While many historians are interested in literature and many literary scholars do historical work, they tend to stay in their lanes: historians read the work of historians and literary scholars read the works of other literary scholars. But Rinehart, a third year PhD student in the Department of English, believes that there should be more cross-talk between these two disciplines. “The goal of my dissertation is to get literary studies and history to speak to each other in like terms,” he shares.

And what he wants them to talk about is slave testimony, or autobiographical accounts produced by enslaved people, such as renowned “slave narratives” by Frederick Douglass (A Narrative of the Life of Frederick Douglass, an American Slave) and Solomon Northup (12 Years a Slave). “The ‘slave narrative’ is one of the most cherished forms in literary scholarship, where it occupies a sanctified position as a truly American genre and the beginning of the African American literary tradition.”

Both historians and literary scholars study slave narratives, but in Rinehart’s opinion, they frequently differ in their use of sources and accompanying reading practices. “Literary scholars tend to focus on documents that fit nicely within the ‘slave narrative’ tradition, whereas historians are much more willing to deal with messiness,” he explains, “but they’re also more reluctant to analyze or theorize the messiness.

Visit provost.harvard.edu/StudentVote for more information.
The group was formed in the spring 2005 by Nick McGegan and Andris Nelsons, who were both graduate students in government. The group was formed as a way to connect student parents and advocate for issues important to them, such as childcare, dependent healthcare, and parental leave. The group decided to hand over the reins as they had already graduated. The other co-chair, Ana Catalano Weeks, and the leader at the time, Liza Leshchiner, realized there was only so much they could do at that level, so they started looking for opportunities within GSAS. They found this group, and the leader at the time, Liza Leshchiner, decided to hand over the reins as she had already graduated.

Do you know how the Harvard GSAS Student-Parents Organization was formed?

The group was formed in the spring 2005 by graduate students interested in addressing issues specific to graduate-student parents, such as childcare, dependent health care, and parental leave.

What is the group’s mission?

Our group seeks to provide visibility and support for graduate-student parents at GSAS. Meeting their needs is an important facet of attracting a diverse, well-rounded, accomplish, and mature pool of graduate students, and our aim is to help both graduate-student parents and the administration achieve this goal. We provide a listserv and a Facebook page, and we plan family-friendly events. With the administration, we regularly evaluate the needs of Harvard’s graduate student parents and advocate for issues important to them, such as childcare, dependent healthcare, and parental leave.

How did you come to lead the group?

The other co-chair, Ana Catalano Weeks, and I were working to advocate for student parent interests at the departmental level through an organization called the Diversity Working Group in the Department of Government. We realized there was only so much we could do at that level, so we started looking for opportunities within GSAS. We found this group, and the leader at the time, Liza Leshchiner, decided to hand over the reins as she had already graduated.

What events and activities has the group sponsored?

For the last few years, the organization has maintained a listserv to allow graduate student parents to connect and seek information and resources from each other. The group is expanding its programs to include a more robust effort to evaluate and advocate for student parent interests, in the form of a survey that we will be distributing in the next few weeks.

What is the group up to this year?

We are expanding our programs to include an event in March or April of the coming year. Many event details are “to be determined;” we are seeking feedback from our group members and other parents before we decide the theme and activities. But the event is sure to feature free, kid-friendly activities and refreshments.

In addition, our activities this year will include a more robust effort to evaluate and advocate for student parent interests, in the form of a survey that we will be distributing in the next few weeks.

How can students learn more or get connected with the group?

We would love more involvement from students. Keep an eye out for our survey in the next few weeks, so that we can gather your input on our goals and advocacy areas. We are also looking for people who want to help organize the spring event, if you have a knack for organizing events. Lastly, our Facebook group is turning into a great resource for student parents, and we would love for you to join it: www.facebook.com/groups/harvardstudentparents. You can also join our listserv at lists.hcs.harvard.edu/mailman/listinfo/parentsgroup-list.

Are there ways to get involved as a leader in the group?

My co-chair Ana has graduated, so if you are interested in serving as a co-chair, please let me know! You can e-mail me at dromney@fas.harvard.edu. As our group expands, we will need passionate students in other leadership positions as well, so if you are interested in other leadership roles please be in touch!
On Staying at Harvard

For Rinehart, whose work is a blend of both the history of slavery and African American literature, staying at Harvard was the obvious choice. His interest in these fields was sparked by a number of courses he took as an undergraduate at Harvard, in particular classes taught by literary scholar Werner Sollors and historian Walter Johnson. His research on slave testimony came together as Rinehart found a group of faculty he clicked with and, as he explains, “who made my brain work in exciting ways.”

As he began writing his undergraduate thesis, Rinehart soon realized that the subject of the first chapter was substantial enough for an entire thesis and decided to put aside the other areas he had planned on exploring. His current dissertation work is his chance to finally explore those topics; staying at Harvard to continue his work with Carpio guaranteed that Rinehart could “hit the ground running” when it came to his research.

Prize-Winning Work

In the spring 2016, Rinehart was awarded the Bowdoin Prize for Best Graduate Essays in the English Language for “In Human Bondage: Reconsidering the Slave Relation.” Essays for the Bowdoin Prizes are submitted anonymously, with a pseudonym. Rinehart’s was “Poot Lovato”—a reference to a meme about Demi Lovato, the American singer and actresses—a brief moment of levity before his exploration of how scholarly work is obsessed with the idea that during slavery “persons were treated as things and how that paradigm mystifies or clouds our collective historical vision of enslavement.”

The Bowdoin Prizes are one of Harvard’s oldest student awards, given in recognition of the best work written by both undergraduates and graduate students in English language, natural sciences, Latin, and Greek. In winning a Bowdoin Prize, Rinehart joins a prestigious roster of past winners that includes Ralph Waldo Emerson and John Updike; but there’s more. Rinehart is one of the few people who can say he’s won the award twice: once as an undergraduate and now again in graduate school.

“In Human Bondage” did not just win this year’s Bowdoin prize; it was also recently published in the Journal of Social History. The paper’s publication in a journal read almost exclusively by historians is important for Rinehart, who considers himself a part-time historian. It demonstrates that not only can he do both literary scholarship and historical research, but that he can also make his work generative and interesting to professional historians.

But maybe the most important aspect of winning the Bowdoin is knowing that one’s work is meaningful to people who are not specialists in African American literature or the history of slavery.

Applications Open for the Bowdoin Prizes

GSAS STUDENTS SOUGHT TO CONTRIBUTE ESSAYS IN THE ENGLISH LANGUAGE AND THE NATURAL SCIENCES

Applications are being accepted for the Bowdoin Prizes, one of Harvard’s oldest and most prestigious student awards recognizing essays of originality and high literary merit, written in a way that engages both specialists and non-specialists. Deadlines for essays in the English language and the natural sciences are in November, and winners each receive a medal and a certificate, a $10,000 prize, and their names printed in the Commencement program. Since their inception in 1810, the Bowdoin Prizes have been awarded to many notable Harvard students, among them philosopher Ralph Waldo Emerson, former Harvard presidents Charles Eliot and Nathan Pusey, historians Henry Adams and Arthur M. Schlesinger, Jr., and the novelist John Updike.

Learn more: visit prizes.fas.harvard.edu and click on the Bowdoin Prizes for Graduate Students tab.
Dorothy E. Roberts
The Ethics of Biosocial Science

4

mhchlunch@fas.harvard.edu.

University of Wisconsin Law School

Tanner Seminar with Pilar Ossario, Professor of Law and Bioethics at

Thursday, November 3, 2016, noon

Harvard Law School; respondent: Evelynn Hammonds, Barbara Gutmann

Lecture 1: The Old Biosocial and the Legacy of Unethical Science

Wednesday, November 2, 2016, 4:00 p.m., Lowell Lecture Hall

Lecture 1: The Old Biosocial and the Legacy of Unethical Science

Introductions by President Drew Gilpin Faust and Martha Minow, Dean of

Harvard Law School; respondent: Evelynn Hammonds, Barbara Gutmann

Rosenkrantz Professor of the History of Science and of African and

African American Studies at Harvard University.

Thursday, November 3, 2016, noon

Tanner Seminar with Pilar Ossario, Professor of Law and Bioethics at

University of Wisconsin Law School

Open to Harvard faculty and students only; lunch will be served. RSVP at

mhchlunch@fas.harvard.edu.

Thursday, November 3, 2016, 4:00 p.m., Lowell

Lecture Hall

Lecture 2: The New

Biosocial and the Future of

Ethical Science

Introduction by Homi

Bhabha, Anne F. Rothenberg

Professor of the Humanities at

Harvard University; respondent: Anne Fausto-

Sterling, Nancy Duke Lewis

Professor Emerita of Biology at

Brown University.

The lectures are free

and open to the public,

but seating is limited.

More information at

mahindrahumanities.fas.

harvard.edu.

Race, Representation, and Museums Lecture Series

This year-long series explores the concept of race and the representation of cultures

in museums from the perspectives of human evolutionary biology, archaeology,

social anthropology, and museology.

Topics range from the evolving relationships between museums and

Native American groups to the Peabody Museum's important collection of 15 slave
daguerreotypes. A moderated discussion follows each lecture. All events free and

open to the public with free event parking available at the 52 Oxford Street garage.

Thursday, November 3, 2016, at 6:00 p.m.,

Geological Lecture Hall, 24 Oxford Street, Cambridge.

Get Them before They’re Gone:

From Collecting Cultural Objects to Collaborating with Communities

Joe Watkins (Choctaw Nation of Oklahoma),

Adjunct Associate Professor, Department of

Anthropology, University of Maryland

More information at

peabody.harvard.edu/get-them.

Wednesday, November 16, at 6:00 p.m.,

Northwest Building, Lecture Hall B103,

52 Oxford Street, Cambridge.

Emma B. Andrews and the Golden Age of Egyptian Archaeology

Sarah L. Ketchley, Lecturer, Department of Near Eastern Languages and Civilization,

University of Washington

More information at

semiticmuseum.fas.harvard.edu/event/emma-b-andrews-and-golden-age-egyptian-archaeology.

Tuesday, November 29, 2016, at 6:00 p.m.,

Geological Lecture Hall, 24 Oxford

Street, Cambridge

Exposing Latent Images: Daguerreotypes in the Museum and Beyond

Ilissa Barbash, Curator of Visual

Anthropology, Peabody Museum of

Archaeology & Ethnology

More information at

peabody.harvard.edu/exposing-latent-images.

This series is co-sponsored by the

Peabody Museum of Archaeology &

Ethnology with Harvard’s Department

of Anthropology and the Department

of Human Evolutionary Biology as part of

the Peabody Museum’s 150th anniversary year. Multiple campus institutions will

co-sponsor individual lectures including the Harvard University Native American

Program and the Project on Race &

Gender in Science & Medicine at the

Hutchins Center for African and African

American Research.
Celebrate 25 Years of Dudley House with a weekend of events!

Gala Open House
November 4, 2016, 4:00 p.m. to 7:00 p.m. in the Dudley House Main Dining Room. Includes refreshments, a signature cocktail, a Dudley-themed photo booth, and more! Free and open to all GSAS students.

Dudley Films presents: Beauty and the Beast
November 5, 2016, 2:00 p.m. in the Dudley House Common Room. Beauty and the Beast also turns 25 this year! Come celebrate both milestones while watching this classic Disney Film.

Dudley Beer Fest
November 6, 2016, 1:00 p.m. to 4:00 p.m. in the Dudley House Main Dining Room. Sample brews from Down the Road, Jack's Abby, Slumbrew, Bantam Cider, Aeronaut, and Cambridge's newest brewery, Lamplighter. Tickets $5. For more information and to order tickets, visit gsas.harvard.edu/beerfest.

Book Club
Wednesday, November 16, 2016, at 7:00 p.m. in the Dudley House Graduate Student Lounge. Join the Literary Fellows for our monthly book club. Readings can be found online at dudley.harvard.edu/literary. Light refreshments will be provided. Free and open to all.

Writing and Study Bootcamp
December 3 and 4, 2016, 9:00 a.m. to 4:00 p.m. in Café Gato Rojo. Need to prepare for final exams and papers? Sign up for the Writing and Study Bootcamp. The Writing and Study Bootcamp provides a weekend’s worth of breakfast, lunch, and coffee in a quiet setting where the combination of enforced seclusion and proximity to other graduate students somehow, magically, ensures lots of work gets done. Cost: $25 (cash or check, paid at time of sign up). Open to all Dudley House members. Students at the Longwood Campus may register by contacting the House at 617-495-2255. Limited to 12 attendees, so sign up early!

Dudley Jazz Band Concert
Saturday, December 10, 2016, 8:00 p.m. in the Dudley House Main Dining Room. Please join the Dudley Jazz Bands for our fall concert with special guest, Cuban American saxophonist and composer Yosvany Terry, senior lecturer on music and director of jazz ensembles in Harvard’s Department of Music. The concert will feature compositions by Terry for small and large ensembles, including pieces from his suite based on his fieldwork at Las Parrandas, the yearly street celebration in Remedios, Cuba. Refreshments will be served. ID required for alcohol. Free and open to the public.

Dudley House Your Graduate Student Center since 1991
Lehman Hall, Harvard Yard + www.dudley.harvard.edu + 617-495-2255
Faculty Deans James M. Hogle and Doreen M. Hogle + House Administrator Susan Zawalich
Writing the Dissertation Proposal: Some Dos and Don’ts

By Cynthia Verba

There are some common tendencies in student drafts of the dissertation proposal that often weaken the proposal. The tips below may help to address these tendencies.

➢ Identify the Main Topic
As early as possible in the opening of the proposal, it is important to pin down the main topic, which needs to be a central question or argument (or a few central ones). There is a common tendency to present a multiplicity of questions in neutral fashion, scattered throughout the proposal, without distinguishing between the main issues that the writer wishes to raise and those that are subsidiary. It is not a good idea to leave it for the reader to make that distinction.

➢ Write a Strong Opening
It is also important to make the opening topic statement concise and compelling. The use of fewer words is the best path to clarity. There is a common tendency of adding clause after clause, burying the main point of the statement and making it unmanageable for both reader and writer. Once you have written a strong opening that is concise and compelling you can elaborate further in subsequent passages of the proposal.

➢ Communicate Your Intention up Front
Recognize that the reader’s main interest in the proposal is to find out what the writer intends to do with the topic, rather than the topic itself—that is why it is so important to put the writer and the writer’s main argument into the proposal as early as possible. There is another common tendency to postpone the writer’s main point until the very end, building up to it, but depriving the rest of the proposal of much of its meaning until that point until the very end, building up to it, but depriving the rest of the proposal of much of its meaning until that point. There is a common tendency to scatter references to the scholarly literature throughout the proposal. When you engage in further elaboration after the opening, be sure to do so in a well organized unified passage rather than scatted throughout.

➢ State What You Are Trying to Do
A common tendency is to present the gaps in the scholarly literature before telling what the topic is. In many cases, the best presentation of the topic is found in a statement of what is missing in the field. It is far better logic to state what you are doing and then to note it is missing in the literature, rather than have the reader surmise that what is missing is what you will be doing. That is why it is so important to put the writer and the writer’s main argument into the proposal as early as possible. There is another common tendency to postpone the writer’s main point until the very end, building up to it, but depriving the rest of the proposal of much of its meaning until that point. There is a common tendency to scatter references to the scholarly literature throughout the proposal. When you engage in further elaboration after the opening, be sure to do so in a well organized unified passage rather than scatted throughout.

➢ State the HOW
Some proposals create a disconnect between the WHAT and the HOW in the implementation is poorly matched with the stated topic. Often the HOW is in fact the true version of the writer’s intent and the topic needs a more accurate formulation. Here too, the HOW or methodologiogy needs to be concisely stated in the opening, with further elaboration in a subsequent paragraph.

➢ Put Topic before Background
There is a need to give enough background about the topic for the non-specialist; at the same time, this background should be postponed until the topic is stated so that the reader understands why the background is relevant. An exception is when the topic is so obscure that a lead-in background is needed prior to the topic statement.

➢ Don’t Try to Do Too Much
There is a tendency to present a project that has too many goals to be feasible, often too many countries to visit, too many repeat visits required, or too many years needed to complete the proposed research. Working closely with the dissertation adviser can help to avert that problem. The dissertation need not be the definitive work on the subject; it is possible to do a significant piece even while limiting the scope of the topic.

➢ Recognize that the reader’s main interest in the proposal is to find out what the writer intends to do with the topic, rather than the topic itself—that is why it is so important to put the writer and the writer’s main argument into the proposal as early as possible. There is another common tendency to postpone the writer’s main point until the very end, building up to it, but depriving the rest of the proposal of much of its meaning until that point. There is a common tendency to scatter references to the scholarly literature throughout the proposal. When you engage in further elaboration after the opening, be sure to do so in a well organized unified passage rather than scatted throughout.

➢ Explain Your Contribution to the Field
Once you have accomplished the difficult task of making a concise and compelling statement about your topic, your opening should present a concise statement of how the project contributes to the field, emphasizing how the project will make a difference in how we think about the subject. This is the single most important aspect of the proposal. You need to highlight what your project will add to what has been done, making sure you cover all the scholarly areas to which your project will contrib-
Out in Academia

GSAS HOSTS PANEL DISCUSSION ABOUT BEING LGBTQ IN A UNIVERSITY SETTING BY CHRISTINA TUCKER

“It isn’t about coming out once,” Sophia Rooseth told a packed Dudley House Common Room. “It’s about coming out in different moments and different contexts.” Rooseth, the Frederick S. Danzer Associate Professor of the History of Science was speaking to the graduate students and staff who attended “Out in Academia: Navigating the job market, grad school, and early career as an LGBTQ academic,” a panel discussion organized by a GSAS student.

Co-sponsored by the GSAS Office of Student Affairs, the Committee on Degrees in Studies of Women, Gender and Sexuality, and the Office of Career Services, the event included faculty members from the humanities, social sciences, and sciences.

Panelists gave nuanced and personal advice on how graduate students can navigate being out in a professional context.

Cassandra Extavour, professor of organismic and evolutionary biology and of molecular and cellular biology, discussed the challenges she faced in the academic world not only as a queer woman but also as a black woman. “It’s hard enough for people to remember I am a scientist,” she said, referring to instances where she was assumed to be “delivering coffee” and not presenting at a conference. Extavour’s focus on the way race intersects with queer identities was a refreshing moment of visibility for those who are in the minority in academia and are too often on the outside of these conversations.

During the Q&A session, a student asked how to handle being forced to remain in the closet for the purposes of their research, an issue the panel agreed was more common than expected, given the advancements LGBTQ groups have made in recent years. “Any compartmentalization involves a huge amount of stress,” Extavour said. “Ask yourself, ‘How do I survive this?’”

FAS Assistant Dean for Faculty Affairs Sindhuv Revaluri agreed, and spoke about the importance of finding “a strong community of allies,” who can help alleviate the pressure of having to hide parts of yourself. Revaluri urged students to consider what it means to be publicly out versus quietly out and shared how she became more comfortable being out as laws and protections around the country changed.

“Being out is an asset, a thing you can do for your students,” Steph Burt, a professor in English said, touching on the importance of representation. Rooseth added that the act of being in front of a room and being queer sends an important message to students. Yet all the panelists agreed that the risks of providing that representation are not always worth it, and they urged graduate students to think first about their own wellbeing.

The frank discussion went on longer than expected, an indicator that graduate students are eager to see this kind of programming featured at GSAS, something that Director of Student Services Jackie Yuan supports. “I believe that it is our responsibility in GSAS to create spaces for student engagement and learning,” she says. “This event was born out of a number of conversations with students, yet all the panelists agreed that the risks of providing that representation are not always worth it, and they urged graduate students to think first about their own wellbeing.”

The breadth of the GSAS community can make it challenging to organize effective events for queer students, the organizer explains. “While bar nights are nice, they depend on someone being able to organize, get the word out, and make the time to host, and they don’t appeal to everyone.” Queer graduate students need to be able to find professional programming that speaks to their specific set of needs and recognizes the intersections of their various identities. “My hope is that this event will be the start of a larger conversation—one where we make an effort to figure out who queer graduate students are, determine their needs of the community and is willing to support it.”

Stephanie Rooseth expects that this will be the start of a larger conversation—one where we make an effort to figure out who queer graduate students are, determine their needs of the community and is willing to support it.”

Upcoming Events at the Office of Career Services

The Office of Career Services (OCS) provides a wide range of services and resources tailored specifically to the needs of master’s and PhD students. Advisors work confidentially with GSAS students on a wide range of career-related issues, from broad self-assessment and decision-making to specific advice on resume, CV, and cover letter preparation for academic and nonacademic job searches. OCS also offers monthly events designed to help graduate students with their professional development.

LinkedIn for Networking, Career Building, and the Job Search

Wednesday, November 9, 2016, 4:00 p.m. to 5:30 p.m., at the Office of Career Services, 54 Dunster Street

Cambridge

LinkedIn has become an incredibly powerful tool for building and maintaining your professional network. Join us for this hands-on (bring your laptop), interactive workshop where you will be guided step-by-step through the process of enhancing your profile and networking for job leads. We will discuss advanced profile tips including changing your headline, enhancing your summary, and adding links and documents to show examples of your work. Additional topics include ways to reach out to alumni and other professionals, asking for in-person networking meetings (often called informational interviews), and how to benefit from participating in groups. With LinkedIn making changes quite frequently to its interface, you’ll also have the chance to ask questions. Join us so you can take full advantage of LinkedIn, grow your professional connections, and open up to new opportunities.

This session will be taught by Career Coach & LinkedIn Trainer, Sabrina Woods. BEFORE attending this session we ask that you: add at least one job, internship, fellowship or other experience to your profile; join at least one group; bring a laptop or tablet to the session. Please register through Crimson Careers.

Careers in Digital Humanities

Tuesday, November 15, 2016, 5:30 p.m. to 7:00 p.m., in the Forum Room, Lamont Library, Quincy Street, Cambridge

The digital humanities combine training in the arts and humanities with technological innovations to create new ways of processing, interpreting, and experiencing data and cultural artifacts. A panel of professionals working in the field will discuss recent trends, share stories about their career paths, and discuss ways you can pursue a career in this exciting field.

Presented by the Office of Career Services and the metaLAB.

Please register through Crimson Careers.

CONTACT

Office of Career Services
54 Dunster Street
Phone: 617-495-2565
ocs.fas.harvard.edu/gsas-advising

Laura Stark, Director of Career Advising and Programming for Master’s and PhD Students
lstark@fas.harvard.edu

Heather Law, Assistant Director, Graduate Student and PhD Advising
hlaw@fas.harvard.edu

GSAS BULLETIN | NOVEMBER 2016 7
Get Out

EXPLORATIONS AND ADVENTURES ON AND OFF CAMPUS

Eat for a Cause
Sample food and drink from Boston’s hottest chefs on November 15 at the 7th annual Taste event, sponsored by Boston magazine. In addition to savoring fine food paired with wine, beer, and custom cocktails, you’ll be supporting the Greater Boston Food Bank’s mission to end hunger by providing healthy food and resources to those in need.

Takes place from 7:00 p.m. to 9:00 p.m. at the Boston Children’s Museum. To purchase tickets and learn more, visit bostonmagazine.com/taste/2016-chefs.

Radcliffe Institute Events

Organized Complexity:
The Novel and the City
November 15, 2016, 4:15 p.m., Lecture by Garth Risk Hallberg followed by Conversation with novelist Claire Messud, Knafel Center, 10 Garden Street, Cambridge
Garth Risk Hallberg is author of the best-selling novel, City on Fire, which has been translated into 17 languages. In this event, Hallberg will explore the affinities between the modern social novel and the modern city. Register at radcliffe.harvard.edu/event/2016-garth-risk-hallberg-lecture.

New Eyes on the Early University
November 30, 2016, 4:00 p.m., Lecture, Sheer Room, Fay House, 10 Garden Street, Cambridge
Robert Simcoe, Radcliffe Institute fellow and associate professor of physics at MIT, will speak about when and where the first stars in the universe were formed. His work in correlating the locations of early galaxies with heavy elements in the nearby intergalactic medium is leading to some of the first direct physical characterizations of the cycle of the galaxy formation, supernova feedback, and chemical enrichment during the peak era of star formation over cosmic time. More information at www.radcliffe.harvard.edu/event/2016-robert-a-simcoe-fellow-presentation.

Calm. Smoke rises vertically.
November 16, 2016, through January 14, 2017, 12:00 p.m. to 5:00 p.m., Mondays through Saturdays, Johnson-Kulukundis Family Gallery, Byerly Hall, 8 Garden Street, Cambridge
Wendy Jacob is an internationally exhibited artist whose work bridges sculpture, invention, and design and explores relationships between art and perceptual experience. Working with vibrating walls, a live-streaming weather report, and architectural models from schools for the blind, this exhibition explores the sensory experience through different modes of subtle perception. Jacob challenges visitors to place touch and movement on an equal footing with sight. More information at radcliffe.harvard.edu/event/2015-teamlab-exhibition.