**Come Together**

**A GRASSROOTS, STUDENT-LED EFFORT TO BUILD A STRONG AND SUPPORTIVE MINORITY COMMUNITY AT GSAS**  

**BY BARI WALSH**

Every student who comes to Harvard to do a PhD faces the pressure that goes along with high standards, high expectations, and high stakes. For minority students, that pressure can be intensified. If you’re the only minority face in a classroom or lab, or the only one here who went to your undergraduate school, if your whole neighborhood back home knows you’re at Harvard; or if you don’t see faculty role models who look like you or share your background, the typical risks of a PhD program — isolation, a lack of confidence, anxiety — can become more acute.

That’s why GSAS student leaders are bringing new energy this year to community-building groups on the Cambridge and Longwood campuses that are working to create spaces where minority students can come together for friendship, intellectual exchange, mentoring, networking, and professional development opportunities. “We all come here primarily to join a community of scholars,” says Mateo Muñoz, a fifth-year student in history of science and one of the leaders of the W.E.B. Du Bois Graduate Scholars, an organization that formed in 1983 to serve the needs articulated by its broad-based membership, in focusing this year on social support and networking, hosting a yearlong series of gatherings — called Third Thursdays — at the Queen’s Head Pub in Memorial Hall. The group is also developing plans to revive an old tradition of faculty-student dinners, to institute a peer-to-peer mentoring program, and to develop collaborative programs with other student groups working across the University.

The Du Bois Society, active primarily on the Cambridge campus, and the Minority Biomedical Scientists of Harvard (MBSSH), at Longwood, are seeking to create a forum to resolve those challenges. The Du Bois group, responding to the needs articulated by its broad-based membership, is focusing this year on fellowship proposals, grant writing, presentation skills, choosing a lab, and other student groups working across the University. MBSSH has focused on building strong relationships with first-year students, creating a successful mentoring program that matches advanced and new students for friendship and guidance. The group also hosts a series of practical professional-development events for scientists — this year, on fellowship proposals, grant writing, presentation skills, choosing a lab, and finding your post-PhD path. Flavián D. Brown, the current president of MBSSH and a second-year PhD candidate in immunology, says he’s motivated to continue on page 7.

**Important Dates**

**LATE FALL, EARLY SPRING HIGHLIGHTS OF THE ACADEMIC CALENDAR**

**December 9, Friday**  
Last day to petition the Dean’s office for late withdrawal from course. Fall term Reading Period ends.

**December 12–20.**  
Mid-year examinations.

**December 21–January 1.**  
Winter recess. GSAS closed 12/23 (noon) through 1/3.

**January 3, Tuesday**  
Applications from continuing students for 2011–2012 grants due in the GSAS Financial Aid office, Holyoke Center.

**January 7, Monday**  
January at GSAS begins.

**January 13, Friday**  
Approved dissertations due in the Registrar’s office for March degrees.

**January 22, Sunday**  
Fall term registration period ends. Last day to submit work for Incomplete grades from the spring term 2010–2011.

**January 23, Monday**  
Spring term begins. Continuing resident students and students returning from non-res status must register online by midnight. Special Students and Visiting Fellows must register online by midnight.

**January 27, Friday, 9 a.m.–5 p.m.**  
Final study cards for GSAS and Special Students for the spring term due in Dudley House.
Dudley Celebrates 20

The main dining room at Dudley House was decked out and filled to capacity on October 27 as President Drew Faust joined House Masters Jim and Doreen Hogle and legions of GSAS students — along with FAS Dean Mike Smith, GSAS Dean Allan Brandt, and Harvard College Dean Evelyn Hammonds — to celebrate the 20th anniversary of Dudley’s dedication as the graduate student center at GSAS.

Members of the Graduate School’s Alumni Council were also in attendance — appropriately so, since GSAS alumni, including some current Council members, were central to the effort to dedicate the House as a space for GSAS students to form connections across disciplines, build friendships, and pursue interests beyond the lab or library. When the House opened in its current form in October 1991, the idea that graduate students should do any of those things was far from an accepted wisdom. But today, Dudley is a central Harvard resource, crucial to graduate-student recruitment and wellbeing, and widely imitated among peer institutions. Three cheers!

GSC Open Meeting on February 1

Come at 6:30 p.m. to the Graduate Student lounge in dudley for free pizza! Have a chance to chat with Garth McCavana, Dean of Student Affairs, and Ellen Fox, Director of the Office of Student Services

Winter Conference Grants Due February 8

An excellent opportunity to receive up to $750 toward your conference expenses.

Winter Student Group Funding Requests Due February 15

Have your Graduate Student Organization submit a request to receive funding to put on your amazing events.

Commencement Marshals Nominations Due by April 2

Honor a graduating student by nominating him or her for this very public recognition.

More information, application forms: www.gsc.fas.harvard.edu
Grace in Motion

A BALLET AFICIONADO HeEDS THE CALL OF THE WILD (TURKEY) TO EXPLORE THE SCIENCE OF BIOMECHANICS

BY JOANNA GROSSMAN

When Glenna Clifton began studying ballet at the age of 3, she had no way of knowing that her love for dance would eventually lead her to study biomechanics as part of a PhD program in organismic and evolutionary biology at Harvard. And even as she continued to pursue her passion, she probably never expected that it would somehow lead her to turkeys.

Clifton, who double majored in physics and dance with a minor in chemistry as an undergrad at Barnard College, has always been fascinated by the physics of movement. Now a second-year PhD student in Andrew Biewener’s lab, she studies the terrestrial locomotion of animals — wild turkeys, at the moment — seeking to understand how they are able to generate the forces necessary to navigate their environments.

As a ballerina who has spent much of her life performing, studying, and choreographing ballet, Clifton knows what it means to be attuned to the human body’s movements. In fact, she continues to dance with the Harvard Ballet Company even as she researches the muscles, gait, limits, and movements of nonhuman animals in her PhD work. “I’ve always found it interesting to have both views: a visceral understanding of how the body’s muscles and tendons function, as well as a grasp of the science behind biomechanics,” she says.

For her dissertation work, Clifton is interested in investigating the Western grebe and the Clark’s grebe, two species of birds that are able to run across the surface of water. “They perform extravagant pair-bonding displays,” she explains. “At the height of their mating ritual, they’ll run across water, slapping the water surface with their feet.” Clifton hopes to study how these species create the forces necessary for this kind of locomotion and how such adaptations are related to their morphology and evolution.

Although she admits that balancing her scientific pursuits with her ballet training has been difficult at times, she wouldn’t have it any other way. “Having a split personality between science and dance is immensely satisfying for me. Ballet provides a creative outlet, but math and science satisfy my intellectual curiosity. It’s always been a challenge to integrate both of these aspects of my life, but I enjoy having this diversity of activities.”

Clifton cites her ballet experience as something that has directly influenced the way she approaches her doctoral studies and her research. “Being able to convey your work to individuals who aren’t necessarily physicists or biologists is a crucial part of conducting research. And through performing, dance has taught me not just how to reach an audience, but the importance of being enthusiastic and passionate about what I’m doing, which has had a big impact on my teaching.”

Clifton, who is currently a teaching fellow for Life Sciences and Evolutionary Human Physiology and Anatomy, knew immediately that Harvard was the right fit for her. “I believe that Harvard was the right fit for me. The fact that she visited campus during a winter snowstorm did not deter her from wanting to live and work in Cambridge. After talking to many members of the lab and the other scientists working here, I saw how diverse the lab was, and I couldn’t see myself anywhere else.”

Another draw was Harvard’s Concord Field Station (CFS), where Clifton conducts much of her research. The facility, located in Bedford, Massachusetts, is affiliated with the Museum of Comparative Zoology and OEB; it supports physiological and biomechanical research that explores how animals operate in their natural environment. For her most recent project, Clifton ran trials to study the motor control of limb swinging in wild turkeys running at various speeds. “A typical day at the [field station] might include getting dressed up in scrubs and running a turkey on a treadmill and training it. Of course, there’s also a lot of working on a computer and analyzing data,” Clifton says.

But the hands-on work is key. By studying animals up close, Clifton and her fellow CFS researchers can better understand how a range of species respond to obstacles and maneuver through different conditions. “Animals have evolved a remarkable diversity of movement strategies. By studying the mechanisms in which organisms produce and use forces, we can begin addressing general questions of how and why they move like they do.”

Sheila Thomas
Wednesday, January 11, 4-5 p.m.
JBM Lounge, Vanderbilt Hall
Sheila Thomas, Assistant Dean for Diversity and Minority Affairs for the Graduate School of Arts and Sciences, will discuss her dual roles as a scientist and administrator.

Margaret Livingstone
Monday, January 23, 4-5 p.m
JBM Lounge, Vanderbilt Hall
Margaret Livingstone, the first tenured female professor in the Harvard Neurobiology Department, has been performing leading research in the field of visual neuroscience, from early brain development to the perception of art. Join us to hear about her interdisciplinary interests!
When Rambo Sosina, a PhD student in the Statistics Department, came to the United States for the first time, he soon noticed that people had trouble understanding him. “Being originally from Nigeria, an English speaking country, this naturally felt devastating, and I sought to correct things quickly,” Sosina recalls.

One opportunity in particular caught his attention: a course on classroom communication skills for international teaching fellows, offered by the Derek Bok Center for Teaching and Learning, in partnership with GSAS. The course, taught by Pamela Pollock, was piloted in the fall of 2009 with a single section, but it proved so popu-
lar that the Bok Center started offering two sections each term, so that more students could benefit from the program.

Pollock explains that the course is designed to help students who need to build both comprehensibility and accuracy with oral English. “These students have done a lot of reading and writing, but perhaps have not been in an English speaking environment. And the way we speak English is very different than how you write it.” For many of the students, it’s a question of becoming comfortable with the rapid speed of discourse, as well as with pronunciation, intonation, contractions, and slang words.

Sophia Shao, a PhD student in Computer Science, recalls that over the course of the semester she learned to focus not just on her pronunciation, but also on eye contact, speech organization, and emphasizing the appropriate words and syllables. “The course also helped me develop good habits like keeping a vocabulary list of words I learn from reading books and articles, and thinking of organiza-
tional markers when I prepare a talk. All of this has made me more confident using English in my daily life.”

With only six to eight students, the class encourages participation, Sosina says. “It was easy to ask questions without feeling intimidated, and this brought back some of my confidence in speaking up in my classes.”

Learning by Doing
On any given week, Pollock spends part of the class discussing a particular characteristic of the English lan-
guage, such as stress placement or linking consonants. As one would expect, the course is speaking-intensive; students often engage in impromptu presentations, or practice explaining an article that they read. Students also practice answering questions and learn strategies for how to handle unexpected or difficult questions.

But the centerpiece of the course is “microteaching,” in which students deliver a ten-minute lesson, afterwards re-
cieving vital feedback from their peers. Each microteaching session is videotaped, so students get a clear sense of what they’re doing well or what needs improvement. “By the last microteaching activity, the students are excited because they can see how much they’ve improved since the beginning,” Pollock says.

Microteaching is the key to the time spent in class. Pollock meets with students individually on a weekly basis to give them focused feedback on specific areas they need to improve. Both Sosina and Shao cite the individual attention they received as a key benefit of the course. “Those sessions were more illuminating than any introspection I attempted,” explains Sosina. During these one-on-one meetings, Pollock often goes over the “audio journals” that students are asked to record as part of their homework. These recordings, which provide additional opportunities to craft a longer narrative or explanation, allow students to reflect on how they’re presenting themselves to an audience.

Through course activities, Pollock aims to combine language practice with more general skills that are integral to the students’ professional development. “We do an activ-
ity where students have to give a four-minute summary of something they read, then a two-minute summary, and finally a one-minute summary.” At every interval, students receive suggestions on how to be more concise and clear. Pollock notes that these sorts of activities help students understand what needs improvement. “When you have your dissertation you might need to prepare an hour long pre-
sentation, but you’ll need a ten-minute overview too.”

Preparing for the Harvard classroom
Some international teaching fellows do not necessarily know what to expect in a Harvard undergraduate sec-
tion. “They tend to be surprised by how interactive the discussion is and by how many questions the students ask,” Pollock says.

And it can be difficult for international TFSs to know what background their students have in the material. “One of the common issues is that they pitch the class a bit too high,” she says. To that end, Pollock spends time explaining how the US secondary education system is different from that of many other countries. “In many other countries there’s a standard curriculum across the board on mat-
er what high school a student has attended. I have Harvard undergraduates who work with me in the class and they describe their different high school experiences. Some went to private schools, others attended big public schools and still others were home-schooled. It helps the international students to see how different it is.”

These College students, who serve as undergraduate assistants, assist in course assignments. Their main role is to provide language feedback during group activities, but the graduate students can also meet with undergraduate students outside of class in a more informal setting, where they can get an undergraduate’s perspective on life at Harvard and practice whatever they wish. “In three of our meetings, I focused on reading poems, which helped me identify problems I had with intonation and stress,” Sosina says.

Pollock emphasizes that the students who enroll in the course come away with a skill set that provides a solid foundation in pedagogical strategies for communicating with a range of audiences. “Even though the students need to improve some of their English skills, they’re learning a lot of the same material that we discuss in other Bok Center seminars about how to be an effective teacher,” she says. To that end, “Classroom Communication Skills for Interna-
tional TFSs” counts towards the Bok Center’s recently launched Teaching Certificate Program.

Students interested in applying for the course for the spring term should contact Pamela Pollock by January 25.

First in Class

RESOURCES FOR GSAS TEACHING FELLOWS FROM THE DEREK BOK CENTER

Winter Teaching Conference
The Bok Center will host its Winter Teaching Conference on January 18 and 19, 2012, There will be a half-day Fundamentals of Teaching track for new TFSs on January 18, followed by a full day of workshops with tips and advice for both first-time and experienced teachers on Janu-
ary 19. Check bokcenter.harvard.edu for more information.

Making Q Evaluations Work for You
Q course evaluations are an invaluable tool for improving your teaching and documenting your good work. In fact, you should save ALL of your evaluations for the job market to use as an important part of a teaching portfolio that high-
lights your growth and development as a teacher. At Harvard, we encourage you to meet with a Departmental Teaching Fellow or a Bok Center consultant to review your scores and student comments. Make an appointment by contacting your Departmental Teaching Fellow directly or the Bok Center at bokcenter@fas.harvard.edu.

Experienced, Creative, TFs Needed!
If you’re eager to use your talents and insights to enhance teaching in your discipline, apply for a 2012–2013 Departmental Teaching Fellow position. As a Departmental TF, you’ll work as a peer consultant to TFs in your field by advising individual instructors, creating training pro-
grams, running workshops and seminars, and initiating and promoting events. Being a Departmental TF is also an opportunity for advanced professional development.

The positions are equivalent to standard TF appointments, with the same compensation and time commitment as teaching one to two sections. For more information, see bokcenter. harvard.edu or contact Virginia Maurer (vmauer@fas.harvard.edu).

Faster, Better Paper Commentary!
Yes, you can both save time and give your students more helpful comments. The Gradu-
ate Writing Fellows program provides TFs with time-saving, pedagogically sound strategies for responding to students’ writing. The Fellows meet six times over the course of the term and discuss issues related to how students learn to write well. TFs also practice grading and com-
menting. For more information, please contact Shelley Westover (westover@fas.harvard.edu).

Head TF Network
Being a Head TF is a challenging but important job. To help you in this role, the Head TF Network brings together new and experienced Head TFs to share their collective wisdom, along with ex-
erts from various Harvard support offices. For more information, including details on pre-term Head TF training, see bokcenter.harvard.edu or e-mail John Grash (jgrash@fas.harvard.edu).

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Don’t Miss!

OUR DUDLEY HOUSE PICKS OF THE MONTH. FOR MORE EVENTS, OUTINGS, AND GATHERINGS, GO TO WWW.GSAS.HARVARD.EDU/DUDLEY.

JANUARY@GSAS

See www.gssas.harvard.edu/january for a complete listing of events (there are more than 70!) and registration information. To find a particular event, use the search at the top of the page.

✦ IACS Computational Challenge 1.9-20.12
Interdisciplinary graduate student teams will compete to solve a real humanitarian problem, and win prizes!

✦ Personal Money Management 1.11.12
Gain wisdom about consumer credit, credit scoring, personal budgeting, and financial goal-setting and planning.

✦ Real-Life Stories from the Academic Job Search 1.11.12
Hear the firsthand accounts of recently hired PhDs who braved the job search and lived to tell!

✦ From Dissertation to Book 1.12.12
GSAS Writing Tutor Suzanne Smith reprises her popular workshop on writing a dissertation with an eye toward publication.

✦ Theater of the Classroom: Performance Techniques for Teachers 1.17-20.12
In the Bok Center’s Experimental Teaching Lab, an intensive workshop on developing our acting (i.e. teaching) skills through improv, vocal/physical training, and on-camera workshops.

✦ Fellowship Proposals Bootcamp 1.17.12
Gain and give feedback on what it takes to write a winning fellowship proposal.

✦ Computational Science Ventures 1.17-20.12
Explore venture opportunities in computational science through interaction with regional investors and entrepreneurs who have built successful companies.

✦ Overcoming the Impostor Syndrome 1.17.12
An engaging presentation by Valerie Young, EdD, on how to feel as smart and capable as everyone seems to think you are!

✦ Re-Tooling: The Nonacademic Job Search 1.18.12
How to catch up fast on what you need to know to find a job outside the academy, including resume and cover letter writing.

✦ An Outing to the MFA 1.18.12
The Dudley Arts Fellows will lead a tour of Degas and the Nude, the MFA’s critically praised exhibition.

✦ Library Seminars VARIOUS DATES
Hands-on workshops: Zotero, RefWorks, EndNote, Papers 2 — and even pamphlet-binding!

✦ WinterFest for Kids! 1.18.12
Bring the family to Dudley House for games, food, music, storytelling, and arts & crafts!

✦ Counteracting Stress 1.19.12
Dr. Herbert Benson, a pioneer in mind/body medicine, will lead a workshop on how to alleviate stress by eliciting the “relaxation response.”

Dudley House Celebrating 20 years as the Graduate Student Center
Lehman Hall, Harvard Yard  ❆  www.dudley.harvard.edu  ❆  617-495-2255
HOUSE MASTERS James M. Hogle and Doreen M. Hogle  ❆  HOUSE ADMINISTRATOR Susan Zawalich
GSAS students are encouraged to explore freshman Proctor and House Tutor positions, which provide not only an opportunity to take part in the life of Harvard College, but also a valuable educational and administrative experience.

This introduction is intended to acquaint GSAS students with some aspects of the College, and to help graduate students compete successfully for College appointments. It was prepared by the Dean of Freshmen and the House Masters. Applicants should pay special attention to deadlines.

Freshman Proctors
Freshman Proctors live in the historic freshman dorms and serve as the primary academic, residential, social, and personal advisor to a group of first-year students at Harvard College. Each Proctor works under the direction of a Resident Dean of Freshmen to create an academic and social community for roughly 20 to 25 first-year students within an entryway. In addition, the Proctor serves as the target academic advisor to approximately 6 to 10 first year students. Because the Proctor is a resource and advisor who lives in the dormitories, she or he also provides important personal and social counsel as first-year students adjust to life in the College.

Proctors are provided housing in the Yard and meals in the extraordinary Annenberg Dining Hall. The Proctor community is a vibrant amalgam of graduate students and exempt-level officers who bring diverse academic and life interests to a common commitment to the growth of bright, engaged first-year students. Proctor appointments are reviewed and, if appropriate renewed annually.

Application Process
Please check the Freshman Dean’s Office website (www.fdo.fas.harvard.edu) for Proctor application information. The application will be available December 1, 2011. The deadline for applications is rolling, but priority will be given to those who submit applications by January 6, 2012.

House Tutors
There are 12 residential Houses, each with approximately 450 students, along with Dudley House, which serves GSAS students and has approximately 70 undergraduate affiliates.

House Tutors, both resident and nonresident, are expected to be advisors to, and intellectual role models for, undergraduates. Although each House may have different specific expectations, the following may be considered as general guidelines for Tutors.

Resident Tutors are required to participate in any House-specific training, as well as the University-wide Tutor Orientation Program in August, and to be in residence from the time students arrive through Commencement, holding direct responsibility for a given entry, hallway, or building. All Tutors participate actively in House life and are accessible to students for both academic and personal counseling. Most Tutors are also required to be sophomore advisers.

Resident Tutors are provided housing and meals to enable them to meet the responsibilities outlined above. Some Tutors may receive additional compensation for special appointments in the House. An important reward for becoming a House Tutor is the fellowship of the Senior Common Room, which is made up of scholars from a wide range of disciplines and ages.

Application Process
To become a House Tutor, apply online at aspirin.fas.harvard.edu/login.jsp. For information about the Dudley Co-operative and working with non-residents, contact the Dudley House Undergraduate Office at dudley@fas.harvard.edu.

The online submission should include a cover letter and resume. Among other things, the letter might describe specific academic interests and potential contributions to the scholarly life of students in the House, special nonacademic activities (hobbies or cultural, political, and community activities) and ways you might share these with members of the House, and any dorm-living experiences you may have had in college or elsewhere. Each member of a partnered or married couple should both submit information through the online portal.

Additional information is available on the Office of Student Life website at www.oal.fas.harvard.edu. The application will be available December 1, 2011, and completed Tutor applications and all supporting materials must be submitted by Friday, January 27, 2012.

A Call for Hist & Lit TFs

Applications are being accepted for full-year teaching fellow positions on the History and Literature Tutorial Board for 2012-2013 in the following fields in history and literature: America, Britain, Medieval, Early Modern Europe, Modern Europe (Britain, France, Germany), Russia, Latin America, North and Sub-Saharan Africa, and South Asia. We are interested in candidates who take comparative and transnational approaches and especially those with expertise in transatlantic and post-colonial studies. Completion of General Examinations, approved prospectus, three letters of recommendation, and teaching experience are required. Women and minorities are encouraged to apply. Information: www.fas.harvard.edu/~histlit.

Application deadline: January 13, 2012.
Winter Solstice Night
Harvard Museum of Natural History
Wednesday, December 19, to Sunday, December 23, 4-9 p.m.,
Revel’s Headgear Gallery performances, 6 p.m.

Explore humanity’s fascination with the symbolic power of antlers: in collaboration with The Christmas Revels (www.revels.org), the Pinewoods Morris Men will perform the traditional English Deer Dance Mask, in the Museum’s Headgear. The Natural History of Horns and Antlers gallery at 6 p.m. The horn dance is the oldest known English ritual dance and features six human ‘deer’ with antlers weaving in and out in a hypnotic pattern to the sound of a haunting melody. Revels Artistic Director Patrick Swanson will introduce the performance and David Coffin, a versatile musician and featured performer in his 33rd year with Revels, will demonstrate horn-based musical instruments such as the gemshorns, the Pibcorn, and his nory soprano pipe.

At approximately 6:00 p.m. everyone will be invited to an informal processional to Sanders Theatre, just down Oxford Street, led by the horn dancers. All Christmas Revels ticket holders will be admitted free for Winter Solstice Night at the Museum in advance of the 7:30 p.m. curtain at Sanders.

by an abiding interest in educational equal- ity, a commitment that grew as he worked his way beyond the confines of a south-side Chicago public education to Carleton College and ultimately to Harvard.

“I’ve been able to see and really feel the type of work that we have a lot of room to expand,” Brown says. “I see MBSH as someone who is part of an intellectual community, that’s what we’re trying to do.

Brown ultimately hopes that MBSH will expand its reach by digging deeper into local organizations, showing at-risk Boston youth, a commitment that grew as he worked his way beyond the confines of a south-side Chicago public education to Carleton College and ultimately to Harvard.

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For many people of color, being away from friends and family, to be able to share concerns, and be isolated,” says Wood, of the Du Bois Society. “You come into a program, and usually you’re with that same group of people the whole time. Unless you make a real effort to branch out, which some people don’t, you wouldn’t have any idea of what was going on in other departments or other areas. You have to carve out time for social activity — remember that you’re a person. You’re a student, but that’s not the whole of your being. That’s the idea behind the Third Thursdays.”

Although the gatherings are billed as social events, “there is an agenda, and it’s about community,” says Munoz. “This is very much compatible with the development of the graduate student as a scholar, as someone who is part of an intellectual community. That’s what we’re trying to do.

The question most Harvard students grapple with, Munoz continues, is an age-old one: Where do I fit in? “Hopefully, the answer to that question isn’t just one place. That’s when you run into trouble. If you have only one connection to something, you’re more vulnerable, and it’s harder for you to deal with the demands of graduate student life. It’s better to have multiple connections and a diverse set of resources. That’s part of what the Du Bois Society is trying to accomplish.”

A PASS AT THE T

GSAS students, buy your MBA passes for the spring 2012 term (February-May) at an 11 percent discount!

Order forms and information are available at GSAS (Holyoke Center 350) or at www.gsas.harvard.edu; click on “Current Students” and then “Student Life.”

Return the completed form to GSAS with a check or money order (payable to Harvard University) by Wednesday, January 4.

Please note: Contact studaff@fas.harvard.edu or (617) 495-1184 with questions.

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Explore humanity’s fascination with the symbolic power of antlers: in collaboration with The Christmas Revels (www.revels.org), the Pinewoods Morris Men will perform the traditional English Deer Dance Mask, in the Museum’s Headgear. The Natural History of Horns and Antlers gallery at 6 p.m. The horn dance is the oldest known English ritual dance and features six human ‘deer’ with antlers weaving in and out in a hypnotic pattern to the sound of a haunting melody. Revels Artistic Director Patrick Swanson will introduce the performance and David Coffin, a versatile musician and featured performer in his 33rd year with Revels, will demonstrate horn-based musical instruments such as the gemshorns, the Pibcorn, and his nory soprano pipe.

At approximately 6:00 p.m. everyone will be invited to a processional to Sanders Theatre, just down Oxford Street, led by the horn dancers. All Christmas Revels ticket holders will be admitted free for Winter Solstice Night at the Museum in advance of the 7:30 p.m. curtain at Sanders.

For many people of color, being away from friends and family, to be able to share concerns, and be isolated,” says Wood, of the Du Bois Society. “You come into a program, and usually you’re with that same group of people the whole time. Unless you make a real effort to branch out, which some people don’t, you wouldn’t have any idea of what was going on in other departments or other areas. You have to carve out time for social activity — remember that you’re a person. You’re a student, but that’s not the whole of your being. That’s the idea behind the Third Thursdays.”

Although the gatherings are billed as social events, “there is an agenda, and it’s about community,” says Munoz. “This is very much compatible with the development of the graduate student as a scholar, as someone who is part of an intellectual community. That’s what we’re trying to do.

The question most Harvard students grapple with, Munoz continues, is an age-old one: Where do I fit in? “Hopefully, the answer to that question isn’t just one place. That’s when you run into trouble. If you have only one connection to something, you’re more vulnerable, and it’s harder for you to deal with the demands of graduate student life. It’s better to have multiple connections and a diverse set of resources. That’s part of what the Du Bois Society is trying to accomplish, is being another one of those links. And for me, it really has been.”

by an abiding interest in educational equal- ity, a commitment that grew as he worked his way beyond the confines of a south-side Chicago public education to Carleton College and ultimately to Harvard.

“I’ve been able to see and really feel the type of work that we have a lot of room to expand,” Brown says. “I see MBSH as someone who is part of an intellectual community, that’s what we’re trying to do.

Brown ultimately hopes that MBSH will expand its reach by digging deeper into local organizations, showing at-risk Boston youth, a commitment that grew as he worked his way beyond the confines of a south-side Chicago public education to Carleton College and ultimately to Harvard.

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Get Out!

EXPLORATIONS AND ADVENTURES OFF CAMPUS

Hello, 2012

Around Boston for New Year’s Eve? Celebrate at First Night, a daylong festival of performance and art, culminating in fireworks at midnight. Buy a First Night button for $15 and get general admission to all events.

More information: www.firstnight.org

Job Talk

JANUARY@GSAS — YOUR CAREER DEVELOPMENT MONTH!

Career Transition Work Group
Tuesdays, January 10–January 31, 2–4 p.m. (begins at 1 p.m. on Jan 24), OCS Seminar Room. In this four session series for PhD students, you will consider whether a nonacademic career is right for you and learn the skills needed to begin the transition through in-depth self-assessment and brainstorming. Space is limited and REGISTRATION IS REQUIRED. E-mail malishes@fas.harvard.edu to include your G-level and department.

Real-Life Stories from the Academic Job Search
Wednesday, January 11, 4:30–6 p.m., Dudley House Common Room. Hear the academic job search tales of recently hired PhDs. Register at www.ocs.fas.harvard.edu/crimsoncareers.

Overcoming the Impostor Syndrome: How to Feel as Smart and Capable as Everyone Seems to Think You Are.
Tuesday, January 17, 5:30–7:30 p.m., Science Center Hall B. A surprising number of bright, capable, and highly successful people dismiss their achievements as due to luck, charm, or other external factors. Join us for this engaging exploration of the impostor syndrome and learn some strategies to overcome it. When Valerie Young last spoke at Harvard in 2010, over 400 people attended — meaning that if you feel like an impostor, you’re hardly alone!

Retooling: Job Search Boot Camp
Wednesday, January 18, 3–5 p.m., Dudley House Common Room. Find out how to catch up fast on what you need to know to find a job outside the academy. Space is limited and REGISTRATION IS REQUIRED. Register at www.ocs.fas.harvard.edu/crimsoncareers.

NIH Career Day
Friday, January 20, Times and Locations TBA. Presentations will be held on the Longwood and Cambridge campuses.

The Art of Self-Marketing: Your Online Social Networking Presence
Friday, January 20, 4–6 p.m., Dudley House Common Room. How do we navigate today’s social media successfully to expand our professional network? Learn to send professional emails, create and update your LinkedIn profile, and build content for individual professional websites. This event is co-sponsored by HGWiSE and OCS. REGISTRATION IS REQUIRED. Register at www.ocs.fas.harvard.edu/crimsoncareers.

Job Search: Tough Questions and Negotiations
Wednesday, January 25, 9:30–11 a.m., OCS Conference Room. The GSAS career counselors will share advice on answering tough interview questions, dealing with personal issues that affect a job search, and negotiating an offer. Register at www.ocs.fas.harvard.edu/crimsoncareers.

Talk Your Way into a Great Job
Tuesday, January 31, 2–3:30 p.m., OCS Seminar Room. This workshop will demystify the process of networking and give you practical tips on how to actually get out there. Register at www.ocs.fas.harvard.edu/crimsoncareers.

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