communities intersect (see page 20 for a recap of Alumni Day).*

# JOINING THE ANCIENT AND UNI



On a beautiful May day, more than 500 GSAS students along with their friends and families participated in Harvard's 364th Commencement. Festivities began with an early breakfast on the Gropius Lawns with Dean Xiao-Li Meng and Administrative Dean Margot N. Gill before graduates lined up on Oxford Street for the procession to Tercentenary Theatre, led, as always, by bagpipers. After the morning exercises and the Sanders Theatre Diploma Awarding Ceremony, graduates—now alumni—returned down Oxford Street for a champagne reception that marked the end of their time as GSAS students.

# VERSAL COMPANY OF SCHOLARS



11:00 AM

12:00 PM

1:00 PM

2:00 PM

3:00 PM

# Noted

## THE CLASSICS

**Thomas E. Jenkins, PhD '99**, joins the 2015–2016 class of American Council on Education (ACE) Fellows, a program for emerging college and university leaders. Established in 1965, the program will offer Jenkins opportunities for leadership training and professional development via educational retreats, campus visits, and national meetings and conferences. Chair and associate professor of classical studies at Trinity University in San Antonio, Texas, Jenkins teaches Latin, Greek, literary classics of the Greek and Roman world, and Greek and Roman drama.

## HISTORY OF AMERICAN CIVILIZATION

After six years of splitting the academic year between Marquette University and the University of Virginia, **J. Gordon Hylton, PhD '86**, has joined the University of Virginia School of Law faculty on a full-time basis. He will also teach in the University of Virginia's African American studies program. Hylton is a member of the Diversity Committee of the American

Bar Association's Section on Legal Education and Admission to the Bar and formerly chaired the Association of American Law Schools' Sections on Legal History and Sports Law. His research interests include the history of the legal profession, the history of civil rights, and the legal history of American sports.

## MEDICAL SCIENCES

**A. James Hudspeth, PhD '73**, was elected to the American Philosophical Society in the biological sciences. The honorary society was founded in 1743 by Benjamin Franklin and "promotes useful knowledge in the sciences and humanities through excellence in scholarly research, professional meetings, support of young scholars, publications, library resources, a museum, and community outreach." Hudspeth specializes in hearing loss and studies receptor cells of the inner ear to learn more about the causes of hearing impairment and to develop potential cures for the disability. Hudspeth is the F. M. Kirby Professor and head of the Laboratory of Sensory Neuroscience at The Rockefeller University.

In recognition of her groundbreaking research on brain mechanics, Stanford University professor **Carla Shatz, PhD '76**, was awarded the 2015 Gruber Foundation Neuroscience Prize. She shares the \$500,000 prize with Michael Greenberg, the Nathan Marsh Pusey Professor of Neurobiology at Harvard. Shatz holds the Sapp Family Professorship in Neurobiology at Stanford and the David Starr Jordan Directorship of Stanford Bio-Ex. An expert in mammalian brain development, she is credited both with debunking the theory that the visual system of the brain is hardwired and discovering the important role of major histocompatibility class I genes in synaptic remodeling. Her work has inspired new inquiries into the causes and treatments of degenerative brain diseases.

## NEAR EASTERN LANGUAGES AND CIVILIZATIONS

**Walter Bodine, PhD '73**, has published *How Mesopotamian Scribes Learned to Write Legal Documents: A Study of the Sumerian Model Contracts in the Babylonian Collection at Yale University*



## HISTORY OF AMERICAN CIVILIZATION

Oxford University has selected **Louise Richardson, PhD '89**, as its next vice-chancellor, the first woman to ever hold the position. A 2013 GSAS centennial medalist, Richardson has served as principal and vice-chancellor of the University of St. Andrews since January 2009. Prior to St. Andrews, Richardson was executive dean of the Radcliffe Institute for Advanced Study at Harvard. Richardson is a world renowned political scientist and terrorism expert, and her research has earned her awards from the Ford Foundation, the Sloan Foundation, the Krupp Foundation, and the United States Institute of Peace. She has delivered over 300 talks and lectures on terrorism and counter-terrorism, and serves on the advisory board for numerous institutions in the UK, Ireland, and the US. Her seven-year appointment will commence in 2016.

(Edwin Mellen Press, 2014). The work offers insight into social and economic activities provided to us in the cuneiform records of ancient periods, revealing how these activities were negotiated and regulated by laws and contracts, through records of the Sumerian model contracts from the Mesopotamian scribal school curriculum.

## ORGANISMIC & EVOLUTIONARY BIOLOGY

Oregon plant breeder **Carol Deppe, PhD '74**, has published *The Tao of Vegetable Gardening: Cultivating Tomatoes, Greens, Peas, Beans, Squash, Joy, and Serenity* (Chelsea Green Publishing, 2015). The book caters to gardeners of all levels and backgrounds, focusing on some of the more popular home garden vegetables. With section titles like "Flexibility," "Balance," and "Joy," Deppe uses Taoist concepts to complement practical gardening advice, which includes tips on storing seeds, making the most of small plots, and breeding late blight resistance.

## ORGANIZATIONAL BEHAVIOR

**Erin Reid, PhD '12**, has made headlines for her work investigating the experiences of both men and women in the workplace, the findings of which were published in an April issue of *Organization Science*. Of particular interest is her focus on men and the pressure many in the finance and consulting industries feel to devote themselves entirely to their careers, logging upwards of 80-hour work weeks. Remarkably, Reid found that a number of men were working only 50- and 60-hour weeks, but maintained the illusion of working more. The research was picked up by the *New York Times* under the headline "How Some Men Fake an 80-Hour Workweek, and Why It Matters."

## STATISTICS

Anesthesiologist and statistician **Emery N. Brown, PhD '88**, has been elected to the National Academy of Engineering. Brown is also a member of the National Academy of Sciences and the Institute of Medicine. He is the first African American to be named to all three academies. Brown is the Warren M. Zapol Professor of Anesthesia at Harvard Medical School and the Edward Hood Taplin Professor of Medical Engineering and of Computational Neuroscience at MIT. He co-directs the Harvard-MIT Division of Health Sciences and Technology.

## THE STUDY OF RELIGION

**Robert M. Veatch, PhD '71**, is co-author of the second edition of *Transplantation Ethics* (Georgetown University Press, 2015), which studies the practice of human tissue donation by considering three central issues: how we determine when a human is dead; deciding when it is ethical to procure organs; and how organs are allocated, once procured. The second edition expands on these questions by also exploring recent trends and proposed alternative methods in the field of transplantation. Veatch is professor of medical ethics at the Kennedy Institute of Ethics at Georgetown University.

## URBAN PLANNING

The Fay Jones School of Architecture at the University of Arkansas has appointed **Winifred E. Newman, PhD '10**, as the next head of the Department of Architecture, beginning July 1, 2015. Newman joins the University of Arkansas from the College of Architecture and the Arts at Florida International University, where she served as associate professor, director of advanced studies, and director of the I-CAVE Lab. She was previously a visiting professor at Washington University in St. Louis and the University of Tennessee.



## GOVERNMENT

**Claudine Gay, PhD '97**, professor of government and African and African American studies, has been appointed dean of social science in Harvard's Faculty of Arts and Sciences (FAS), effective July 1, 2015. "Professor Gay has long demonstrated a deep commitment to education and the FAS's efforts to build an outstanding faculty," FAS Dean Michael Smith said on announcing the appointment. "As divisional dean, Professor Gay will continue her efforts to strengthen the faculty and advance our teaching and research missions."

Gay joined the Department of Government in 2006 and has since served as a member of the Committee on General Education, the Steering Committee for the Institute of Quantitative Social Sciences, the Steering Committee for the Center for American Political Studies, and as a Faculty Fellow of the GSAS Harvard Horizons Program. Gay is also vice president of the Midwest Political Science Association and a contributor to the Anxieties of Democracy program at the Social Science Research Council. Her research and teaching interests are in the fields of American political behavior, public opinion, and race and ethnic politics. About her new role, Gay said, "I am excited to listen to, and learn from, my divisional colleagues as we work together to advance teaching and research in the social sciences."



## Administrative Dean Margot Gill takes on new role

After decades of service to GSAS, Administrative Dean Margot Gill has been appointed administrative dean for international affairs. In this newly created role, Gill will support and implement international initiatives of the FAS, as defined by the faculty. She will serve as a liaison to and key negotiator with foreign governments, international corporations, foundations, and NGOs on behalf of the FAS.

For more than 20 years, Gill has championed the work of GSAS, in many instances advancing international objectives. She has met with alumni, foundations, universities, and foreign governments throughout the world who sought to increase their country's research capacity through the training of graduate students and postdoctoral students. She also strongly supported GSAS's international population and created the Graduate School's English Language Program that serves as a model for Intensive English language training and acculturation to the American classroom.

*Gill took up her new role in July 2015.*

## GSAS alumni honored with Harvard Medal

Each year at Commencement, the Harvard Alumni Association (HAA) awards the Harvard Medal to five alumni in recognition of extraordinary service to the University. First awarded in 1981, the Harvard Medal recognizes contributions to many aspects of University life—from teaching, leadership, and innovation to fundraising, administration, and volunteerism. During the HAA's Annual Meeting during Commencement's Afternoon Program on May 28, President Drew Gilpin Faust presented medals to two GSAS alumni, Thomas W. Lentz Jr., PhD '85, and Sandra Moose, PhD '68.

Lentz, who earned his doctorate in fine arts, recently stepped down as the Elizabeth and John Moors Cabot Director of the Harvard Art Museums after more than a decade at the helm. Under his leadership, the University undertook an extensive renovation that reinvigorated and integrated Harvard's art museums.

Moose, who received a PhD in economics, serves as a senior advisor to the Boston Consulting Group. A former member of the Harvard University faculty, Moose is a longtime member and former chair of the Graduate School Alumni Association Council.



### GSAS DEANS VISIT ASIA

During June, Dean Xiao-Li Meng and Administrative Dean Margot Gill met with alumni in Asia. A series of events held in Tokyo and Taipei gathered members of Harvard Clubs in Japan and Taiwan together for an update on happenings at GSAS and Harvard University, while providing an opportunity for alumni to meet and mingle with the deans, directors of Harvard's international centers, and members of the Harvard faculty.

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## a sense of optimism

Nancy Arkelyan Huntington AB '55 was a Radcliffe graduate working in Harvard's Department of Government when a young professor came in looking for help on a speech he was writing for Adlai Stevenson's 1956 presidential campaign. She helped him edit and retype the piece, and remembers that he bought beer and sandwiches for them to celebrate delivering it to the post office on time. It was the beginning of their partnership together.

Her husband, Sam Huntington, PhD '51, went on to become a leading political scientist and a passionate teacher. As the Albert J. Weatherhead III University Professor, he taught for more than 50 years at Harvard, was a prodigious author and editor, and, known internationally, helped to shape national policymaking.

But it was what Nancy didn't know about Sam that helped her decide how she wanted to give back to Harvard.

"After he died in 2008, I found a little notebook of Sam's from his graduate school days, and it was itemized with all of his expenses, down to the last five cents for a cup of coffee. It was a revelation to see how frugally he lived," says Nancy, "and I thought, he loved his students, why don't we help them with fellowships?"

As a result, a group of generous alumni and friends, including many of his former students, established the Samuel Huntington Doctoral Fellowships in his memory. Each year Nancy contributes to the fund and has made a bequest to it. The fund provides dissertation support for doctoral students in the social sciences.

She is thrilled to know that she is supporting the kinds of graduate students that made her husband late for dinner. "He loved his students. I remember asking him why he was so late, and he would say, for example, 'Oh, one of my students stopped by and we were mixing it up—national politics, foreign policy, his dissertation.' That was the relationship he had with them."

She hopes that her gift will help the same kinds of students. "I want them to be able to branch out and to pursue their research, free of economic constraints," she says.

Nancy is passionate about her Harvard connections. In addition to her 51-year marriage to Sam, she is the mother of two Harvard graduates, Timothy '83 and Nicholas '87, and for 20 years she was an administrator of executive education programs at the Harvard Kennedy School. She recently celebrated her 60th Reunion and delights in running into Harvard-affiliated people while serving on local boards in Lexington, Massachusetts, and Martha's Vineyard, where she splits her time.

She is especially proud to think of the impact the fellowship program has and will have on the future of both scholarship and politics. "When I get the list of the recipients every summer, my eyes fill up," says Nancy. "Sam would be so pleased with the breadth and depth of their research activities. So many of these students go on to do such wonderful work. I have such a sense of optimism from them."

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*Read more about Harvard  
Horizons on page 4.*  
*Photograph by Ben Gebo*