

colloquy

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Student Center

Project puts student well-being
at the heart of the mentoring
relationship

to note



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colloquy

WINTER 2021

8 Student Center

The Advising Project addresses mentoring relationships

18 Right On

The continuing strength of conservatism



4 Talking Points

Nobel Prize, Biden appointments, and more

6 Conversation

Jean Berko Gleason '58 on psycholinguistics

24 Noteworthy

Alumni updates and recent publications

28 Connect

Save the date for Alumni Day, recent events



IN A YEAR OF upheaval and immense change, I have found at least one thing to count on: the continued excellence of our 35,000 alumni worldwide. On page 4, you will find our latest Nobel laureate, yet another example of the power of a Harvard PhD.

What is it about GSAS that nurtures this excellence? Students come here to study with world-class faculty, access unrivaled resources, and connect with like-minded individuals in the pursuit of their unique ideas. They also tap into a multidisciplinary community across a range of fields. But more than that, they enter an environment of intellectual curiosity, where they are free to test theories and refine those ideas into a new approach to a scientific problem or a new way to look at events in the past. Their successes after graduation impact their chosen profession and beyond, engendering pride in all of us.

At GSAS, we also honor their achievements, most notably when we present the annual Centennial Medals. This award acknowledges alumni who have made outstanding contributions to society that are rooted in their graduate education. The Centennial Medal is not bounded by disciplines, but rather seeks to celebrate wherever a GSAS education has taken our alumni. I know that now, as we all face changes in our lives due to the COVID-19 pandemic, our alumni continue to forge new ground in combating the ensuing repercussions. Should you know someone you would like to nominate, I encourage you to follow the instructions on page 5.

The PhD students who do their formative research here will go on to become the next generation of innovators and thought leaders in every discipline, perhaps becoming future Nobel Prize winners. Who knows where the questions our current students are asking now will lead them—and what the impact on the world will be?

—EMMA DENCH
DEAN

colloquy

WINTER 2021

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Colloquy is published two times a year by the Graduate School Alumni Association (GSAA). Governed by its Alumni Council, the GSAA represents and advances the interests of alumni of the Graduate School of Arts and Sciences through alumni events and publications.

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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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REMARKS

How did advising help you achieve your career goals?

— COLLOQUY, WINTER 2020

Although I have no specific issues with my advisor, I had to make some devastating decisions based on my graduate school experience. In journal club and class discussions, my ideas were dismissed or vilified. When I should have been making supportive friendships and alliances, I was making powerful enemies among the faculty. I saw that if an idea came out of my mouth, it was doomed from the start.

I ended up taking some teaching classes at Boston State College, and then some programming courses cross-registered at MIT. I've spent my life in software engineering. After starting at AT&T Bell Labs in 1982, I did try a brief spell back in immunology at Rush University Medical Center. That only made it clear to me that I was not cut out for the aggressive business of being a principal investigator.

I do wonder whether it is necessary that science be so aggressive and combative, or whether that is just a hangover from origins as a European male endeavor. Nowadays there are many huge group endeavors, where perhaps at least some participants should not need to be aggressive.

I think it would be unfair to expect that [my advisor] would have advised me to leave the field, so I do not blame him—he could not have changed what happened.

— DOROTHY (HARRIS) FORBES, PHD '82, MEDICAL SCIENCES



ENGAGE

How are you connecting with colleagues and family remotely?

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

LETTERS

Today I received the winter 2020 *Colloquy*. Much of this issue is devoted to changing other people's minds. And changing them so that people believe what you believe.

An instance appears on page 15: "Take the example of President Donald Trump. In Gardner's view, 'As he rightly says, he could shoot people on Fifth Avenue and no one would care.' If resonance drives people to vote for Trump, perhaps that same tactic can change voters' minds, Jenkins counters."

If you do not know about the Korean War, you can look it up. Many of the US captured troops were subjected to "brainwashing." Evidently, the folks at Harvard have just discovered a technique that was used 70 years ago.

Congratulations,

— LOWELL S. BROWN, PHD '61, PHYSICS

The article on neutrinos was intriguing but not informative enough. But the article on "changing minds" was very disappointing for these reasons:

■ Jenkin says that the issue is with climate change deniers. This is incorrect: the issue is with fossil fuel deniers. Is the burning of fossil fuels the only or major credible reason for global warming?

■ Gardner says that most Republicans think that universities aren't good for the nation. I am well-read and that claim is not credible.

It seems we have two learned individuals with obviously faulty perceptions of reality working on how to change minds. Harvard deserves better and *Colloquy* should be more discriminating.

— CHARLES BLOCK, AM '51, MATHEMATICS

● ● ● **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.



Jennifer Doudna
won the Nobel Prize
in Chemistry

LOVING THE DISCOVERIES

In October 2020, Jennifer Doudna, PhD '89, biochemistry, the Li Ka Shing Chancellor's Professor of Biomedical Science at University of California, Berkeley, received the Nobel Prize in Chemistry. Doudna was honored along with Emmanuelle Charpentier, now at the Max Planck Institute for Infection Biology in Berlin, for their work discovering and developing the clustered regularly interspaced short palindromic repeats (CRISPR) gene editing technique. In the eight years since the pair announced their discovery, the use of CRISPR has rapidly spread to a host of fields, allowing researchers to alter the code of life and develop more resilient crops, new medical therapies, and even envision cures for inherited diseases.

"I'm always excited about doing science because I love the people I work with," Doudna said during a celebration at University of California, Berkeley, in her honor, "and I love the discoveries."

••• Read more about CRISPR at gsas.harvard.edu/news/colloquy/summer-2019/unboxing-crispr



“What is the most complex int’l challenge the Biden Administration will face in its first 100 days—and for as far beyond as any eye can see? In a word: China.”

—GRAHAM ALLISON, PHD '68 (VIA TWITTER)

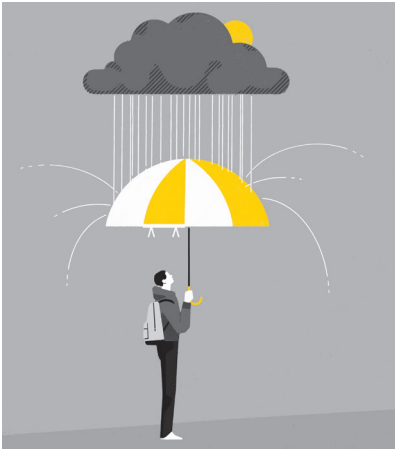
LEADING IN THE LIFE SCIENCES

A GSAS alumnus is one of two Harvard faculty who have taken on the leadership of the Harvard Integrated Life Sciences (HILS). Professor of Neurobiology Rosalind Segal and Herchel Smith Professor of Molecular Genetics Andrew Murray, PhD '84, cell and developmental biology, became co-directors of HILS on September 1, 2020.

PERFECT SCORE

When the COVID-19 pandemic forced the closure of Harvard's physical campus, that included the many research labs operating throughout the University. After careful planning, faculty and staff returned to their labs in June 2020, resuming scientific research in everything from the laws of physics and quantum science to using gene regulation to find therapeutics for cancers like leukemia. Six months later, the research labs scored perfect COVID safety records, an achievement attributed to the comfort lab members had with existing safety standards.

••• Read the story at news.harvard.edu/gazette/story/2020/12/research-labs-score-perfect-covid-safety-records



EMERGENCY SUPPORT FOR STUDENTS

At the onset of the COVID-19 pandemic, the GSAS hardship funding process gave aid to students who were far from home or who faced dire financial circumstances. As the scope of the pandemic became clear, so did the challenges confronting many additional students whose work was disrupted. In response, GSAS launched the Emergency Support Initiative (ESI) in May 2020. Deployed in phases, the ESI has offered students lost-time funding, summer research awards, and tuition and health insurance grants for those outside the financial support package. Newly graduated students applied for visiting fellowships and postdoctoral opportunities at the Fellowships & Writing Center. Generous donor support has allowed GSAS to extend the ESI, responding to student needs in a time of crisis.

BIDEN TAPS ALUMNI FOR LEADERSHIP ROLES

President Joe Biden has nominated Cecilia Rouse, PhD '92, economics, as chair of the Council of Economic Advisers. Rouse most recently served as dean of the Princeton School of Public and International Affairs. She becomes the first African American and the fourth woman to lead the Council. Also joining the Biden Administration is Ezekiel Emanuel, PhD '89, political science. Previously vice provost for global initiatives and chair of the Department of Medical Ethics and Health Policy at the University of Pennsylvania, Emanuel joins the new administration's COVID-19 Advisory Board.



Cecilia Rouse and Ezekiel Emanuel tapped for Biden Administration positions



CALL FOR NAMES

Help GSAS recognize distinguished master's and PhD alumni by nominating a candidate for the Centennial Medal, GSAS's highest honor, which acknowledges alumni who have made outstanding contributions to society, the roots of which are based in their graduate education. In your submission, include your reasons for selecting the candidate along with their CV and bio. All submissions will be reviewed by the GSAA Council's Medals Committee and senior University officials, whose recommendations are voted on by the Harvard Corporation. Have an alumna or alumnus to nominate? Email gsaa@fas.harvard.edu!



Jeannette Miller joins GSAS from Johns Hopkins

FWC NAMES FIRST EXECUTIVE DIRECTOR

The new GSAS Fellowships & Writing Center (FWC) named Dr. Jeannette Miller its inaugural executive director in December 2020. Miller comes to GSAS from Johns Hopkins University, where she served as associate director of the National Fellowships Program. At GSAS, Miller will bring together support for fellowship applicants and student writers to meet the overlapping needs of both groups in a more coordinated way. Miller earned her PhD in French and francophone studies from the Pennsylvania State University in 2012.

●●● Read more at gsas.harvard.edu/news/stories/fellowships-writing-center-executive-director-appointed



ALL YOU NEED IS WUG

FOR OVER 60 YEARS, **JEAN BERKO GLEASON, PHD '58**, HAS BEEN A LEADER IN THE STUDY OF THE WAY HUMAN BEINGS ACQUIRE LANGUAGE. NOW PROFESSOR EMERITA AT BOSTON UNIVERSITY, GLEASON REFLECTS ON HER TIME AT GSAS, THE FIELD OF PSYCHOLINGUISTICS, AND THE GROUNDBREAKING “WUG TEST” THAT FOREVER CHANGED SCIENTISTS’ UNDERSTANDING OF HOW CHILDREN LEARN LANGUAGE.

How did your interest in language start?

My brother was six years older than me. He was a really nice person and very smart, but he had cerebral palsy. I was acutely aware from an early age of my brother’s agony, being trapped inside a body that didn’t really do what he wanted it to do. People said they couldn’t understand him when he spoke, but I always could. So, I guess I was a translator. That experience of being close to a person who suffered and being aware of the communication pressures around him made me more sensitized to language than I otherwise might have been.

You studied history and literature as an undergraduate at Radcliffe. Why did you decide to get your PhD in linguistics and social psychology?

I took all of these language courses in college and loved them, but I realized that there was something else I wanted to know. So, when I was a senior, I took a course with a young assistant professor named Roger Brown called “The Psychology of Language.” He talked all about language: how we acquire it, process it, produce it, and comprehend it. And I just said, “This is what I have to do.” I decided that I wanted to go to graduate school to study linguistics.

“I’m an interactionist. I don’t think you come innately with grammar. I believe that you build your brain.”

—JEAN BERKO GLEASON, PHD '58

In fact, Roger Brown became your graduate advisor. How did that relationship shape your PhD work and your career?

Roger Brown was the major influence on my life. He was a wonderful mentor. Brilliant. Generous. The kind of person who would say, “Okay, you know you did more work on this article, so your name goes first.” We wrote some great things together: chapters in major books about psycholinguistics. And he was also funny. It was hard to believe we got so much work done because we were having so much fun. I learned a lot from him and I’m forever grateful.

Most folks know what psychology is. Many know what linguistics is. What is psycholinguistics?

A linguist looks at a language and analyzes it. They can say, “Here’s the way it works. Here are the set of sounds for the three regular plurals in English. Here are the rules.” Psycholinguistics deals with the actual mental processes that are involved in acquiring language, in understanding language, in producing language, and, ultimately, in losing language.

In the 1950s, you created a new way to study language acquisition in children: The Wug Test. Can you explain what it is and how it works?

We can analyze language. We can say, for instance, “Here’s the way you make the plural. Here’s the way you make the past tense.” And we know that adults can make plurals and the past tense. We know that if we give them a new word, they don’t have to go to the dictionary to find out what the plural of it is. But what about kids? Are they just being taught “This is the ‘dog’ and now there are two

‘dogs’; this is a ‘book’ and now there are two ‘books’”? Or at some point are they internalizing these rules? That’s what we wanted to discover.

So, I went to the Harvard Coop and bought some five by seven cards and a pack of colored pencils and made these drawings. Then we made up words that the kids had never heard before to describe the pictures. One was “wug.” It’s a little creature. It looks like a bird.

We showed the pictures to kids in kindergarten, first, and second grade and asked them to use basic English grammar—plurals, past tenses, progressive of the verb—again, with words they didn’t know. We showed a picture of one bird and said, “This is a wug.” Then we showed a picture of two and asked them to make the plural: “These are two ____?” And the child would say, “Wugs.” Or “This is a man who zibs. He is a ____.” And the child would say, “Zibber.”

What we found was that children behave in very predictable ways. The most common and regular grammatical forms are how they answer, and they mostly do it in the same way. It’s not just memorization or imitation. A four-year-old knows basic plurals and how to make an agent out of a verb. Because people liked the picture of the bird, it became known as the “Wug Test.”

Some linguists say that language is innate. Some say it’s acquired through interactions with parents who model language. What does a lifetime of research tell you about the way we learn language—and about the nature versus nurture debate?

I’m an interactionist. I don’t think you come innately with grammar. I believe that you build your brain. And kids have

CURRICULUM VITAE

Boston University

Professor Emerita, Department of Psychological and Brain Sciences, 2005–Present
Professor, Department of Psychology, 1975–2005

Radcliffe College

AB in History and Literature, 1953
AM in Linguistics, 1955

Harvard University

PhD in Linguistics and Social Psychology, 1958

Massachusetts Institute of Technology

Postdoctoral Fellow, 1958–59

to have not just input, but an affective component as well. You’re not going to learn language from somebody playing the television set at you. Language is about communication with other people. It’s not a purely cerebral activity. Children need interaction and they need love in order to learn.

That said, we have a brain that has a potential for acquiring language that other animals don’t have. I mean, primates can do amazing things, but they’re not going to write a disquisition on theology. So, I’m in the middle. Humans are different, but they need a lot of exposure, a lot of experience, and a lot of interaction to acquire language.

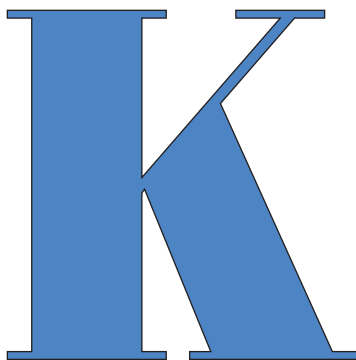
● ● ● Read the extended interview with Jean Berko Gleason at gsas.harvard.edu/news/stories/all-you-need-wug

BY PAUL MASSARI
ILLUSTRATION BY CELYN
PORTRAITS BY MAX GERBER
AND JARED LEEDS

student center

Project puts student well-being at the heart of the mentoring relationship





KARINA GONZALEZ HERRERA enrolled at Harvard's Graduate School of Arts and Sciences (GSAS) in the fall of 2010. Only a few months later, she felt ready to drop out.

The problem wasn't the work. Gonzalez Herrera could handle the academic demands of the Program in Biological and Biomedical Sciences. The hardest part of the transition to graduate school for the first-generation Latina PhD student was the distance from her close-knit family and diverse community in southern California. Now on the other side of the country, studying at a mostly white institution, she felt disconnected, isolated, and alone.

"As an undergraduate, I went to a small California state school close to where my family lived," she says. "The population of minority students was pretty high. I was surrounded by folks who were from backgrounds traditionally underrepresented at universities. They understood me. Being away from my family and support system was stressful. And I didn't want to let people know that I was struggling because I didn't want to let anyone down."

Fortunately, Gonzalez Herrera connected with a faculty advisor who offered her the guidance and support she needed to succeed at GSAS. She continued with the program and in 2016 became the first in her family to earn a doctorate.

Ensuring the success of all students, including those like Gonzalez Herrera—now associate director of diversity and minority affairs at GSAS/Division of Medical Sciences—is the main focus of

The Advising Project, an in-depth, two-year initiative focused on improving the advising experience of master's and PhD students at GSAS. A top priority of Dean Emma Dench, the project seeks to change institutional culture by putting advising at the center of the educational experience, enabling faculty to enhance their skills to become more effective advisors and empowering students to get the most out of their mentoring relationships.

A SKILL SET THAT CAN BE GROWN

Although most GSAS students reported a favorable advising experience in a survey administered not long after Dench assumed leadership of the School in 2018, she was skeptical of the results. Even though the survey was anonymous, Dench thought students might still fear that their responses could be tracked and eventually reach their advisor. After she began serving in February 2019 on the University's Task Force on Managing Student Mental Health—which last July reported rising levels of depression, anxiety, and other issues—Dench's skepticism became concern: could the School be failing a significant portion of those it brought to campus?

"We launched The Advising Project in 2019 to identify what gets in the way of effective advising, to explore how we might intervene, and to teach, model, and encourage best practices," she says. "In essence, we want to change the culture of GSAS with a new focus on advising—one that enriches the experience of both students and faculty."



KARINA GONZALEZ HERRERA, ASSOCIATE DIRECTOR
OF DIVERSITY AND MINORITY AFFAIRS AT GSAS/
DIVISION OF MEDICAL SCIENCES:

"Being away from my family and support system was stressful. And I didn't want to let people know that I was struggling because I didn't want to let anyone down."

Dench, who still advises graduate students, says that most faculty have a passion for working with students and care deeply about the advising relationship. Even so, faculty and students have different personalities, backgrounds, and perspectives. Effective advising often hinges on a mentor's ability not only to pass on their expert knowledge and guidance but also to respond to the unique potential of each student.

"The old apprentice model—or at least a flat version of it—was designed to produce a 'mini-me,'" Dench says. "The idea is that the person in the advising position has all the answers and they're going to correct you until you become a version of them. But to my mind, the advising relationship is actually about empowering and unleashing you as a student."

To achieve that goal, both faculty and student must understand the importance of the advising relationship, according to The Advising Project's director, Reba Rosenberg, PhD '08. Both are partners in the educational process. Both benefit from the relationship.

"Advising is hugely important on every level of the student experience," she says, "including mental health, productivity, career satisfaction, and many others. The idea behind The Advising Project is to make it a focus for both faculty and students, to provide space where people can talk and, most of all, learn."

Rosenberg says that, with the release of the landmark 2019 report "The Science of Effective Mentorship in STEMM," from the National Academies of Sciences, Engineering, and Medicine, robust data now supports the idea that mentors can be trained and that student outcomes improve as a result. The goal of The Advising Project is to put that evidence into action.

"In the academy, people learn how to research and write and teach," she says, "We don't focus as much on how to



"The old apprentice model—or at least a flat version of it—was designed to produce a 'mini-me.' But to my mind, the advising relationship is actually about empowering and unleashing you as a student."

—EMMA DENCH

mentor, but randomized studies indicate that this skill can also be learned and that mentorship training has a significant impact on students. We can normalize discussions about mentorship and see it as something that's worthy of time and attention."

To that effect, the project has drawn on the curriculum and training of the Center for Improvement of Mentored Experiences in Research (CIMER). Based at the University of Wisconsin-Madison, CIMER's mission is "To improve the research mentoring relationships for mentees and mentors at all career stages through the development, implementation, and study of evidence-based and culturally-responsive interventions." CIMER Director Christine Pfund had conducted mentoring workshops on the Harvard campus twice already in 2019, once at the behest of the Department of Government, once of Grace Gill, PhD '89, then director of Harvard Integrated Life Sciences, now part of the Office of Academic Programs' team.

"I was just starting to research what GSAS was already doing regarding mentorship when I came across Grace's CIMER brochure in the office, and I was excited to learn more," says Rosenberg.

Rosenberg and Gill asked Pfund to return to Harvard and in January 2020 she delivered two public lectures on mentoring open to faculty from across the University, as well as a small hands-on workshop. Lecture participants included junior and senior faculty with years of mentoring experience. Now Rosenberg, Gill, and others across the University have themselves been trained as facilitators, running workshops that draw on CIMER and are tailored to the Harvard community. The training is designed to build competency in aligning expectations, promoting professional development, maintaining effective communication, addressing equity and inclusion, assessing understanding,

fostering independence, and cultivating ethical behavior.

“These are extremely interactive sessions,” says Rosenberg. “It’s not us coming to a department and lecturing. Because we’re all research-based scholars, we begin with what the data say about the importance of mentoring and then quickly turn to real-world interactions between advisors and students. We study the cases, break down into small groups, and come back together. The trainings provide a space for faculty to share their own experiences and further develop their skills.”

Rosalind Segal, professor of neurobiology and dean for graduate education at Harvard Medical School, attended an August 2019 CIMER event both for her own mentoring practice and to help educate faculty in the future. Now trained as a facilitator herself, she says that the initial workshop helped her think critically about how a mentor can respond to different situations, and the difference between what one says versus what a mentee might hear.

“I found that the training was helpful for me as I direct a lab and also provided great guidelines for new faculty who are learning to manage and mentor a group of trainees,” says Segal. “There’s this myth that faculty can’t be trained to be better mentors; to me, that’s like saying that some people are good at public speaking, and others just aren’t. Yes, some people are better at mentoring naturally, but it is a skill set that can be grown—no matter what discipline you come from.”

IT TAKES A VILLAGE

Faculty were so enthused about the CIMER training that one approached The Advising Project’s staff and asked them to do something similar for incoming graduate students. As a result, Rosenberg, Gonzalez Herrera, and Gill held a two-hour pilot session during orienta-

tion week that drew on the “mentoring up” approach employed in the business world and developed into a curriculum by CIMER. The workshop focused on communication and aligning expectations for first- and second-year students in the Immunology PhD program.

“We did a case study, a very true to life situation where a student isn’t able to communicate well with their advisor,” Gill says. “We explored how the conflict might have been avoided and what could be done to work it out. By including first- and second-year students in the workshop, our goal was to build a learning community that would carry through both cohorts’ time at the GSAS.”

Gonzalez Herrera says that recognizing and responding to difference is a particular challenge for faculty advising students of color. During the workshops, she underscores the responsibility that all members of the Harvard community have to create and maintain an inclusive environment.

“At Harvard, there are not a lot of faculty from underrepresented backgrounds,” she says. “Students of color struggle to find someone like them who will understand their experience, and they often get advice that isn’t necessarily helpful. After a while, there’s a lack of trust. That’s why finding the right mentor early on is so important,



ASTRONOMY PROFESSOR DAVID CHARBONNEAU, PHD '01:
“The idea of the advising village is very explicit in the Department of Astronomy...That ability to talk to a person in power who is not your advisor...it’s mattered tremendously to my students. It enables them to discuss concerns they might otherwise be reluctant to address and lets me know before things get out of hand.”

“We talk to students about how they can empower themselves, but there will always be a power differential between them and their advisor. Faculty have to be conscious of the way that dynamic may adversely affect certain students who might be less likely to speak up.”

—REBA ROSENBERG, PHD '08

someone with a set of norms that ensure, from the very beginning, that discussions are inclusive. It's more than just letting people know that it's okay to speak up; it's actively stepping back to allow others to contribute.”

Regardless of background, the power differential between advisor and advisee can often be a source of tension in the advising relationship. Faculty have an immense influence on the quality of an advisee's educational experience, on their success in graduate school, and often on their career. While The Advising Project's staff encourage faculty and students to see their relationship as a two-way street, they say that mentors must constantly keep in mind their position and its potential impact on students' educational experience and on their lives.

“We talk to students about how they can empower themselves,” Rosenberg says, “but there will always be a power differential between them and their advisor. Faculty have to be conscious of the way that dynamic may adversely affect certain students who might be less likely to speak up. When we work with advisors, we try to make sure that's clear and that they understand how their position impacts the way that students hear what they say.”

One of the ways that students can counterbalance the power differential in the advising relationship and enrich their overall academic experience is by building what Rosenberg, Gill, and Gonzalez Herrera call an “advising village.” They encourage students to seek guidance—both in their academic work and in career exploration—from many different mentors at Harvard, rather than focusing exclusively on their relationship with one.

“Harvard offers so many resources,” Gill says. “When students bring different perspectives and different people into their advising village, it lowers the power of any one person. While that's already

the norm in parts of the University, we want to normalize it for students in all GSAS graduate programs.”


Professor of Astronomy David Charbonneau, PhD '01, says that his department has made the advising village a formal part of the advising process. In astronomy, Charbonneau notes, every new graduate student is assigned an advising committee of four or five scientists from the moment they arrive on campus.

“The idea of the advising village is very explicit in the Department of Astronomy,” Charbonneau explains. “It's basically a requirement that students meet with their committee at least once every semester as a group.”

Not all members of the astronomy advising committee are necessarily professors. Some may be scientists from the federal government who work at the Harvard Smithsonian Center for Astrophysics and bring perspectives from outside of academia. The result, Charbonneau says, is an advising team that has several different strengths instead of just one.

“Maybe one member of the committee is good at giving advice about how to tackle problems with computer code,” Charbonneau says. “Another may be a ‘big picture’ person who urges the student to give a talk at a conference outside their field to appreciate the impact of their work on other audiences. It's very fruitful for the advisee.”

Expanding and diversifying the mentoring network also enables the program both to head off problems with the advising relationship and to catch them early when they arise. After each committee meeting, members confer in the student's absence so that they can communicate their recommendations directly and candidly to the faculty advisor. Students also regularly meet one-on-one with the head of their committee—someone other than their advisor—to talk about how things are going.

A portrait of Alexis Turner, a man with grey, wavy hair, wearing a brown suede jacket over a colorful patterned shirt and blue jeans. He is standing against a dark background with a vertical wooden plank on the right. The text is positioned on the left side of the image.

ALEXIS TURNER, A PHD STUDENT IN THE
DEPARTMENT OF THE HISTORY OF SCIENCE:

"Harvard has a lot of first-generation students who don't know the norms that others take for granted," Turner explains. "Advisors often don't realize what questions their students have. Students are too ashamed to tell them. That can create a lot of anxiety. We hope that 'How to Harvard' can not only inform students but also alert advisors to the things their advisees need to know."



“When students bring different perspectives and different people into their advising village, it lowers the power of any one person. While that’s already the norm in parts of the University, we want to normalize it for students in all GSAS graduate programs.”

—GRACE GILL, PHD '89

“That ability to talk to a person in power who is not your advisor...it’s mattered tremendously to my students,” Charbonneau says. “It enables them to discuss concerns they might otherwise be reluctant to address and lets me know before things get out of hand.”

The improvements to the advising process that Dean Dench is encouraging are critical, Charbonneau says, if GSAS is to continue as a global leader in higher education. When competing for the most gifted students, it’s not enough to offer the best research opportunities on (and, in the case of astronomy, off) the planet. The School must also provide advising that helps young scholars reach their potential in their academic and professional careers.

“I think that this should be the most important thing for GSAS right now,” Charbonneau says. “It’s very clear that’s the message from Dean Dench. I’m delighted and impressed with her leadership on this issue.”

CHANGE UNDER WAY

Students are hopeful about The Advising Project but say there’s much to be done to establish a true culture of advising. GSAS Student Council (GSC) President Alexis Turner, a PhD student in the Department of the History of Science, says that the compassion that motivates Dench and the project’s team is central to improved advising. Turner says that his experience with his own advisor, Professor Elizabeth Lunbeck, has been largely positive. Ironically, it was through his involvement last year in the GSC’s annual Everett Mendelsohn Excellence in Mentoring Awards that he came to realize that not all students were as fortunate as he.

“Most students said the same three things in their nomination: ‘This brilliant busy person takes time out of their day to email and talk to me; they respect my ideas and never belittle me; they care about me and ask how I’m doing if I’m

going through something difficult in my personal life.’ I thought, ‘This is the bare minimum we should ask from the advising experience. If we’re giving awards for it, maybe it’s not the norm.’”

To make effective advising the norm, Turner works with both the GSC and The Advising Project team, ensuring that student concerns are heard by the administration. Sometimes, that means working on policy changes. Other times, it means creating new initiatives like “How to Harvard,” a content series in a variety of formats—video, podcasts, Zoom lectures, and more—that gives students tips on how to be an academic at Harvard.

“Harvard has a lot of first-generation students who don’t know the norms that others take for granted,” Turner explains. “Advisors often don’t realize what questions their students have. Students are too ashamed to tell them. That can create a lot of anxiety. We hope that ‘How to Harvard’ can not only inform students but also alert advisors to the things their advisees need to know.”

Turner is encouraged by the conversations started by The Advising Project since its launch and finds it “heartening to see both junior and senior faculty thinking about mentorship.” He says that he and his fellow students will be watching in the years ahead, however, to see whether or not the thoughts and words translate to action.

As The Advising Project continues, Rosenberg is energized by the progress the project has made as well as the work ahead. The Faculty of Arts and Sciences’ Information for Faculty Offering Instruction in Arts and Sciences handbook now includes a section on the basic issues of graduate student advising. Communications on the importance of advising have been sent to faculty at the University who work with PhD students. Perhaps ironically, the remote teaching and working arrangements necessitated by the pandemic

have only highlighted the importance of advising relationships, encouraging students, faculty, and staff to reach out to The Advising Project team for workshops. Rosenberg says that the task now is to keep the momentum going.

“From the very beginning, people have recognized the importance of this work,” she says. “Faculty, students, and staff are excited, and many already have great practices. We’d like to have everyone participate in full eight-hour mentorship trainings, but we work with departments and programs according to their needs. Even small changes—the way we start a conversation, setting a clear meeting schedule—can make a difference.”

Dench says that although there is plenty of work to do, The Advising Project is beginning to improve the educational experience for GSAS students and their mentors. Faculty recognize mentoring as a set of skills that must be developed and honed throughout their career. Students are starting to feel more empowered in their relationships with advisors and less stressed as they find new support from a diversified network of resources. The culture change that Dench hoped The Advising Project would engender when it was launched is now underway.

“The Advising Project is beginning to make effective advising more visible across the GSAS—and Harvard,” she says. “It’s now a topic that’s beginning to enter everyday conversations around campus. Most of all, we’re putting student well-being at the center of the mentoring relationship. I think GSAS is on its way to developing a robust culture of advising. As dean, as a member of the faculty, and as an advisor myself, I couldn’t be more pleased.” 🍷

ALUMNI EXPERIENCE

The Gift of Advising



Dimos Arhodidis, PhD '98, was sure that he wanted to pursue an academic career, most likely in his native Greece, when he enrolled at GSAS in the early 1990s. But when he completed the first-year MBA curriculum at Harvard Business School—one of the requirements of the PhD Program in Business Economics—Arhodidis discovered he had a passion for bringing economic knowledge to the private sector. After a year's leave of absence to work at

Monitor Company, the consulting firm founded by University Professor Michael Porter, Arhodidis knew he wanted to pursue a career in finance.

The encouragement of his advisor, the late economist Richard Caves, helped make possible Arhodidis's transition from an academic to a professional—and helped pull him through the last months of his doctoral work. Arhodidis remembers finishing a rough draft of his dissertation just before Christmas in 1996. He was exhausted but there was still much left to do. To his shock and surprise, Caves returned the dense, 89-page document with a raft of thoughtful comments only three days after submission. Arhodidis looked at the cover letter Caves had written summarizing his notes. It was dated Christmas Day.

“I’ll never forget that Professor Caves dedicated his Christmas Day to review and comment on the first draft of my dissertation,” he says. “There was not a single section of that document that he hadn’t paid attention to. There were shorter and longer notes on each page and typewritten notes on small pieces of paper stapled to the pages. When I saw his devotion, from that day until I defended my dissertation in July, I think I worked harder than I ever have in my life.”

The relationship that Arhodidis had with Professor Caves was a bit unusual for its time. Twenty years ago, most advisors focused on preparing GSAS students for academia rather than helping them think more broadly about their career path. Today, according to Dean Emma Dench, The Advising Project hopes to make Arhodidis's experience the norm.

“A healthy—and necessary—advising relationship is really about empowering the student,” Dench says. “Some of that empowering is helping students to know themselves: the way they think, the things they’re good at, and what they should avoid. We want to help students develop their own career path, whether that leads them to academia, the private sector, or some other way of making a difference in the world.”

After spending much of his career in London, Arhodidis and his family are back in Greece, where he has recently launched a real estate investment fund. Although he hasn’t led an academic life, he says that the knowledge, habits of mind, and relationships he developed at GSAS—thanks largely to an advising relationship that kept him on track—have served him well throughout his career. And who knows? He still may end up in higher education one day when he’s done with finance.

“I have done some teaching occasionally here in Greece in some universities because they like to have a Harvard PhD on the roster,” he says. “I enjoy it very much and when I retire, I think I’m going to do it more often!”



BY PAUL MASSARI
ILLUSTRATION BY DAVIDE BONAZZI

*Scholars point to the continuing
strength of conservatism in the
aftermath of the 2020 election*

RIGHT ON

OVER 74 MILLION AMERICANS cast a ballot for President Donald Trump on November 3. Despite losing the election, Trump collected more votes than any sitting president in US history—and more than he had collected for his surprising win in 2016. Democrats and many “Never Trump” Republicans were stunned by the support for Trump in a year when a global pandemic claimed the lives of nearly a quarter of a million Americans and left millions unemployed and facing economic hardship.

Theda Skocpol was not.

“In Cambridge, Massachusetts, we’re all thinking, ‘What do the scientists say about the virus and how we should respond?’” she says. “That’s not how they think about it in Trump country. They want somebody who champions the economy and getting back to normal. That’s what Trump did, and his voters came out in droves.”

As the Victor S. Thomas Professor of Government and Sociology, Skocpol has spent much of the last decade studying the American right. The former GSAS dean, Skocpol, PhD ’75, partnered with Vanessa Williamson, PhD ’15, in 2012 on *The Tea Party and the Remaking of Republican Conservatism*, a book that explored the grassroots activism, wealthy advocacy groups, and media ecosphere that enabled the rise of the right in the wake of President Barack Obama’s election. Today the two see the links between the Tea Party and Trumpism and say that, while Democrats may have taken the White House, the election of 2020 demonstrates that the right will remain a force in American politics in the years ahead.

Vanessa Williamson,
PhD ’15, studies attitudes
about taxation.

FROM TEA PARTY TO TRUMP

Skocpol and Williamson, now a senior fellow at the Urban-Brookings Tax Policy Center, began their research after the Republican Party’s overwhelming victory in the 2010 midterm elections. The two attended Tea Party meetings and interviewed scores of members in Massachusetts, Virginia, and Arizona. They found a movement with legitimate grass roots that attracted the support of wealthy special interest groups like the Koch Brothers’ Americans for Prosperity and, critically, the attention of Fox News. Participants in the movement, usually white and over the age of 55, were well-informed and passionate. Contrary to the way they were frequently portrayed in the media, however, those who identified with the Tea Party were not necessarily blue-collar workers.

“The tendency is to cover the stereotypical Tea Party/Trump Republican as economically down and out,” Williamson explains. “But the white middle class and upper class also vote Republican.”

The Tea Party sought to elect politicians who would cut taxes and reduce



the size of government. But Williamson says that these ostensibly fiscal goals were intertwined with longstanding notions of class and race.

“Taxation is an issue that is highly politicized in America,” she says. “It’s been used for decades as a way of talking about there being good people who work hard and deserve government benefits like Social Security and Medicare, versus people—often people of color—who don’t work hard, who don’t pay taxes, and who are mooching off the rest of us. It’s a racialized stereotype that has plagued American politics.”

According to Skocpol, immigrants, more than any other group, were the object of the Tea Party’s ire—not because they took jobs from longtime citizens, but because they consumed services like education and healthcare that were supported by the taxes of “real Americans.” Ironically, she reports, those most outraged often came from largely homogeneous communities with few immigrants.

“We found in our research that anger about immigration was number one for Tea Party members,” Skocpol says. “These

people often do not have immigrants in their communities. It’s often something they’re seeing on TV or it’s the next community over. But they feel their entire ‘surrounds’ has come apart, to some degree, and they’re reacting to that.”

While many on the right who are most exercised about immigration may live in communities where there is little, Skocpol notes that the country as a whole *has* experienced a surge in new arrivals over the last two generations. As it did in the 18th and 19th centuries, that surge elicited in 2016 what she calls an “unsettling right-wing reaction” that welcomed Trump’s controversial appeals and led to his takeover of the Republican Party.

“Trump capitalized on the anti-immigrant fear that exists in Americans,” Williamson asserts. “He talked about how people from Mexico were ‘rapists’ who were ‘bringing drugs’ and ‘bringing crime,’ about the migrant caravan bringing ‘gang members’ and ‘bad people.’ You can even go all the way back to his call for President Obama’s birth certificate. These statements resonated across economic lines with a large group of people.”

“The tendency is to cover the stereotypical Tea Party/Trump Republican as economically down and out. But the white middle class and upper class also vote Republican.”

—VANESSA WILLIAMSON

POLITICS OF FEAR

Trump's statements also left Democrats and many establishment Republicans shocked when he won the presidency in 2016. Skocpol, who had already begun a new study, set out for counties Trump carried in Wisconsin, Pennsylvania, North Carolina, and Ohio in order to understand the motivations of voters there.

"They said, 'We think of America as a nation of hard-working people who don't take handouts from government and want to defend our heritage,'" she says. "They feel threatened, that there are people in cities and at fancy universities who want to tell them how to live and they like that Trump 'gives it to [coastal elites]'. That's what they mean when they say he 'tells it like it is.'"

While Trump's words may have reached voters across economic lines, however, his policies did not. Skocpol and Williamson note that the Administration's major legislative achievement was a \$1.5 trillion tax cut that primarily benefited wealthy Americans, financed corporate stock buybacks, and sent deficits soaring. Moreover, Trump's campaign promise to repeal the Affordable Care Act and replace it with a plan that would offer "insurance for everybody" with "much lower deductibles" never materialized, largely due to the popularity of Obamacare. But Skocpol says that the astonishment in academic circles at Trump's stalwart support among the white working and middle class is based on a misperception.

"Let's back up and just recognize that there's a strong assumption that people vote their economic interests," she says. "But look at me. I have a very high income now compared to most Americans. Trump's tax cuts benefited me, but I didn't vote for them. I voted for my vision of what kind of society I want this to be. And one thing we get wrong is to assume that people support Trump are not doing the same thing."

Professor Theda Skocpol, PhD '75, is a scholar of political sociology.



When the coronavirus hit and the United States became the epicenter of a global pandemic, many of the president's opponents thought that his administration's management of the crisis—and the nearly 250,000 deaths that occurred in its wake—would ensure the downfall of both Trump and his supporters in Congress. When Trump, who downplayed the severity of the pandemic, himself contracted the virus after a "superspreader event" at the White House, pundits and pollsters alike predicted a major win for Democrats in the 2020 election. But Skocpol says that all failed to understand the appeal of Trump's approach to white working-and middle-class men.

"It's the admiration of what they perceive as male strength," Skocpol says of Trump supporters who saw Trump's conduct as fearless. "The ideal in this world is 'males as protectors': strong men who protect the nation and protect the family and protect the community from criminals. The understanding of what a good political leader is reverberates through the cultures that shape people's daily lives."

“It’s the admiration of what they perceive as male strength. The ideal in this world is ‘males as protectors’: strong men who protect the nation and protect the family and protect the community from criminals.”

—THEDA SKOCPOL

Moreover, the success of down-ballot Republicans and the strength of Trump’s support in 2020 reflect the deep connections that he has made with voters. Skocpol talks about contractors and construction workers in the communities she visited who gather at “Freedom Central”—Home Depot—where they discuss Trump just as they expressed their disdain for Barack Obama and support for the Tea Party.

“Trump has understood these folks from the very beginning,” she says. “He’s made alliances with church leaders and the NRA and the police unions. So, when it comes time to have an election like this—with the largest voter turnout since 1900 in the United States—these people, like many Democrats, understand the other as an existential threat to what America means.”

This perception of threat has led to minority rule, Williamson contends, because of the structural flaws in the US electoral system. She notes that the Republican Party has won the national popular vote in a presidential election only once since George H.W. Bush left

office in 1993. Thanks largely to the Electoral College, however, Republicans have served three terms in the White House, appointing five of the nine justices on the Supreme Court. The GOP won only 39 percent of the votes for Senate in 2018, yet gained two seats and solidified their control of the chamber. Gerrymandering of congressional districts, according to a study by the Center for American Progress, enabled an average of 19 more Republicans than Democrats to win election each cycle between 2012 to 2016.

“It’s a very serious problem,” she says. “It’s important to consider what it means that the behavior and words of Donald Trump thrilled so many Americans. But it’s more important, fundamentally, to talk about what it is about our institutions that allows minority government to persist.”

Skocpol says that her research after Trump’s election in 2016 shows that outreach in “red” districts can make a difference. In each of the states she visited, she found groups of librarians, teachers, healthcare professionals, and

retirees—most of them women—trying to change the tone of politics as well as policy itself. Establishing a “neighborly presence,” these activists wrote letters to the editor, held forums, reached out to immigrant groups or local NAACP chapters, contacted their representatives in Congress, and got out the vote at election time. Their efforts, Skocpol says, helped preserve the Affordable Care Act in 2017 and had a substantial impact on the 2018 election. She’s hopeful that they can reach across the political divide again in the years to come.

“I’m one of the few people who has sat in on meetings of the Tea Party and ‘the resistance,’” she says. “I can tell you that citizens meeting face to face in churches, restaurants, libraries, and homes can build understanding and shift public opinion. The difference they make may be in the margins of votes but in times like these, that’s where democracy survives—in the margins.” 🌸

LEADING ALUMNI

The Graduate School Alumni Association (GSAA) Council has appointed Marianne Steiner, SM and MEng '78, applied mathematics, as chair. Steiner takes on the role from Richard Ekman, AB '66, PhD '72, history of American civilization, who completed his service as chair in June 2020 after a two-year term. The GSAA also approved six alumni to join the council.

••• Read the story at gsas.harvard.edu/news/stories/wealth-knowledge



Marianne Steiner, SM and MEng '78,
incoming council chair

NEW GSAA COUNCIL MEMBERS



Antonio J. Arraiza-
Rivera, PhD '16



Edgar Barroso, PhD '14



Bonnie Bertolaet, PhD '94



Jiajun Gu, PhD '08



Ray Jayawardhana, PhD '00



Calvin Chi Toa Lee, AM '07

ALUMNI UPDATES



Robert Katzmann, PhD '78, government, chief judge of the US Court of Appeals for the Second Circuit, won the Vilcek Prize for Excellence in the Administration of Justice for his exemplary career in public service and his commitment to broadening access to legal representation for immigrants in need. The prize honors immigrant contributions to the arts, sciences, and humanities and individuals who champion immigrant causes.



The Heinz Family Foundation awarded **Katy Kozhimannil**, PhD '09, health policy, the Heinz Award for Public Policy. A public health researcher, Kozhimannil studies the rate of maternal mortality in rural, low-income communities and among women of color, as well as the impact of structural racism on individual and community health. Kozhimannil is a professor at the University of Minnesota School of Public Health's Division of Health Policy and Management.



Allan Maca, PhD '02, anthropology, hosted a National Geographic documentary series titled *Ancient China from Above*. Maca uses satellite imagery and innovative technology to provide new insights into how China's landscape was shaped to create man-made structures. Maca spent 40 days crisscrossing China during the filming of the series, which premiered on TV worldwide in August 2020 and is now streaming via numerous platforms.



Radhika Mathur, PhD '17, biological and biomedical sciences, won the Andrew Parsa Young Investigator Award from the Society for Neuro-Oncology for her research on "Epigenomic Intratumoral Heterogeneity of Glioblastoma in Three-Dimensional Space." Mathur is a post-doctoral fellow at the University of California San Francisco Brain Tumor Center, where she works in the Costello Lab, studying how sporadic cancers form, with a focus on brain tumors.



Tamar Mentzel, PhD '10, applied physics, joined the University of California, Riverside, as an assistant professor in the Department of Mechanical Engineering. As a graduate student, she was awarded the National Science Foundation Graduate Fellowship and the National Defense Science and Engineering Graduate Fellowship and remained on after graduation as a postdoctoral researcher at the Harvard John A. Paulson School of Engineering and Applied Sciences.



Lee Pelton, PhD '84, English and American literature and language, president of Emerson College, has been appointed president and CEO of The Boston Foundation. Pelton's "enthusiasm for our mission, along with a skill set that readily embraces the full range of what we do, makes him a strong choice... as our next president," said J. Keith Motley, chair of the search committee. Pelton serves as a member of the Graduate School Alumni Association Council.



Jennifer Prah Ruger, PhD '98, health policy, director of the Health Equity and Policy Lab, spoke at "Preparing Democracies for Pandemics" based on a *British Medical Journal* article in which she argues that countries with successful responses to COVID-19 exhibit four characteristics: governing for the common good; shared responsibility for scientifically grounded systems; rational, compassionate, and transparent communication; and ethical leadership and trust.



The Council for the Advancement of Science Writing honored **Katherine J. Wu**, PhD '19, medical sciences, with the 2020 Evert Clark/Seth Payne Award, a prize intended to encourage young science writers by recognizing outstanding reporting and writing. A reporter for the *New York Times*, Wu writes about health and science. In making the award, the judges praised Wu as "a skilled and creative storyteller whose work spans a wide range of scientific topics."

AUTHOR PROFILE

LEARNING FROM 'LES MIS'



Barnett expounds on classic novel's lessons of love and forgiveness in a time of crisis

Marva Barnett, PhD '80, professor emerita at the University of Virginia (UVA), has spent years studying *Les Misérables* and the work of its author, the French poet and novelist Victor Hugo. In her new book, *To Love Is to Act: Les Misérables and Victor Hugo's Vision for Leading Lives of Conscience*, she draws on a lifetime of scholarship not to investigate the novel's literary merit, but instead to explore its ethical teachings. A recipient of the Thomas Jefferson Award, UVA's highest honor, and the founding director of the school's Center for Teaching Excellence, Barnett spoke recently with *Colloquy* about *Les Misérables* and the lessons of humility, love, and forgiveness she thinks it holds for people living through times of crisis and division.

The title of your book is *To Love is to Act*. What's the significance of those words in the life and work of Victor Hugo?

They were the last words Hugo wrote—a rather amazing phrase that is only five syllables in either

French or English. The meaning seems self-evident but the more you think about it the richer it becomes, like it's poetry.

The example I start the book with is the episode in 1846 where Hugo actually sees a real-life Jean Valjean—a bread thief in bloody, filthy rags arrested and led through the streets by soldiers. He sees a wealthy woman who's completely oblivious to what's happening right next to her. Hugo observes all this and cares about this poor, homeless, wretched man. He sees that we need to do something or there's going to be a cataclysm. (And, you know, there was in 1848.) His conscience is activated. I know that love and conscience don't necessarily go together in one's mind. But I think for Hugo, altruistic, empathetic, compassionate love activates conscience. They work together.

Throughout his life, he engages in conscientious actions. At the time of the 1851 coup d'état, when Louis Napoleon Bonaparte was taking over the government and saying, "I'm going to continue being president, thank you very much. Just make me president forever," there were many legislators who fought that. But Hugo went so far as to put up a poster calling for the army to rise up in support of the Republic and sign his name to it, which led to his exile. He says, "I will return to France when Liberty returns." He pushed himself and he pushed the people around him to act for justice in loving, humane ways.

How do you think Hugo's vision of conscience could be helpful in the face of a global pandemic? How might he respond if he were alive today?

Given his empathy for humanity, I think Hugo would be deeply moved by the large number of people seriously ill and dying during this pandemic. His story of the downward economic and social spiral of the warmhearted scholar M. Mabeuf—a *Les Misérables* character who deserves to be better known—shows how much Hugo despised society's obliviousness to people's suffering. Hugo maintains that, like Jean Valjean in Montreuil-sur-Mer, after he chooses to live in ways that bring him closer

to God, individuals and governments should help people get back on their feet.

Hugo's clearest public expression of conscience may have been his famous 1849 speech on poverty, which was made in support of a public assistance bill that then passed unanimously in the French National Assembly. He offered horrific examples of deaths and despair from poverty that are reminiscent of the great losses due to COVID-19. He reminded his colleagues that although they had recently established the Second Republic, they had done nothing "as long as people suffer" and as long as those who worked still didn't have enough to eat. "Anarchy opens abysses," he said, "but it's poverty that first digs the hole. You've made laws against anarchy; now make laws against poverty!" If he were in Congress today, I think Hugo would untiringly argue for pandemic relief bills.

Our country is divided bitterly along partisan lines. The election of 2020 seems only to have reinforced those divisions. What can those on all sides of the political spectrum learn from *Les Misérables*?

What we can learn from Jean Valjean is that he sees people. He sees the humanity in them. He sees it in the prostitute, Fantine. He even sees it in Inspector Javert, who pursues him so ruthlessly throughout Valjean's life.

Valjean also brings peace to people. When there's an uprising in Paris, he goes to the barricades and makes it safer. He doesn't shoot anybody except to shoot guns out of enemies' hands. He gives up his army uniform so that someone else can disguise himself and escape with his life.

It's Valjean's capacity to love and forgive that we can learn the most from. The actor Hugh Jackman, who played Jean Valjean in the movie version of the musical *Les Misérables*, told me that he approached the scene where he frees Javert after the student radicals capture him at the barricades "by actually loving Javert, by seeing the humanity in him." Maybe if people on both left and right could bring Valjean's ability to see, to love, and to forgive to the conversation, we might not be so divided anymore.

● ● ● Read the extended interview with Marva Barnett at gsas.harvard.edu/news/stories/learning-les-mis

RECENTLY PUBLISHED

Christopher Beach, PhD '88, English and American Literature and Language, ed., *Claude Chabrol: Interviews*, University Press of Mississippi, 2020

Frank Bergon, PhD '73, English and American Literature and Language, *The Toughest Kid We Knew: The Old New West*, University of Nevada Press, 2020

Mounira M. Charrad, PhD '80, Sociology (with Rita Stephan) eds., *Women Rising: In and Beyond the Arab Spring*, New York University Press, 2020

Jack Meng-Tat Chia, AM '11, Regional Studies–East Asia, *Monks in Motion: Buddhism and Modernity across the South China Sea*, Oxford University Press, 2020

Margaret Bullitt-Jonas, PhD '84, Comparative Literature (co-edited with Leah Schade), *Rooted & Rising: Voices of Courage in a Time of Climate Crisis*, Rowman & Littlefield Publishers, 2019

Christiane L. Joost-Gaugier, PhD '73, Fine Arts, *Islamic Elements in the Architecture of Puglia*, Brepols Press, 2019

Shiamin Kwa, PhD '08, East Asian Languages and Civilizations, *Regarding Frames: Thinking with Comics in the Twenty-First Century*, RIT Press, 2020

Fred M. Leventhal, PhD '68, History, and Peter Stansky, PhD '61,

History, *Leonard Woolf: Bloomsbury Socialist*, Oxford University Press, 2019

Gordon Munro, PhD '63, Economics, (with Lone Grønbaek, Marko Lindroos, and Pedro Pintassilgo) *Game Theory and Fisheries Management: Theory and Applications*, Springer, 2020

Robert J. Penella, PhD '71, The Classics, *Libanius: Ten Mythological and Historical Declamations: Introduction, Translation, and Notes*, Cambridge University Press, 2020

Christina Pugh, PhD '98, Comparative Literature, *Stardust Media*, UMass Press, 2020

E. San Juan, Jr., PhD '65, English and American Literature and Language, *PEIRCE/MARX: Speculations on Exchanges Between Pragmatism & Marxism*, 2020

Sara Seager, PhD '99, Astronomy, *The Smallest Lights in the Universe*, Crown, 2020

Barbara Shapiro, PhD '66, History, *Law Reform in Early Modern England: Crown, Parliament and the Press*, Bloomsbury, 2019

Simon Schuchat, AM '85, East Asian Languages and Civilizations, translator, and Ainsley Morse, PhD '16, Slavic Languages and Literatures, co-translator, *Soviet Texts*, Ugly Duckling Presse, 2020

● ● ● 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.



Future Forward

GSAS HELD VIRTUAL EVENTS THAT PROVIDED UNIQUE GLANCE INTO THE FUTURE OF WORK AND THE ARTS

During the 2020-2021 academic year, GSAS launched an alumni panel series focused on “The Future of...” These virtual events brought together Harvard faculty and leading alumni scholars in the field.

In “The Future of Work,” participants discussed how technology, the gig economy, and remote teamwork were transforming the landscape of employment and how the global pandemic accelerated those changes—from pioneering technologies that alter the way we work to shifting organizational cultures that exacerbate existing inequalities.

Panelists for “The Future of the Arts” acknowledged that throughout history, art has adapted and transformed. But the COVID-19 pandemic has sparked new opportunities to overcome challenges that, on the surface, seem insurmountable, paving a wider path for experimentation and innovative engagement.

Watch for more
virtual events:
[gsas.harvard.edu/
events](https://gsas.harvard.edu/events)

SAVE THE DATE

Alumni Day:

April 9 and 10, 2021

Alumni Day will feature remarks from Dean Emma Dench, a student panel discussing perspectives on life at GSAS, and Harvard faculty from across the disciplines, including Anthony Abraham Jack, PhD '16, sociology, assistant professor of education at the Harvard Graduate School of Education, Shutzer Assistant Professor at the Radcliffe Institute, and junior fellow at the Harvard Society of Fellows.

Jack's research documents the overlooked diversity among lower-income undergraduates: the “doubly disadvantaged”—those who enter college from local, typically distressed public high schools—and “privileged poor”—those who do so from boarding, day, and preparatory high schools.

• • • For more information,
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DIMOS ARHODIDIS PhD '98 still remembers walking into his office in Baker Library and finding a thick envelope from his advisor Richard Caves PhD '58. Inside, all 90 pages of his first dissertation draft were covered with handwritten notes and typed comments, carefully cut and stapled to the sheets. "He was so dedicated to teaching and advising," says Arhoididis. "I finished my dissertation because of him."

After earning his doctorate in business economics, Arhoididis built a career in international banking. He now lives and works in Greece as an advisor for Chenavari Investment Managers and a soon-to-be CEO of Aegean Baltic Bank. Though far from Cambridge and decades removed, he finds his graduate school experience continues to shape his life. "The way I think, the way I work—I owe it to Harvard," he says. A recipient of financial aid from high school through graduate school, Arhoididis believes that alumni must share responsibility for the next generation of students. "Harvard is a passport to whatever you want to do," he says. "We all should give back so that others can have the same experiences that we did."

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