WINTER 2019

colloquy

HARVARD UNIVERSITY | THE GRADUATE SCHOOL OF ARTS & SCIENCES

Clear Identity

Overturning expectations about gender

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••• **View the complete list of Shared Interest Groups and learn how to get involved:** *alumni.harvard.edu/community/clubs-sigs/sigs-directory.*

ILLUSTRATOR: JING JING TSONG

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COVER ARTIST: JULIA BRECKENREID

SINCE MY APPOINTMENT as dean, I have engaged increasingly with alumni and students as I get to know the members of this special community. These energizing conversations are helping me to define my priorities, which will include addressing one of the most important aspects of a graduate student's career—advising—to determine how we can enhance the mentorship our students receive. As a start, I have convened a small planning group with the aim of launching an advising initiative later this year. Your voices will be crucial as we seek to understand the characteristics that lead to the best student advising, and I hope you will share your valuable perspectives once the initiative is launched.

We are all enriched by the unique journeys our students take on the way to GSAS, coming from a variety of backgrounds and contributing different voices to the discussions arising here. They are master's and PhD students, veterans, and parents, with multiple religious beliefs and gender identities. In this year's incoming class, 45 percent of students come from 98 countries, and, for the first time in Harvard history, female PhD students outnumber male. We are expanding our efforts around inclusion and belonging to ensure that all feel welcome, so that every student can take advantage of all that GSAS offers and feel supported as they engage in creative thinking and pursue scholarship at the very edge of knowledge.

As we focus on making GSAS a place where students can fully participate, we also want to create more ways that you, our alumni, can engage more deeply with GSAS. I will be holding alumni events in cities around the world, and I am looking forward to connecting with more of you and sharing a few of the amazing stories emerging from the incredible work our students and your fellow alumni are doing. Even though you may live thousands of miles away, I want you to feel a part of this remarkable community.

—EMMA DENCH
DEAN

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Access current and back issues of *Colloquy,* as well as a range of other alumni services and information, at gsas.harvard.edu/alumni.

LETTERS TO THE EDITOR
We welcome your feedback and ideas. Write to: *Colloquy*, Harvard University Graduate School of Arts and Sciences, 1350 Massachusetts Avenue, Suite 350, Cambridge, MA 02138-3846; or email gsaa@fas.harvard.edu.

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PHOTOGRAPHER: KATHLEEN DOOHER

LETTERS

I wanted to write to ask how "Peace, Love & Light" was published in *Colloquy* [summer 2018 issue]. I was particularly drawn to its subject because I teach a first-year seminar that spends some time on makeshift memorials and communal trauma. I wondered if I might be able to use it in my class. However, the tone and general orientation of the article are so out of line with current anthropological standards, methods, and diction that I feel embarrassed for my degree.

Aside from the rather breathless attention to the graduate student's beauty queen past (why include her vital statistics?), the article shows no awareness of what in anthropology is called reflexivity. Furthermore, no anthropologist would refer to using her subjects ("using the city as a case study") for a project. The whole tenor of the article was clichéd as well as insensitive to the dignity of the anthropologist's local partners. Saying something like "My job as an anthropologist is to give voice to other people's stories" even if the sentence is followed by "work with them in a collaborative way" is problematic these days.

—MARY JOAN LEITH, PHD '90
NEAR EASTERN LANGUAGES AND CIVILIZATIONS

REMARKS

How did you choose your dissertation topic?

—*COLLOQUY,* SUMMER 2018

In 1964, I was ready to plunge into a topic on some aspect of the history of American architecture as a student of the late James S. Ackerman, then a professor at the Fogg Museum. He was, of course, the distinguished scholar of Italian Renaissance building. At my dissertation conference, he asked me what I thought of doing, and I told him I wanted to work on the architecture of H. H. Richardson. "You can do that when you get back from Italy," he rebutted. That one sentence shaped the rest of my life, even if I did not make the Renaissance the center of my career. A quick course in Italian and two years in the archives in Rome and Florence produced my dissertation, later published, on the architecture of the medieval libraries of the country. The experience broadened my vision and built my confidence, as Jim knew it would. Later, I repaid the Italians by lecturing on American subjects in Milan, Turin, Venice, and elsewhere. Jim thus saved me from a parochial approach to architectural history even as my research has largely focused on 19th-century America. That simple sentence greatly enriched my work, and my life.

—JAMES F. O'GORMAN, PHD '66, FINE ARTS
GRACE SLACK MCNEIL PROFESSOR EMERITUS,
WELLESLEY COLLEGE

Prof. Evelynn Hammonds gives us a moving and compelling introduction to the role of structural and institutionalized racism in both academic and non-academic life. An honor to learn from a great scholar and activist in person. @HarvardGSAS #gsaswelcome

—@TANUSHJAGDISH, AUG 30

ENGAGE

What's the most helpful advice you received from an advisor or mentor?

Let us know! *Email gsaa@fas.harvard.edu*

●●● **Share your story with us!** *Email gsaa@fas.harvard.edu. Or write* Colloquy, *Graduate School of Arts and Sciences, Harvard University, 1350 Massachusetts Avenue, Suite 350, Cambridge, MA 02138-3846.*

ILLUSTRATOR: ERIC HANSON

HARVARD TASK FORCE RELEASES REPORT

In fall 2016, President Drew Gilpin Faust charged a University-wide task force of faculty, students, and staff with considering questions designed to create a greater sense of inclusion and belonging throughout Harvard's campus communities. The Presidential Task Force on Inclusion and Belonging's recommendations, issued in 2018, outlines goals and tools meant to serve as a blueprint for advancing Harvard's practices and culture of inclusion and belonging. In 2019, the first-ever all-campus inclusion and belonging survey will be launched, which is designed to take the pulse of the University while gathering broad baseline data.

The Task Force included GSAS affiliates Mohan Boodram, AM '87, dean for admissions and financial aid, Sa-kiera Hudson, PhD student in psychology, and Jordan Kennedy, PhD student in engineering sciences.

••• **Read the report and learn more:** *inclusionandbelongingtaskforce.harvard.edu.*

RE-ENVISIONING A STUDENT CENTER FOR GSAS

In October 2018, GSAS and Harvard College announced that Lehman Hall, the current home of Dudley House, will house a student center solely dedicated to GSAS students effective July 2019. Dudley House, which has served GSAS graduate students and undergraduates living off campus since 1991, will become the GSAS Student Center for graduate students and the Dudley Community for undergraduates.

This new model will bring a greater focus on graduate students in the dedicated space of Lehman Hall, allowing for the development of more programming designed specifically for GSAS students and enabling GSAS to think more broadly about the community's interests.

••• **Read a message sent from GSAS Dean Emma Dench to alumni:** *gsas.harvard.edu/stucenter-announcement-alumni.*

"I am reminded daily that ours is an extraordinary community—diverse, ambitious, and deeply committed to teaching and research excellence. We are all drawn here, each in our own way, by a passion for learning, a search for deeper understandings, and a will to serve the common good."

– CLAUDINE GAY, PHD '98, GOVERNMENT, ON HER APPOINTMENT AS EDGERLEY FAMILY DEAN OF THE FACULTY OF ARTS AND SCIENCES IN AUGUST 2018

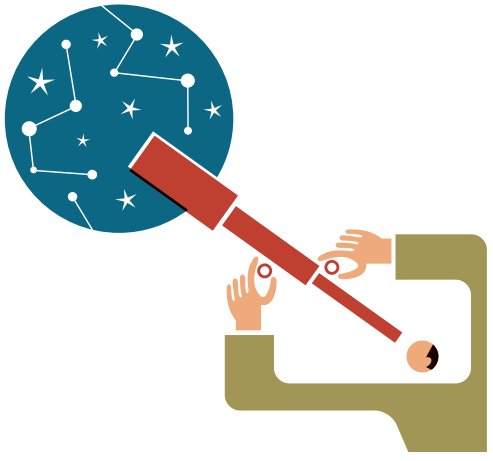
••• **Read more:** *gsas.harvard.edu/claudine-gay-named-harvard-fas-dean.*

ILLUSTRATOR: LORENZO GRITTI

BOBO NAMED FAS DEAN OF SOCIAL SCIENCE

Lawrence D. Bobo, W. E. B. Du Bois Professor of the Social Sciences, was appointed dean of social science in the Faculty of Arts and Sciences by Claudine Gay, PhD '98, Edgerley Family Dean of the Faculty of Arts and Sciences, effective October 2018. A scholar of sociology and African and African American studies, Bobo has illuminated issues of inequality, politics, and race in his research. In 2017, Bobo helped Gay found the Inequality in America Initiative, a multidisciplinary effort to elevate teaching and research in this critical area.

●●● **Read the announcement:** *gsas.harvard.edu/lawrence-bobo-named-dean-of-social-science-at-harvard.*



AWARD FOR SCIENCE OUTREACH

Ray Jayawardhana, PhD '00, astronomy, won the 2018 Dwight Nicholson Medal for Outreach "for far-reaching, multifaceted, and impactful contributions as an educator and academic leader." Harold Tanner Dean of the College of Arts and Sciences and professor of astronomy at Cornell University, Jayawardhana studies planetary origins and diversity, focusing on exoplanets and brown dwarfs. An award-winning author, he communicates the complexities of his research to the general public through writing, public appearances, and other outreach activities.

Chuffed to be recognized by @APSphysics Nicholson Medal for #astronomy, #physics #outreach #scicomm @CornellCAS @Cornell #yorku @ArcticSaxifrage @astroguypaul

—@DRRAYJAY, OCT 28

ILLUSTRATOR: SCOTT ROBERTS

ONLINE EXCLUSIVE

THE STUFF OF SCIENCE

Sara Schechner, PhD '88, the David P. Wheatland Curator of the Collection of Historical Scientific Instruments (CHSI) at Harvard University, fell in love with scientific material culture while working with the CHSI as a Radcliffe undergraduate in the 1970s. Her fascination would take her to the Adler Planetarium in Chicago and multiple areas of the Smithsonian Institution, as well as other collections, before she returned to the CHSI in 2000. Throughout her career, Schechner received accolades for her efforts in curation and teaching. Most recently, she earned the LeRoy E. Doggett Prize for Historical Astronomy from the American Astronomical Society, making her the first woman to receive the prize.

In her acceptance speech in January 2018, Schechner spoke about the material culture of American astronomy. "Many think historians want to save these objects because they're old," she says. "But some of these objects tell us a lot about ourselves and where we came from, and the choices we made along the way." For Schechner, historical objects don't just tell us about the past; they have the ability to make us think more critically in the present and make informed choices about how to move forward.

●●● **Read more:** *gsas.harvard.edu/news/stories/stuff-science.*

Metcalfe conducting at St. Cecilia Parish in Boston.

PRIZE WORKS

BLUE HERON, the Boston-based vocal ensemble directed by **Scott Metcalfe**, AM '05, music, won a 2018 Gramophone Classical Music Award for Early Music, widely regarded as the most influential and prestigious classical music award in the world. This is the first time in the award's history that the prize for Early Music has gone to a North American ensemble. The award recognizes Blue Heron's recording *Music from the Peterhouse Partbooks, Vol. 5*.

PHOTOGRAPHER: LIZ LINDER

ALUMNI UPDATES

Katherine A. Rowe, PhD ’92, English and American literature and language, a leader in digital innovation of the liberal arts, was appointed 28th president of the College of William and Mary. A scholar of Shakespeare, Medieval and Renaissance drama, and media history, Rowe cofounded and led a digital media company that developed apps designed to help students engage with Shakespearean texts. Rowe took up her post in July 2018.

Martha Craven Nussbaum, PhD ’75, classical philology, Ernst Freund Distinguished Service Professor of Law and Ethics at the University of Chicago, won the 2018 Berggruen Prize for Philosophy and Culture. Launched in 2016, the $1 million award honors thinkers whose ideas have profoundly shaped human self-understanding and advancement in a rapidly changing world.

Upon his retirement from the Department of Religious Studies at Kenyon College, **Royal Rhodes**, PhD ’79, study of religion, was chosen by the college’s president and trustees to deliver the “Kenyon Unique” talk. Rhodes, who taught at Kenyon for nearly 39 years, held the Donald L. Rogan Chair in Religious Studies. *Watch the talk at livestream.com /accounts/7106882/ RoyalRhodes/videos/170689561*

Marina Kaufman Holz, PhD ’06, cell and developmental biology, has been appointed dean of the Graduate School of Basic Medical Sciences at New York Medical College from Stern College for Women of Yeshiva University, where she served as the Doris and Dr. Ira Kukin Chair in Biology. Holz leads an NIH-funded laboratory studying the mechanisms of signaling by hormones and growth factors in breast cancer and a rare lung disease.

Bruce Edelstein, PhD ’95, fine arts, of New York University Florence, together with Davide Gasparotto of the J. Paul Getty Museum, has curated the exhibition “Pontormo: Miraculous Encounters” at the Morgan Library & Museum (September 7, 2018, through January 6, 2019) and the J. Paul Getty Museum (February 5 through April 28, 2019). The exhibition is part of a larger project to preserve the church complex at Carmignano, home to Pontormo’s masterpiece “The Visitation.”

The Société géologique de France awarded **Kenneth L. Taylor**, PhD ’68, history of science, the Prix Eugène Wegmann, a lifetime achievement award for work in the history of geology. Taylor previously received awards from the Geological Society of London and the Geological Society of America, the second person to win all three awards. Hudson/Torchmark Presidential Professor, Emeritus, at the University of Oklahoma, Taylor studies French figures in the early history of geological science.

Suzanne Keen, PhD ’90, English and American literature and language, moves from Washington and Lee University to Hamilton College to take up a position as vice president of academic affairs and dean of faculty, and a faculty position in the Literature and Creative Writing Department. Keen’s husband, **Francis MacDonnell**, PhD ’91, history, professor of history at Southern Virginia University, is a scholar-in-residence at Hamilton for the academic year and has accepted an appointment to teach in Hamilton’s History Department.

Margaret M. Gullette, PhD ’75, comparative literature, won the Florence L. Denmark Award from the American Psychological Association (APA) for her contributions to women and aging, the first non-psychologist honored. A cultural critic and writer, Gullette published *Ending Ageism, or How Not to Shoot Old People*. The APA noted: “Since women are the majority of the old, Gullette’s pioneering, interdisciplinary books, essays, op-eds, blogs, and TV/radio interviews make her an ideal candidate for this award.”

ELEVATING THE SPIRIT

MARGARET KIVELSON, PHD '57, BEGAN HER CAREER AS A PHYSICS CONSULTANT FOR THE RAND CORPORATION BEFORE DECIDING SHE WAS MORE SUITED TO A CAREER IN ACADEMIA. JOINING THE SPACE PHYSICS FIELD WITHIN 10 YEARS OF THE SPUTNIK LAUNCH, SHE WENT ON TO PARTICIPATE IN NUMEROUS NASA MISSIONS TO INVESTIGATE THE OUTER PLANETS OF OUR SOLAR SYSTEM.

You are currently working on NASA's Europa Clipper Mission. Tell me about that.
I'm working on one part of the project that indirectly concerns the magnetometer, on the team called PIMS—Plasma Instrument for Magnetic Sounding. It's designed to measure low-energy charged particles in the environment of Europa, which is a moon of Jupiter. That's critical to the magnetometer because when gases of charged particles surround an object like Europa, the plasma that exists throughout the space around Jupiter and the Galilean moons develops currents that produce magnetic field changes. By measuring the plasma properties, you can correct magnetic field measurements for the currents generated around a moon to determine the magnetic signature of the moon itself. Our team is trying to measure plasma properties to correct the magnetic field measurements and extract from them the signature of the fields generated inside of Europa.

So, without that, the data would be skewed, and you wouldn't get an accurate result?
Yes, because magnetic fields have internal and external origins. It would be very

PHOTOGRAPHER: PAMELA DAVIS KIVELSON

"We never know where new knowledge will take us."

– MARGARET KIVELSON

confusing to figure out Europa's internal field properties otherwise.

If Europa had a permanent magnetic field like we do on Earth, one that is basically stable over thousands of years, we would be able to measure it. The Galileo spacecraft, which orbited Jupiter from 1995 to 2003, took measurements. As far as we can tell, Europa shouldn't have a permanent magnetic field; nonetheless, each time measurements were made near it, the evidence showed a magnetic field having an origin inside of Europa.

When we analyzed the data, the best model we could make requires the field to be produced by currents flowing very near the surface—but the surface is ice and electrical currents don't flow in ice, because it's a very poor conductor. We needed to figure out what structure within the body could possibly carry electric currents very near the surface. We recognized that a layer of ice sitting on top of a shell of conducting material like an ocean layer of melted ice could explain the magnetic field. It turns out that at the position of Europa, the magnetic field of Jupiter is not constant but changes on an 11-hour time scale as Jupiter rotates. This changing field drives currents in Europa's ocean and generates what's called an induced magnetic field. That induced field varies in strength and direction every 11 hours, and we confirmed the expected variability.

Would anything other than an ocean or a liquid do that?

The interiors of these moons are differentiated, with the heaviest, densest material near a metallic core, mostly made of iron. Then, there's a rocky shell that we call the mantle, and beyond that, the icy outer shell. If the iron core were melted, you could have a similar inductive response, but it wouldn't have the same intensity.

Gravitational measurements have shown that the near surface layers are basically a water-ice mixed with other light material like sulfur dioxide, carbon dioxide, and similar traces—but mostly it's water. What the gravitational measurements can't do is tell you whether the water is solid or liquid, but the magnetic field tells us that at least part of the ice is melted.

Why do this work?

That's a good question—and a hard one. I believe that we never know where new knowledge will take us. Simply learning anything new about the universe we live in is indirectly beneficial to everybody because, inevitably, we don't foresee the long-term consequences. To understand how the universe works, what kinds of processes are important? What kinds of processes are present in the bodies of the universe? For example, general relativity was an extremely esoteric refinement when it was first proposed by Einstein. But GPS would not work properly if we didn't understand general relativity. We never know how new knowledge is going to affect us in practical ways.

But I also think that expanding knowledge has the same effect as creating fine art or building cathedrals. It elevates the spirit, and I think that's also very important.

••• **Read more of the interview:** *gsas.harvard.edu/news/kivelson*

CURRICULUM VITAE

University of California, Los Angeles
Distinguished Professor Emerita of Space Physics

University of Michigan, Ann Arbor
Research Professor

NASA
Coinvestigator, Europa Clipper Mission
Coinvestigator, THEMIS Mission

Harvard University
PhD in Physics, 1957
AB in Physics, magna cum laude, 1950

BY ANN HALL
ILLUSTRATION BY
JULIA BRECKENREID

Clear Identity

How Kristina Olson's TransYouth Project is overturning expectations about gender

Imagine you wake up one morning, certain of who you are and of your place in the world. You are a boy or a girl, with the likes and dislikes associated with that gender. It doesn't occur to you that you should be any different, or even that you could be. You are who you are.

Then, imagine you get up and look in a mirror, surprised to see a body that does not correspond to the person you are certain you are. You feel trapped in some kind of Kafkaesque reality: The body you inhabit is the wrong one, the opposite one. What do you do? What *can* you do?

UNDERSTANDING THE "UNDER-UNDERSTOOD"

The experience of not connecting with the gender assigned at birth is referred to by the medical community as gender dysphoria, though people who fall into this category often prefer the term transgender. Statistics vary, but a 2017 study in the *American Journal of Public Health* estimates that 1 in 250 Americans—a total of 1 million people—identify as transgender. It predicts that more-robust studies in the future will find the actual number to be much higher.

Transgender individuals don't merely deal with a disconnect between mind and body. Many also contend with families and a society that often don't understand what they are going through, facing high rates of harassment, bullying, and assault. Many live with high levels of stress, isolation, and mental health challenges and often contemplate or attempt suicide. In fact, a survey of nearly 6,500 transgender and gender-nonconforming individuals conducted by the National Center for Transgender Equality and the National Gay and Lesbian Task Force in 2011 found that 41 percent of respondents reported attempting suicide compared to 1.6 percent of the general population.

But is it a given that individuals who identify as transgender will necessarily face these challenges? And what role, if any, does nurture and environment play? These questions form part of the work that Kristina Olson, PhD '08, is addressing through the TransYouth Project, the first large-scale, longitudinal study of transgender and gender-nonconforming children.

"Part of what drew me to study the experience of trans kids was an interest in understanding groups that are under-understood," explains Olson, an associate professor of psychology at the University of Washington. "Transgender people have unequal outcomes in the world, but at the time I started the project, very little work had been done, especially regarding transgender children." In many ways, the scientific community had marginalized the study of an already marginalized group, which made the transgender population all the more interesting to Olson. As a developmental researcher, she is intrigued by the dynamics at play when society actively discourages individuals from identifying with a social group to which they feel an affinity.

In her work more broadly, Olson is interested in how children divide the world into social groups and how they think about inequality. "At an early age, children seem to divide the world into people like them or around them and people who are different," she says. "Your society tells you what kinds of differences matter." These dichotomous categories—boy or girl, rich or poor, white or not—can become powerful markers for inclusion and belonging on the playground and, if left unchallenged, can be used as tools of exclusion in the adult world.

Olson's work earned her a MacArthur "Genius Grant."

Through the TransYouth Project, Olson is following 300 transgender children over 20 years. These are children who have socially transitioned at early ages—that is, they are living as a gender other than the one assigned at birth—with the support of their families. "I'm interested in what gender identity development looks like in this unique cohort," says Olson. She wants to understand how the children think about their gender and track whether their thinking changes as they move through adolescence and adulthood, and as society changes. Given the health challenges often seen in transgender adults, she also focuses on her subjects' well-being and mental health.

OVERTURNING EXPECTATIONS

In the United States, the importance of a child's sex seems a given. Parents-to-be consider whether or not to find out if their baby is a boy or a girl, and often the first words spoken after the birth are "It's a girl!" or "It's a boy!" Children who identify differently are thought to be confused or oppositional. Olson has found that the reverse is true.

"The kids that we've studied are very insistent about their identities across a wide range of measures," she says. "Our results suggest they largely think of themselves in a very binary way, like many non-transgender kids do. For example, on our measures, a transgender girl looks just like any other girl." These results counteract the idea that a child is pretending to be another gender as a part of imaginative play as, for example, when a child engages in make-believe by acting like a cat or a dinosaur.

So far, most of the children in the study have remained consistent in their gender identification as they've aged, though Olson notes that gender can evolve over time. "We don't know what will happen as the kids get older and move into adolescence," she cautions. "But for now, it seems like most of those who socially transition are very clear about their identities."

PHOTOGRAPHER: JOHN D. & CATHERINE T. MACARTHUR FOUNDATION

Word Power

For transgender individuals, gender categorization can have traumatizing and lasting effects. But Clarisse Wells, a PhD student in South Asian studies, believes that it isn't the act of categorization that is the problem.

"There's nothing inherently nefarious about having categories," Wells says. "It's the values we place on them as a society and how we treat people differently based on them. That's where discrimination comes from."

Wells addresses contemporary philosophical issues of race and gender through her scholarship in philosophy, specifically Indian philosophy. "Some of the Buddhist philosophers I study believed the world as we know it is manifest through language, what was essentially an early form of discourse theory," she says. "They believed that there is nothing outside of word, which is really a radical statement."

As she considers race and gender, however, Wells sees concepts or ideas that stand apart from "word" or discourse – for example, the unspoken conviction of a person who connects with gender in a way that exists separately from how that gender is communicated through discourse. "Sometimes there are things outside of discourse that aren't answerable to our linguistic practices, which isn't a bad thing inherently," she explains. "In my dissertation, I consider why discourse theory is so powerful for race and gender, knowing that we can't discount the still-relevant theory of social construction. We have to address both concepts, and I bring Indian philosophical materials to advance that argument."

Wells brings Indian philosophy to the study of race and gender.

ON THE MAP

But Wells' interest in gender isn't purely philosophical. As a graduate student living in the GSAS residence halls, she regularly heard other residents request access to a gender-neutral bathroom. "At the time, the hall had only one bathroom per floor, which switched from men's to women's halfway through the semester," she remembers. Two of the residence halls contained gender-neutral options. However, as Wells points out, "if you want to take advantage of that, you have to live in certain buildings."

Wells decided to approach Director of Residential Life Ashley Skipwith to discuss creating gender-neutral options within the halls. Skipwith enthusiastically embraced the suggestion, but they quickly realized that logistical hurdles, such as building architecture, would prevent their vision from becoming a reality immediately. Instead of giving up, Wells pivoted to a new idea: to map nearby options. "And then we thought, 'Let's map out Harvard Yard,'" she says. "And that turned into 'Let's talk to the Longwood Medical Area,' 'Let's talk to Harvard Business School.'" Before long, they had enough locations to think about how to publicize them to students and developed a Google map.

THE RIGHT ASSESSMENTS

Wells is heartened by Olson's research and by the impact it will have on children. "It is a precarious time for LGBTQ people in general, but for transgender people specifically, which is why it's good to have more visibility on efforts to support, encourage, bolster, and defend folks who are gender-fluid or transgender," she says. "The fact that Olson is working with such a vulnerable population is extremely important, because it can help identify psychological impact and define what they are dealing with mentally."

With a nod to Olson's study of how children learn to categorize others, Wells appreciates the power that categorization wields in determining how a person sees themselves, believing many social categories to be artificial constructs. "We make up these categories in our own heads and then act them out," she says. "It can affect people in a very negative way if we aren't making the right assessments."

PHOTOGRAPHER: JOHN SOARES

Olson's initial results related to mental health, too, overturn the expectation that transgender individuals face greater challenges. "So far, we've found that our kids have pretty good mental health, much better than most studies of trans adults and teens," she says. But she adds a note of caution: "Children can't socially transition without their parents' support at these ages, and the families we work with tend to be very supportive. We certainly want to be cautious about whether these results generalize to children without this early support."

FLUID IDENTITIES

More recently, Olson has expanded the project to include not only children who identify as either a boy or a girl, but also those who think of themselves in a nonbinary or more fluid way. "That's the group we're most actively recruiting right now," she says. "Even though we have very little information about transgender kids, we know even less about kids whose gender shifts over time or who don't fit into one gender or the other." Olson believes there is a great deal to learn about these children, and she wonders whether some who currently identify with a particular gender will ultimately develop a more fluid identity or one that is more in the middle. "That's why it's important to follow them as they grow," she says.

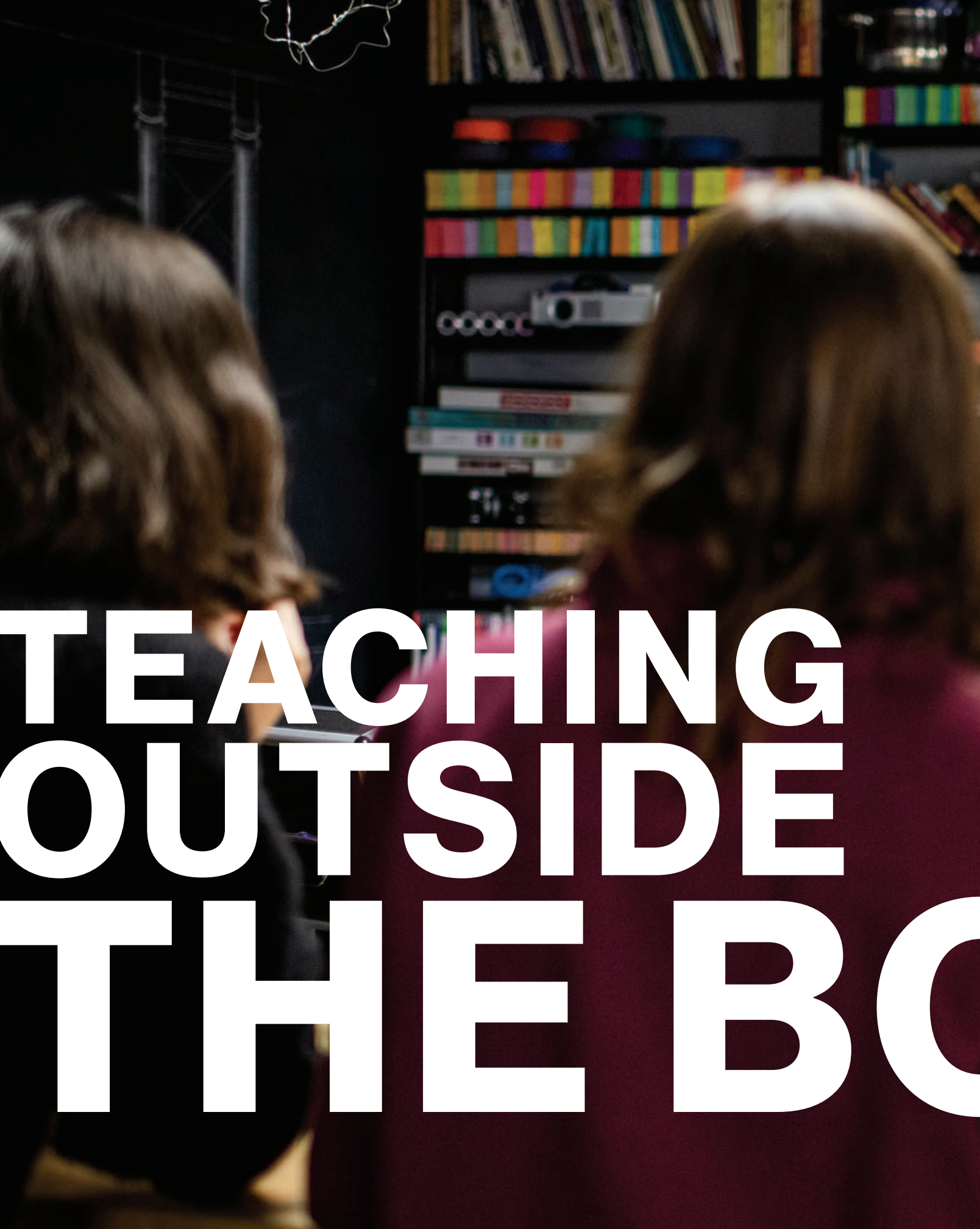
"We don't know what will happen as the kids get older and move into adolescence. But for now, it seems like most of those who socially transition are very clear about their identities."

– KRISTINA OLSON, PHD '08

The response to the TransYouth Project has proved polarizing. But the importance of the work has been underscored by the number of awards Olson has received since initiating the study: the 2016 Janet Taylor Spence Award from the Association for Psychological Science for transformative early career contributions; the Alan T. Waterman Award from the National Science Foundation in 2018; and in fall 2018, a MacArthur "Genius" fellowship.

"When you study something where public opinion is changing rapidly, of course you're going to get people who think it's a great idea and people who are not so enthusiastic," she says. "Certainly, some say that this issue didn't exist when they were young." But, remarkably, as she gives public talks about the TransYouth Project, she meets people in their 70s and 80s who only recently became comfortable enough to share who they really are.

"They tell me that when they were young, they knew two things: that they were a girl and that they would take that knowledge to the grave," Olson says. "They say, 'I cannot believe I am alive to see a time when research is being done on this issue, where children are having such a different life than I had.'"


TEACHING
OUTSIDE
THE BO

OX

BY ANN HALL

PHOTOGRAPHY BY JARED LEEDS

HOW GRADUATE STUDENTS TAKE DIFFERENT APPROACHES TO THE ART—AND SCIENCE—OF TEACHING

For many, the path to becoming a scholar and teacher is full of challenges: What's the best way to engage students? What's the most compelling way to present complicated ideas in the classroom? How can a class continue to influence students after the semester is over? As they contemplated their approaches to teaching, GSAS students Caitlin Schmid and Mobolaji Williams built on their own unique experiences—in Schmid's case, the time she had to call the fire department to make sure her piano fire didn't get out of hand.

CREATIVE APPROACHES

As a fifth-year PhD student in music, Schmid accepted the role of departmental teaching fellow (TF), joining a group of other TFs who met regularly at the Derek Bok Center for Teaching and Learning. There, she participated in workshops that considered a broad range of teaching-related issues, from the mechanics of teaching to giving feedback to developing a teaching philosophy. "I really liked working with the Bok Center and thinking about teaching," she shares. "I enjoyed connecting with others who are interested in teaching."

When her time as a departmental TF ended, Schmid missed that connection. She found herself drawn to the Learning Lab, one of the Bok Center's focus areas, which provides space for developing creative approaches to teaching and learning. Through the Learning Lab, faculty, staff, and students—both graduate students and undergraduates—can explore, design, and build innovative materials, assignments, and activities for Harvard courses.

"The Learning Lab is about teaching, but it involves thinking about the back end of teaching in particular," she explains. "You design assignments, consider how they will work, and test them with students, all while learning about media and the future of teaching as it's happening."

Schmid is no stranger to engaging with course material in a unique way. As a Carleton College undergraduate, she took an introductory music class that included a viewing of the performance music work *Piano Burning*. The composition is just as it sounds: the burning of a piano, usually an upright model beyond repair. "As I walked out of that class, I thought, 'We should do that,'" Schmid remembers. She approached her instructor, who supported the idea. Schmid sprang into action, contacting the fire department, writing grants, even inviting composer Annea Lockwood to attend and light the match. Nearly four hundred people watched the two hours it took for the piano to burn.

"Everybody was so excited about it, it made me realize how this kind of music really strikes a chord with people," says Schmid about avant-garde compositions. "Some people love it. Some people hate it. But it is a really good way to get people talking about what music is and what music means to them." After earning a master's from the University of Wisconsin, Madison, she decided to continue her studies at Harvard, where she is focusing her dissertation on 20th-century avant-garde festivals.

Previous spread: Caitlin Schmid at the Learning Lab, one of the Bok Center's focus areas.

THINKING ON THEIR FEET

Schmid's interest in performance—whether through replicating a performance music piece like *Piano Burning* or conducting scholarship on festivals—seems ready-made for an approach to teaching that incorporates multimedia tools. "That's one thing the Learning Lab is particularly good at—figuring out ways to make assignments useful to students while connecting them to digital tools," she says.

Schmid believes that, while writing is important, media can often do things that writing cannot. "Why not film a project proposal as opposed to writing one? How can a game be effective? What about photography?" she asks. "How can these different media help you reach your teaching goals and enhance what students will get out of it, both in the course and going forward?"

This spring, Schmid will serve as a Learning Lab graduate fellow for "Social Engagement through Music," a new course that takes a team-based approach to identifying and offering professional support to Boston-area musicians who recently immigrated to the US. While the musicians come from different backgrounds and play different instruments, they are all interested in continuing their diasporic musical traditions, and the students will be responsible for working with the musicians to achieve that goal. They will also learn about the history of immigration in Boston and the history of arts funding, as well as how they can get involved in arts activism.

"This class is going to be amazing," says Schmid. "The students won't know what the musicians will need until they engage with them, so some of the class will involve students thinking on their feet." She expects that students will learn photography, graphic design, film editing, and audio production so that they can take performance photos or produce materials for websites and other platforms designed to increase exposure. Through the Learning Lab, she is developing a series of workshops that will introduce the students to the media they might tap in the course. "We are still thinking about how students can create opportunities for these musicians beyond this semester," she says. "Maybe through scouting performances, which will involve advertising and marketing skills."

"I REALLY LIKED WORKING WITH THE BOK CENTER AND THINKING ABOUT TEACHING."

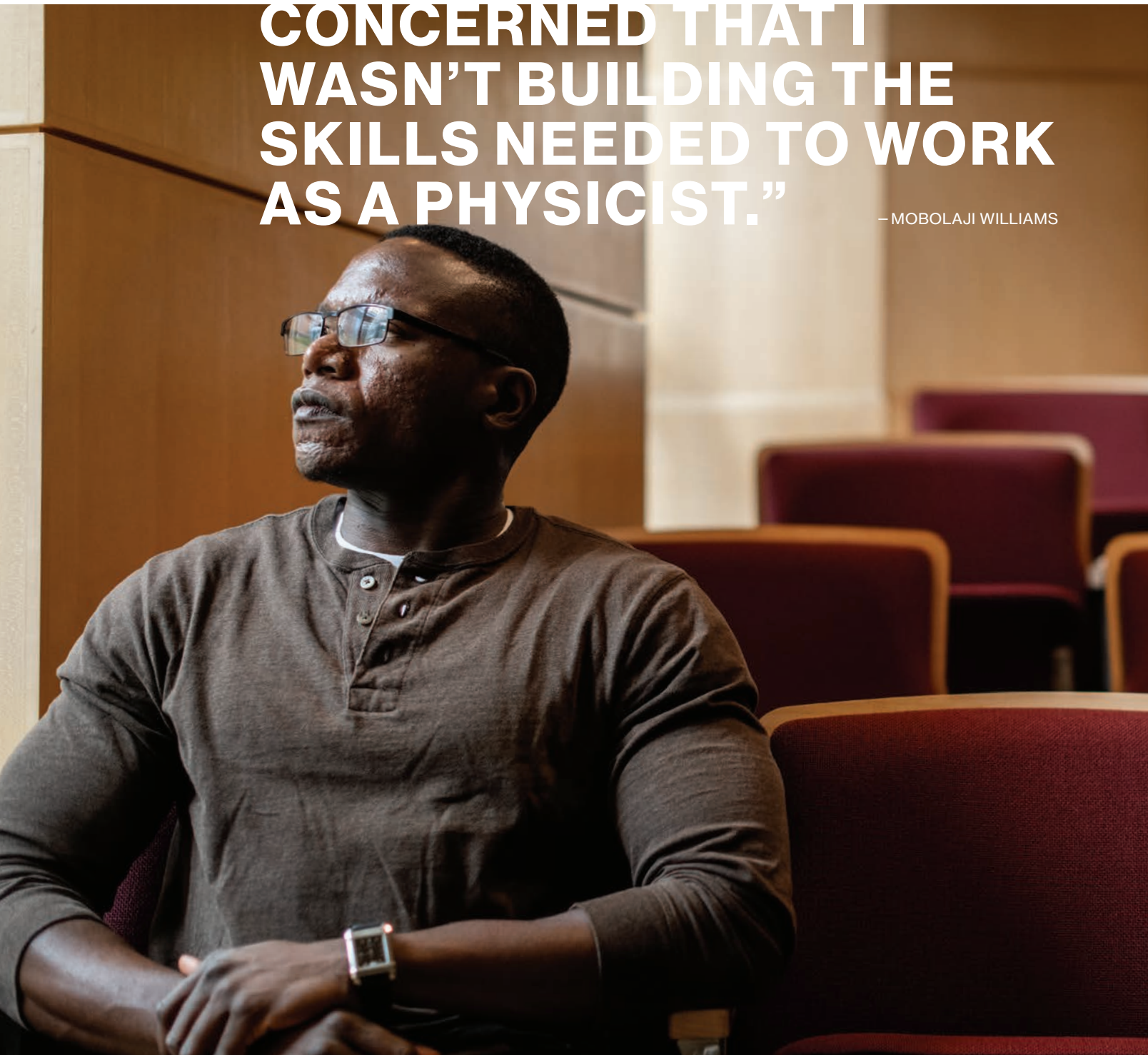
– CAITLIN SCHMID

THE PROCESS OF RESEARCH

While Schmid looks at new media and alternative methodologies as she evolves her teaching philosophy, Mobolaji Williams asks whether curriculum adequately prepares students for the rigors of academic thinking, driven in part by his own experiences with learning.

A native of New Orleans, Williams, a PhD student in physics, had just started high school when Hurricane Katrina struck. His family evacuated to Dallas, where he enrolled in school. "I did well academically in Dallas, which gave me more confidence," he shares. "I spent time teaching myself geometry, so I would have a head start when I returned to New Orleans."

Williams did well that semester, which set a precedent for the next few years of high school. "The experience of teaching myself geometry proved that I could teach myself subjects," he says, "so in 10th grade, I spent spring break learning trigonometry." When his teacher saw his interest, he lent Williams a calculus textbook, which he used to teach himself the subject over the summer. "At one point, my sister was taking physics, and I wondered if I could learn it, too," he says. "I went on from there, learning other physics subjects." This interest in physics led him to apply for MITES, an MIT-based science and engineering program, where he connected with yet another teacher who introduced him to quantum mechanics.



“AS I STUDIED PHYSICS AS AN MIT UNDERGRADUATE, I BECAME INCREASINGLY CONCERNED THAT I WASN’T BUILDING THE SKILLS NEEDED TO WORK AS A PHYSICIST.”

– MOBOLAJI WILLIAMS

This self-directed learning process drove Williams to question traditional teaching methods, which he felt didn't prepare students for how physics research is actually pursued. "As I studied physics as an MIT undergraduate, I became increasingly concerned that I wasn't building the skills needed to work as a physicist," he says. "Perhaps there is something good about an instructor telling you what problems to solve. But I found it stultifying to learn material I had no personal attachment to."

When Williams began to conduct research, he realized that the process was quite different from what he had been asked to do in a classroom. He asked himself: What was missing?

"When I was doing research as an undergraduate, sometimes my advisor would give me a very discrete problem similar to a longer, harder problem that one would solve in a class." Williams explains that he felt comfortable solving these types problems. "But other times, my advisor gave me an idea, and then I needed to come up with questions that could be used to develop a problem, and I had to go on to find a solution to that problem." Williams felt underprepared for this kind of task—but he learned quickly that this is the process through which research is done. He realized that he needed to transition from an undergraduate answering other people's questions to a PhD student and professional researcher developing his own. Williams decided to investigate how this transition takes place.

Williams wanted to understand the process through which research is done.

TESTING A THEORY

When he couldn't find studies describing this transition, Williams turned to biographies of scientists. From these sources, he came to understand that in a physics class, students are provided well-articulated and precise problems because the teacher wants students to have a box to work within as they find a solution. "But the process of doing research is like the process of building that box," Williams explains. "You build a framework to pursue a solution to a problem, and the process of developing that framework is extremely non-trivial—which is either delightful or disheartening for a student who's been taught to solve well-defined problems."

Over time, Williams kept thinking about this disconnect between the teaching of physics and the pursuit of physics research. After attending a session on academic writing taught by Suzanne Smith, now director of the GSAS Center for Writing and Communicating Ideas, he decided to put his ideas down on paper, focusing on the fact that while physics education develops problem-solving skills for well-defined problems, it lacks practice in identifying gaps in knowledge and in framing those knowledge gaps as questions to be answered. He reached out to Smith, who helped him turn his thoughts into a journal article. In 2018, "The Missing Curriculum in Physics Problem-Solving Education" appeared in *Science & Education*.

The first time Williams put his ideas to the test was as a TF for an introductory quantum mechanics class, where the professor gave him complete freedom to design sections. Rather than discuss topics introduced by the professor in more detail, he decided to take a different approach. He began each section with a short review before assigning problems and bringing the students together to discuss the solutions. After he felt they had developed sufficient understanding, he would introduce a physical situation, such as a quantum system, and ask them to generate their own questions.

"This process was somewhat difficult because the students were not familiar with this type of assignment, and as a result, their questions were trivial or not sufficiently defined," he said. "But this is good, I think, for the students. When they ask a question that can be improved upon, you as a teacher can give them feedback, which allows them to ask better questions in the future."

As Williams has progressed through his graduate studies, he has moved away from teaching toward research in statistical physics, on the combinatorics of biomolecular interactions, in particular. Where once he had struggled to understand the research mindset, he now develops questions designed to identify new knowledge. "In physics, you can propose models which may not have perfect experimental analogs, but which are still useful," he says. "Properly framed, these models can help build the intuition and mathematical methods needed to study more complicated realistic systems."

Looking ahead, Williams intends to continue with research, to see where it leads. "As long as I'm writing and doing physics, I think I'll be happy."

BY BRITTANY KING
ILLUSTRATION BY SONIA PULIDO

HOW KERA STREET CONSIDERS THE INTERSECTION OF DIGITAL MEDIA AND RELIGION

DIGITAL CHRISTIANITY

GROWING UP, Kera Street's life was church. Her friends, her extracurriculars, where she spent weekends and school breaks, all revolved around Mt. Gilead, a non-denominational church in her hometown of Richmond, Virginia. "Faith and church really influenced who I was," she recalls.

But as she grew older, Street, now a PhD student in the study of religion, found herself wanting to know more about the religion she aligned herself with. When she enrolled at Spelman College, a historically black women's college in Atlanta, Georgia, she began to spend time interrogating her beliefs. "My goal was to study religion and do the pre-med track, but I hated all my science and math classes, so I stuck with religion," she says.

After making that decision, Street decided to zero in on how religious practice affects day-to-day decision making, especially how the desire to be a good person of faith can dictate what clothes to wear, whom to hang out with, and what to post on social media. But by her senior year, she realized she didn't know where to go next. "I had friends going to law school and studying for the GMAT," she says. "I remember thinking: Well, what does a religious studies major do? And how am I going to feed myself?" Her questions led her to a weekend at Harvard Divinity School's Diversity and Explorations Program, designed for undergraduates of color interested in diversity and social justice who are considering religious, theology, or ethics study. Three days in Cambridge was all it took. Street headed back to Spelman thinking, "This is it, this is what I want to do."

DIGITAL IMPACT

By 2008, Street had returned to Harvard Divinity School to work toward a Master of Theological Studies. After graduating in 2010, and taking two years off, she decided to continue on for a PhD because she was interested in investigating digital media, religion, and where and how they intersect. "[Digital media] has become such a key feature in our current time," she says. "You can't go anywhere without feeling the impact of digital media technologies, whether people are reading Bible texts on their phone or listening to a podcast. There's no way to think about our world without looking at our online and offline lives."

Initially, Street had trouble finding a representative group to study. But then, a friend told her about a book authored by Heather Lindsey, a blogger and prominent figure in online Christian communities. Lindsey had created the Pinky Promise movement, which encourages women to stay celibate until marriage and to work on themselves instead of looking for a man. Street was fascinated by Lindsey's work and her following, which is predominantly black women. After digging a little deeper, Street knew this was the group she wanted to investigate.

Before starting the Pinky Promise movement in 2012, Lindsey had blogged about her faith walk with Christ, bad dating experiences, and general messages of God's word. Over time, she gained a following as she began posting encouraging messages on her social channels and opening up about her past, a practice she continued after establishing Pinky Promise. Women related to Lindsey and her teachings, and Street wanted to understand the motivation they felt to join this movement.

At its core, Pinky Promise functions as a global Bible study. In more than 500 chapters throughout the world, women meet regularly to discuss their lives, their faith, and teachings from the Bible. As Street delved more into her research, she saw how Lindsey's personal story drew women to join the movement. Lindsey had been living in New York City and was an active member of her church, praying regularly and studying the Bible. Even so, she consistently found herself in troublesome relationships. Eventually, she came to believe that the men in her life weren't the ones God intended for her and decided to give up dating to focus on her relationship with God. Not long afterward, she connected with a member of her church and quickly realized the man was going to be her husband. Eventually, he was.

Street believes the story of Lindsey and her husband speaks to members because it's a message of hope. It illustrates what the organization teaches—that the man God created especially for them won't play games; they'll be clear about their intentions and, according to Lindsey, they'll do the courting and lead the relationship.

SOCIAL CONNECTION

Street conducts her research through traditional and digital ethnography, examining how Lindsey interacts with organization members via YouTube, her website, and social sites like Instagram, and by participating in the activities of the Boston chapter and their social channels. She interviewed Lindsey and other organization leaders, and she has also visited the London chapter and attended conventions in the US to see how the organization functions as a whole.

Through her observations, Street has gained a better understanding of how a person's religion can dictate behavior online and in person. "Pinky Promise as an organization is definitely sexy, and the social media aspect of the group and the way they're blurring community-building online and in person is really interesting," Street says. "These women want to live pure. That includes their relationships and the ways in which they use technology and social media." For example, women don't only agree to be celibate until marriage, they also agree to avoid the dating culture—digital or not—that exists in the world today, especially for millennials and Generation Z. This means sites like Tinder and OkCupid aren't part of their lives.

Street has also noticed that women in the movement are encouraged to create a digital life that matches who they say they are, and they support each other with that goal. Many women are following in Lindsey's footsteps and actively use their social media to talk about their commitment to celibacy and to living a pure life as a Christian woman. "One of the ways you live a good Christian life [according to Pinky Promise] is by making sure how you represent yourself online is aligned with who you want to be," Street explains. "The idea is that there has to be some consistency between your in-person life and your online life."

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Defining what it means to be a good Christian woman is mostly left up to interpretation, and Street notes that Lindsey and other Pinky Promise leaders don't force members to behave one way or another. However, the organization abides by certain core beliefs, for example, encouraging members to wait until marriage to have sex. Pinky Promise

also doesn't recognize same-sex couples, believing that marriage is between one man and one woman. Although the conservative views of the Pinky Promise movement may seem outdated, Street says the organization is able to thrive in the contemporary moment because they lean in to the digital landscape and do not shy away from conversations about sex, online dating, and what it means to be a woman in 2018 and beyond. "What makes Pinky Promise so relevant is that Heather Lindsey and her team are interested in having these conversations about what's happening right now," Street says. "They are trying to produce and encourage a counterculture movement that says 'Yes, this is the way our culture does it, but we don't encourage that at all. You should be waiting for God to send you someone who is aligned with the purpose for your life.'"

Street has also found that many women hold on to the selling of a Christian fairy tale, but tweaked. Lindsey encourages women to find their purpose, what they were put on the earth to do, so that their life doesn't revolve around waiting for a man. "What this organization is saying is if you just focus on being a good Christian woman—pray, fast, volunteer, read your Bible—God will send you someone," Street says. "The path will become open for what God has for you." She believes members buy into the idea of finding their purpose and letting a man find them because it worked for Lindsey.

DRAWN BY CURIOSITY

Street will finish her PhD in 2019. She plans to turn her dissertation into a book and conduct an additional study that focuses on online characters (E-vangelists, as she calls them) like Lindsey who have found a voice and a following online and built a career from it.

What drew Street to study Pinky Promise and its membership is similar to what drew her to interrogate her own beliefs by pursuing religious studies at Spelman—a general curiosity and a desire to understand how being a Christian affects the choices women make. She wanted to understand why these women chose this lifestyle and how that choice informs others they make. For Street, this research is personal.

"This research shows that religion isn't neatly confined in the ways we've usually thought about religion," Street explains. "It shows us how religious practices and people are being impacted by digital technologies. How everyday lived practices are moving in and around one another."

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– KERA STREET

PHOTOGRAPHER: JULIANA DILUCA

AUTHOR PROFILE

A THOUSAND DIRECTIONS AT ONCE

Imani Perry earned a JD from Harvard Law School and a PhD in the History of American Civilization from GSAS in 2000. Now the Hughes-Rogers Professor of African American Studies at Princeton University, Perry taps multiple fields of study in her scholarship. She most recently published Looking for Lorraine, *an acclaimed biography of Lorraine Hansberry, the author of the groundbreaking play* A Raisin in the Sun.

***Colloquy* Magazine: What drew you to Lorraine Hansberry?**

Imani Perry: Hansberry is one of the most important figures in the history of American theater. While scholarly essays have focused on her plays *A Raisin in the Sun* and *The Sign in Sidney Brustein's Window*, not much work exists concerning her life and thought and her personal journey. She wrote the most widely produced play by a black woman in US history, yet there's a substantial gap of knowledge about her.

At the time, Hansberry was thinking about the issues that continue to inundate public life today—about gender, sexuality, and race, about what our responsibilities are as people of conscience, and about how to struggle with power and injustice. She's a muse, an inspiration, and a model all at once, and I thought it would be wonderful to write about her. As I read her work and her diaries, I also believed my background as a thinker would complement her story well.

CM: What do you want readers to take away from *Looking for Lorraine*?

IP: I hope that they take away from it a sense of Hansberry's historic significance. I hope they take away an understanding that she was as much an intellectual as she was an artist, that she was a speaker of justice, but also of community. And as a result, I hope that people take from her life a sense that it is good to be expansive and exploratory and impassioned, so that her story becomes a testament to what makes a life well-lived and meaningful.

CM: Your own life has interesting parallels with Hansberry's, in particular, your PhD thesis on race in US law and literature.

IP: One of the texts I wrote about in my dissertation was *Marrow of Tradition* [a 1901 novel about the rise of the white supremacist movement], which Hansberry tried to turn into a play—something I didn't know at the time. Her life was shaped by a lawsuit concerning exclusionary covenants that her father brought, Hansberry v. Lee, which was decided by the Supreme Court in 1940. She's a literary person and she's interested in politics.

But her desire to read everything and engage fully in life resonates with me, as well as her self-criticisms. Ultimately, understanding her life made me less critical of my own because I thought, Oh, it's OK. Here is someone who created beautiful things who was also going in a thousand directions at once.

Hansberry was very connected to the history of black life in the United States, to Jewish intellectual communities, and to the black South and Chicago, which were important parts of my life as well. So yes, we have a lot in common.

CM: What's next for you?

IP: I have a short book of essays coming out next September, and I'm also deciding whether to go back to my dissertation. After 20 years of teaching race, law, and literature, I do want to write about how the law has figured in the African American literary tradition, how it was a concern for the community, and how ideas about the law make their way into literature.

••• **Read the full interview:** *gsas.harvard.edu/news/stories/thousand-directions-once*

PHOTOGRAPHER: SAMEER KHAN, FOTOBUDDY, LLC

REVIEWS

Fifty years ago, a chasm opened between New Left activists and the liberal-labor old guard, as seen in May 1968 in Paris, the Prague Spring, and Chicago's '68 Democratic convention. **Rieko Kage** (PhD '05, government) explores one specific aspect of the New Left's legacy—its embrace of direct, participatory democracy. ***Who Judges? Designing Jury Systems in Japan, East Asia, and Europe*** (Cambridge University Press, 2017) compares the introduction of juries (under common law) or lay judges (under civil law) in Japan, South Korea, Spain, and Taiwan. The role and autonomy of such lay justices varies widely: "rulings of jurors/lay judges are binding on professional judges in Spain and Japan," Kage notes, but not in South Korea or Taiwan (in the latter, reform proposals remain unpassed). He concludes that the more strongly the left-leaning political parties are influenced by New Left values, the more substantial the resulting judicial reforms. Surprisingly, in Britain and America, where jury systems are ancient (but perhaps taken for granted), the institution is little-studied. Yet such studies are vital, Kage contends, because juries and lay judges offer one of the few opportunities for regular citizens to play a direct, deliberative, and consequential role in government decision-making.

James Barnes (PhD '60, history) was born legally blind, sightless in one eye and with very limited vision in the other. Facing seemingly insurmountable barriers, he went on to be a Rhodes Scholar (1954–56). His memoir, ***Unforeseen: The First Blind Rhodes Scholar*** (William Charles Press, 2017) recounts his story, beginning with an idyllic childhood in Minnesota and Upstate New York. Benefiting from supportive family and teachers, and various assistive technologies, but mainly from his own scrappy, "full speed ahead" attitude, Barnes rode horseback, took up stamp collecting, thrived academically, and even played (and lettered in) high school football. He went on to Amherst College and Oxford (for his Rhodes Scholarship). In 1955, he had the sudden sensation of "a curtain coming down, as though at the end of a play." Thus, he lost what had remained of his vision. Undeterred, Barnes acquired a seeing-eye dog and volunteer readers, completed a PhD at GSAS, and went on to a long academic career. Throughout, he met challenges head-on.

Adam Cohen and Eliza Barlow are in love, engaged, and having their rehearsal dinner in upscale Brookline, Massachusetts. They are also the slender reed binding two reluctant families—the crassly materialistic, suspicious, and judgmental Barlows and the warm and quirky (but equally suspicious and judgmental) Cohens. *Pater familias* Pindar Cohen, hoping to avoid his unwanted dinner guests, disappears upstairs for a nap. Opposing *pater familias* Stephen Barlow denigrates his future son-in-law (a poet?) and the outdoor dinner setting—the Cohens' beloved garden. ***The Garden Party*** (Random House, 2018) is a comedy of manners with a strong sense of place. Indeed, the house and grounds (the eponymous garden and a pond and woods beyond) serve almost as another character. **Grace Dane Mazur** (PhD '81, cellular and developmental biology) defers to the young (the children are pivotal in the novel's denouement), old (Leah Cohen, age 91, and Nathan Morrill, age 89), and the garden, but etches the foibles of the rest in an acid bath of sharply observed prose, counterposing—to comic effect—two vinegar-and-oil families: the Barlows (WASP-y lawyers, to a one) and the Cohens (Jewish humanists and would-be humanitarians). Clearly, Adam and Eliza have their work cut out for them.

POSTSCRIPT

Kimerer LaMothe (PhD '96, study of religion) edited a special issue of the journal *Dance, Movement & Spiritualities*, contributing an introduction and one of the articles. The issue offers multicultural and multireligious perspectives on how the action of dancing helps humans cultivate mutually enabling relationships with the earth in them and around them. Nine articles were written by scholar-dancers who participated in an exploratory seminar that LaMothe organized at the Radcliffe Institute of Advanced Study in June 2016.

Arlene Holmes-Henderson (GSASP '05) published an edited volume showcasing innovative practice in classics education around the world. *Forward with Classics: Classical Languages in Schools and Communities* discusses how the number of schools offering classics continues to rise in state vs. private schools. Holmes-Henderson investigates the motivations of teachers and learners behind this increase in interest and explores ways in which knowledge of classical languages is considered valuable for diverse learners in the 21st century.

••• **Would you like your book considered for inclusion?** *Send it to* Colloquy, *Graduate School of Arts and Sciences, Harvard University, 1350 Massachusetts Avenue, Suite 350, Cambridge, MA 02138. Questions? Email gsaa@fas.harvard.edu.*

John Moon, PhD '94, listens as Dean Emma Dench shares how the lessons of ancient Rome can be used to prepare the next generation of GSAS leaders.

Connect. Engage. Renew.

THE GRADUATE SCHOOL ALUMNI ASSOCIATION invites alumni and friends to connect with one another and with GSAS at regional events taking place throughout the world. During spring 2019, Dean Emma Dench will travel to Europe, Canada, and the US for events that engage alumni in discussions about topical issues and innovative scholarship. Watch your inbox for invitations to:

FEBRUARY 7, 2019: Athens, Greece
MARCH 4, 2019: Boston, Massachusetts
MARCH 19, 2019: London, England
MARCH 20, 2019: Rome, Italy
MARCH 21, 2019: Zurich, Switzerland
APRIL 4, 2019: Toronto, Canada
MAY 1, 2019: Chicago, Illinois

RETURN TO GSAS

Return to campus for two alumni events during April.

April 12, 2019: Harvard Biophysics Graduate Program Reunion
The Harvard Biophysics Graduate Program Reunion engages alumni with faculty and current students, communicates pathbreaking advances in research, and provides an opportunity for networking with partners in the field.

April 13, 2019: Alumni Day
Alumni Day brings together alumni and faculty to reconnect with the intellectual life of the University, renew old friendships, and build new ones. At the event, alumni will engage with distinguished faculty and outstanding graduate students about their groundbreaking work and hear Dean Emma Dench share details about new initiatives and updates on the state of the School.

••• **Watch for your invitation to these two special alumni events. And read about Alumni Day 2018:** *gsas.harvard.edu/news/stories/alumni-day-2018-intellectual-return.*

PHOTOGRAPHER: KRISANNE JOHNSON

"I think it's important to remember where you came from. Giving back is part of my core philosophy."

—Kim Wagner, PhD '94, has given consistently to the Graduate School Fund for 20 years.

Kim Wagner, PhD '94, came to Harvard for a doctorate in pharmacology, intending to go into academia. Instead, she was inspired to take on the world of biopharmaceutical consulting. "I felt like an industry position was the best place for me to add value to society," says Wagner, who spent the next 25 years at the Boston Consulting Group and McKinsey & Company.

Recently, she's taken on a new role as president and COO of CiBO Technologies, whose mission is to create agricultural ecosystems for any crop, location, or scenario. "No company or academic has been able to crack the code of simulating a primarily biological system," she says. "This is such an interesting opportunity to break new ground."

Wagner is also a venture partner for Flagship Pioneering and runs her own vineyard, winery, and distillery. "Busy people can do a lot of things," says Wagner, who relishes working seven days a week.

Despite her schedule, she is a loyal, annual donor to the Graduate School Fund, giving year after year. "I have faith that the fund deploys capital as it needs to," she says. "I want Harvard to use my gift where it will create the most value."

Support GSAS students with a gift to the Graduate School Fund.

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