Your Guide to Winter at Harvard

Is there a winter break in grad school? Well, yes and no. Yes, classes, teaching, and grading take a hiatus. And no — your research, your deadlines, and your lab obligations don’t. But January is one time of year when things slow down, making it a good time to devote attention to your professional and personal development.

Learn to write a fellowship proposal. Craft a powerful CV. Prepare for a job talk. Go deep into the latest analytical tools. Or relax, take it slow(er), and learn something unrelated to your daily grind. It’s winter break, GSAS style.

Here are a handful of January highlights. See page 4, and visit www.gsas.harvard.edu/january.

Harvard Horizons Info Session
Get a sneak peek at an exciting new initiative that GSAS is launching this spring: Harvard Horizons — a PhD symposium and an unprecedented mentoring and professional development opportunity. It’s your chance to shine!
* January 15, 3–5 p.m., Dudley House Common Room

Alumni January Initiative: Business Applications for the PhD
Get inside information from GSAS alumni about how your PhD can be valuable in consulting, finance, and high-tech careers.
* January 17–18, 9 a.m.–5 p.m.

Real-Life Stories from the Academic Job Search
You’ll hear first-hand from recent PhDs who have taken the next step in their academic careers. Get their advice and benefit from their experiences!
* Monday, January 14, 4–6:30 p.m., OCS (54 Dunster Street)

From Dissertation to Book
Get a head start on thinking about your dissertation as a potential book project, and find out how the process of converting dissertations into books works.
* Tuesday, January 22, 1–3 p.m., Dudley House Private Dining Room

Computational Science Ventures
The Institute for Applied Computational Science and Intel Corporation will bring leading New England entrepreneurs and investors to campus to discuss their success using computational science to address problems in a variety of industries.
* January 24, 9:30 a.m.–noon

New Year, New You!
Get free, one-on-one lifestyle, nutrition, and fitness consults from Harvard Recreation and the Center for Wellness! See recreation.gocrimson.com/wintersession to make an appointment.

JANUARY®GSAS
WINTER ACTIVITIES FOR GRAD STUDENTS * JANUARY 14–25, 2013

Check out a fuller roster of events on page 4, and visit www.gsas.harvard.edu/january.

Traveling Abroad?
Get travel tips and resources from Harvard.
p.2

A Shot at Peace
PhD student Alex Fattal explores the visuals of war
p.3

December/January at Dudley
Dudley does January@GSAS!
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Kitchen Magic
Our food expert on cooking well in a small kitchen.
p.7
The Age of the Postdoc
CONSIDERING NEW PATHS IN PROFESSIONAL DEVELOPMENT

While the pursuit of a postdoctoral fellowship has been a well-traveled path in the natural sciences for some time, it has recently acquired considerable importance in the humanities and social sciences, with major foundations, such as Mellon, as well as research institutes within universities, creating new opportunities in these fields.

The attractiveness of the postdoc received strong testimony during a panel discussion earlier this fall that featured speakers currently holding the position. The speakers, who shared their experiences with an overflow audience on September 27 at Dudley House, were brought together by the GSAS Fellowships Office. They represented a range of fields, but they revealed similar motivations for pursuing a postdoctoral fellowship: it provided an opportunity to engage in further research, and/or to help expand the number of available options for which they could apply, which is of major importance in a weak academic job market.

One panelist, who had applied for jobs and fellowships, actually had a job awaiting her when she finishes her two-year postdoc. The job was attractive enough for her to pledge to take it if the hiring department were willing to reserve it for her. Her skillful management of these negotiations required a very clear sense of what mattered most to her: she was truly reluctant to give up the postdoc, but she also cherished the thought of having a job waiting, especially a job that she found attractive. (Some wondered if there is such a thing as an unattractive job in a bad job market!)

The appeal and competitiveness of postdoctoral fellowships mean that these opportunities require the same careful preparation demanded by the job hunt. But there is considerable overlap in the necessary steps, particularly in the case of multiple-year postdocs. Often those positions include a light teaching assignment, and applicants will be asked for a sample syllabus, which you will need to prepare carefully in advance, just as you would for the job hunt.

All postdoctoral positions require a research proposal. In writing this, whether for a multiple or single year, it is important to make it clear that your intent goes further than simply editing your dissertation, that you plan to expand certain themes and reorganize the whole in the manner of a book rather than a dissertation. What this also means is that a discussion of your dissertation is usually an important part of the postdoctoral essay, just as it is in the job hunt. This provides a valuable opportunity for highlighting how your dissertation contributes to the field, and also to highlight some important findings in your dissertation. If you do this effectively, then you are already in a good place for moving forward in your proposal essay and showing how your plans for expansion or revision are also of value to the field.

If you are applying for a multiple-year award, you will also need to describe plans for a new project, and this often presents a challenge for the many who are still hard at work on finishing the dissertation and have little sense of what they want to do next. The most conservative and probably the most effective strategy is to use your dissertation as a point of departure. Surely, you had further ideas that you thought of pursuing, perhaps a change of geographic locale, or a change of century, or a shift in methodology to lean in a more interdisciplinary direction, or adding a new comparative dimension, among other avenues. Using this strategy allows you to talk more knowledgeably about your next project than you would otherwise be able to do.

In the opening of your essay, you can help the reader to get the bigger picture about your plans if you start by saying that you have two goals within your postdoctoral fellowship: one to focus on reworking the dissertation into a book, the other, launching a new project. You can then proceed with the explanation of the dissertation and revision plans, and then move on to the new project, approaching them as suggested above.

Panelists at the fall workshop agreed on some advice of a more general nature:

- The importance of entering into an active mode. Instead of waiting to see if you are being nominated for a competitive fellowship, ask your advisor to do so.
- The need to do your homework to make yourself well informed about the current interests of the scholars in a lab or research center so that you can make a strong case for how well you would fit within that environment.
- The need to network to become well informed about the research climate in a particular lab or group, how well the people get along with one another, how much mentoring or guidance occurs, and how much opportunity typically is allowed for pursuing some of your own interests.

When the panel turned to student questions, most tended to revolve around how to manage all of this while also working on the dissertation and fulfilling other responsibilities. None of the speakers made it sound easy, but the very fact that they were there to tell their story, looking like perfectly normal human beings, rather than supermen or women, provided proof that it could be done.

- Cynthia Verba
GSAS Director of Fellowships

Traveling Abroad?

Before you go, visit www.traveltools.harvard.edu

- Register your itinerary in the Harvard Travel Registry
- Learn about resources and services offered by International SOS
- Find visa requirements and application assistance

Register your itinerary so that the University can locate you quickly and provide assistance in the event of an emergency. Registering is required for all students traveling on trips arranged by Harvard or for which they will receive University funding or credit. Registering is strongly recommended for faculty and staff.

For more information, contact Harvard Global Support Services
www.traveltools.harvard.edu.

Questions?
veritalk@gmail.com

Listen and subscribe on iTunes via the Facebook page!
A Shot at Peace

A PHD STUDENT FINDS A NEW ANGLE ON COLOMBIA’S LONG CONFLICT, EXPLORING THE IMPACT OF VISUAL MEDIA

BY NICHOLAS NARDINI

IN 2001, ALEX FATTAL WAS IN BOGOTÁ, Colombia, studying the country’s ongoing conflict with rebel militias on a Fulbright fellowship. He had just graduated from Duke University and, feeling restless within the academic routine, found himself drawn to the barri
des de inmigración on the city’s outskirts, ad hoc villages carved out of the surrounding hills by refugees. “They’re dangerous communities, micro-
neighborhoods controlled by a certain gang, which might be sponsored by a certain armed group, so it’s not like they’d escaped the war entirely,” Fattal says. Wanting to contribute, he got in touch with an informal school in the barrios, and offered to teach its children how to shoot. He came armed with fifteen plastic cameras.

The fact that we shoot a camera as we shoot a gun is mere linguistic coinci-
dence for most. For Fattal, a sixth-year PhD student in anthropology, it is the organizing metaphor of a growing body of work investigating the intersection of visual media and armed conflict — how photography can be used to wage war, and to promote peace. The project that brought him to Bogotá was an exploration of the divide between how the conflict was rep-
resented within Colombia, and how it was represented in international media, where nuanced depictions of a society grappling with violence were eschewed for splashes of burned-out villages and child soldiers.

The idea of teaching displaced children photography, he says, seemed like a way of restoring some of the narrative of the conflict to those most touched by it. “But I also thought they would really like it,” Fattal continues. “You see it with kids who play with iPhones or digital cam-
eras — they’re thirsty for the opportunity to take pictures.” So when he began work-
ing with thirty students from the school, he knew that as much as his program would be about violence and recovery, it needed to be just as much about photogra-
phy. In addition to assigning four themes for the children to explore in their pictures — memory, family, future, and fear — he showed them books of photographs, talked about which they liked best, and in-
troduced them to the notion of thinking in rectangles. In his most popular lesson, he taught them how to make simple pinhole cameras from boxes. The pictures that resulted were exhib-
imted in a nearby house of culture, and the opening event earned widespread coverage in Colombian national media. “There was this notion that the kids were artists, and creative agents, rather than just victims,” Fattal says. “Instead of some photogra-
pher shooting snap-nosed kids from above with a wide-angle lens, you’ve got images that they’ve made, at their eye level.” The photographs have gone on to be featured at Harvard’s Peabody Museum and at the United Nations on World Refugee Day, among other venues, but the exhibition Fattal is most proud of was, quite literally, closer to home: immense versions of some of the photographs were reproduced in the barrios, on the exterior walls of the houses of the children who took them. When several schools approached Fattal asking to replicate his program, he founded a nonprofit, Disparando Camaras para la Paz: Shooting Cameras for Peace. The connection between cameras and peace in Colombia has become especially apparent in recent years, as the country’s Ministry of Defense has opened a new front in its war against the rebels — a front found not in a swamp or jungle, but on YouTube. Since arriving at Harvard, Fattal has centered his studies on the Ministry’s efforts, with the help of advertising agencies, to tip the narra-
tive of the fifty-year-old conflict. In one campaign, a series of advertisements convincingly replicating beauty-product spots invites guerrilleros to “Feel like a woman again, Demobilize.” An-
other, Operation Christmas, decorated motion-activated trees along remote rebel pathways, displaying the message “If Christmas can come to the jungle, you can come home.” The campaigns have received huge amounts of atten-
ton online, and Colombia claims they are responsible for thousands of new defections. Fattal has made them the subject of his dissertation, provisionally titled “Guerrilla Marketing: Information War and the Demobilization of FARC Rebels.”

Though they concern life, death, and political persuasion, he says, the campaigns approach their objectives as commercial, but you keep the questions any advertising does. “In so many ways it’s like selling a car: people aren’t going to make a decision solely on the basis of a commercial, but you keep the questions floating in the ether.”

With rebel numbers down to half their 1990s peak, a possible end to the long conflict seems finally within reach. And as representatives from FARC and the Colombian government meet in Oslo and Havana for the first peace negotia-
tions in over a decade, Fattal is planning new ways to bring these questions out of the ether, and back into the concrete experience of Colombians. Recalling the success of his lesson on pinhole cameras, he devised a way to replicate it on a mas-
sive scale — by making a pinhole camera out of a truck. “The idea is to take the truck camera around the country and in-
terview people about their life histories and their expectations for peace. So the truck is a kind of mobile photo studio, with the inverted image of the outside world projected inside” — a living meta-
phor for how war turns people’s lives upside down, and how images can testify to the experience.
A Sampling of Offerings

See www.gsas.harvard.edu/january for the most updated information and event times/dates!

PROFESSIONAL DEVELOPMENT/CAREERS

● Career Transition Work Group
  Selecting a Career Path
  Date: Tuesdays, January 8 – 29, 10 a.m.–noon
  Location: OCS – 54 Dunster Street
  Contact: Space is limited and registration is required. Please make every effort to commit to all four meetings. Available only to PhD students and alumni from all GSAS departments. E-mail Laura Stark Malisheski (malisheski@fas.harvard.edu) with G-level (or year of graduation) and department.

● Non-Verbal Communication and the Job Search: Does It Matter?
  Date: Thursday, January 10, 1-4 p.m.
  Location: OCS – 54 Dunster Street
  Contact: RSVP on CareerCounselors@fas.harvard.edu

● Real-Life Stories from the Academic Job Search
  Date: Monday, January 14, 4:30 p.m.
  Location: OCS – 54 Dunster Street
  Contact: Please register through CareerCounselors@fas.harvard.edu

● From Dissertation to Book
  Thinking About Your Dissertation as a Potential Book Project
  Date: Tuesday, January 22, 1-3 p.m.
  Location: Dudley House Private Dining Room
  Contact: gwitting@fas.harvard.edu

● The Job Search
  Tough Questions & Negotiations
  Date: Wednesday, January 23, 9-11 a.m.
  Location: OCS – 54 Dunster Street
  Contact: hlaw@fas.harvard.edu

  Date: January 25, 9:30 a.m.—5:30 p.m.
  Location: Maxwell Dworkin 115 and Pierce 301
  Contact: riedjd@seas.harvard.edu

● I’m Graduating…Now What?
  Non-Academic Job Search for Graduate Students
  Date: Friday, January 25, 10-11:30 a.m.
  Location: OCS – 54 Dunster Street
  Contact: Please register through CareerCounselors, hlaw@fas.harvard.edu

● Empowering Women in the Job Search
  Date: Monday, January 28, 3:30-5 p.m.
  Location: TBA (Longwood Medical Area)
  Contact: Please register through CareerCounselors, malisheski@fas.harvard.edu

● Empowering Women in the Job Search
  A Demystification of the Networking Process
  Date: Tuesday, January 29, 10-11:30 a.m.
  Location: OCS – 54 Dunster Street
  Contact: Please register through CareerCounselors, malisheski@fas.harvard.edu

● Talk Your Way into a Great Job
  Professional and Networking Etiquette
  Date: Tuesday, January 29, 1-3 p.m.
  Location: OCS – 54 Dunster Street
  Contact: Please register through CareerCounselors, malisheski@fas.harvard.edu

SKILL-BUILDING

● GIS Institute
  Intensive Training in Geographic Information Systems (GIS)
  Date: Tuesday, January 8 – Friday, January 18, time TBA
  Location: Science Center and CGS Knafl Building
  Contact: RSVP to mgroome@cga.harvard.edu

● Improving my Work through Mediation
  Date: Tuesday, January 15, 12-1 p.m.
  Location: Lamont 8-30
  Contact: A hands-on class, so bring your laptop. Please RSVP, mblake@cla.harvard.edu

● Quick Reference Guide for Citation Management
  Date: Thursday, January 24, 10 a.m.—4 p.m.
  Location: K401
  Contact: RSVP to azzeri@fas.harvard.edu

Harvard Horizons Info Session

JANUARY 15, 3–5 P.M., DUDLEY HOUSE COMMON ROOM

Get a sneak peak at an exciting new initiative that GSAS is launching this spring: Harvard Horizons — a PhD symposium and unprecedented mentoring and professional development opportunity. It’s your chance to shine!

GSAS is inviting students to apply to present their work in front of a University-wide audience in early May (and to have their talks filmed and edited into a polished final product). The selected students will receive training in effective communication and mentoring from faculty about the best ways to persuasively position their work. Selected students will be designated as Horizon Scholars, an honor that will come with continuing leadership and networking opportunities.

Details coming soon, but make plans to learn more at this introductory January session: www.gsas.harvard.edu/harvardhorizons

Alumni January Initiative: Business Applications for the PhD

JANUARY 11–18, 9 A.M.—5 P.M., NORTHWEST BUILDING

Sponsored by the GSAS Alumni Association Council

Get inside information from GSAS alumni and business leaders about how your PhD can be valuable in a broad range of nonacademic settings: consulting, finance, high-tech, and biotechnology.

Through two days of in-depth programming, you’ll explore how your research and analytical skills can assist you as you transition to professional settings where these skills are beneficial. You’ll hear from successful alumni about their own tracks and their experiences in global industry. And you’ll have networking opportunities galore!

Details coming soon.

BY STUDENTS, FOR STUDENTS

Each January, the GSAS Graduate Student Council sponsors a series of mini-courses on a broad variety of intriguing topics. These noncredit courses, taught by gsas students for gsas students, are stimulating and smart, but they’re designed for a diverse audience of nonprofessionals.

These short courses give you a chance to step back from your own line of scholarly inquiry and step into other perspectives.

* SIGN UP FOR A MINI-COURSE! Find out more at www.gsas.harvard.edu/january.
Don’t Miss!

A special JANUARY@GSAS edition
OF OUR DUDLEY HOUSE PICKS OF THE MONTH. FOR A FULL LINEUP OF CURRENT DUDLEY EVENTS, GO TO WWW.GSAS.HARVARD.EDU/THISMONTH

Rise and Shine Bootcamp!
JANUARY 14–16, Café Gato Rojo. Back by popular demand, Dudley’s renowned work and study bootcamp will get you up, ply you with breakfast and coffee, and ensure you get at least four hours of work done by lunch time. The cost is $10, nonrefundable, to encourage attendance. Sign up and pay in the House Office.
◆ Contact the Literary Fellows at dudleyhouse.literary@gmail.com.

Poetry Reading
THURSDAY, JANUARY 17, Dudley Library. There are more things in heaven and earth than are dreamt of by the academy. That’s why the Literary Fellows are hosting this student poetry reading, to break out of the depths of a Boston winter. ◆ Contact the fellows (dudleyhouse.literary@gmail.com) to express an interest in performing.

Europe in January at Dudley House
Escape (through film) to Rome and Paris! Shown on the big-screen TV in the Graduate Student Lounge.
WEDNESDAY, JANUARY 16, 6:30 P.M. Roman Holiday (1953). Audrey Hepburn won the Oscar in her first starring role in this charming, smart, and romantic film, also starring Gregory Peck.
FRIDAY, JANUARY 18, 6:30 P.M. Midnight in Paris (2011). Woody Allen’s rueful comedy about a writer visiting Paris who longs for the stimulation of an earlier era — and manages to find it, thanks to a magical passage that connects him with the city’s past.

Winterfest for Kids
SUNDAY, JANUARY 20, 3–5:30 P.M., Dudley Game Room. Join us for an afternoon of coloring, music, snacks, and games! Event designed for families with children two to twelve years old; open to the entire Harvard community.
◆ Contact the Public Service Fellows (dudleypublicservice@gmail.com).

Dudley House Ski Trips!
JANUARY 21–24 / 24–27. Get into the powder and catch some vertical motion at Sugarloaf Resort, Maine, on one of two 3-day trips during the final week of January@GSAS. Includes three full days of skiing, three nights of condo accommodation, three restaurant dinners at the resort — and more.
◆ See detailed sign-up instructions and trip information at dudley.harvard.edu/outings.

A January Soirée
SATURDAY, JANUARY 26, 6–8 P.M., Dudley House Common Room. Join us for a cozy evening chez Dudley. Over wine and cheese, and with the accompaniment of live music by your fellow graduate student musicians, we’ll discuss 2013 Arts classes, outings, and events.
◆ RSVP to dudleyhouse.arts@gmail.com.

‘Dudley House’ Your Graduate Student Center since 1991
Lehman Hall, Harvard Yard ◆ www.dudley.harvard.edu ◆ 617-495-2255
HOUSE MASTERS James M. Hogle and Doreen M. Hogle ◆ HOUSE ADMINISTRATOR Susan Zawalich
In a series of posts last spring on the Bok Blog (blog.hks.harvard.edu), Departmental Teaching Fellow Anita Nikkanen (Comparative Literature), Erin Bliven (Organismic and Evolutionary Biology), and Meredith Schweig (Music) described how (and why) the inclusion of material objects can enrich one’s teaching. The GSAS Bulletin is reposting three posts from that series, with permission; this is the third. (The first two posts ran in the October and November 2012 editions of the Bulletin. These posts grew out of "Teaching with Tangible Things: Museum Collections in the Classroom," a workshop they offered at the Bok Center’s 2012 Winter Teaching Conference.)

To complement Erin’s example of bringing objects to the classroom, I wanted explore the benefits of bringing the class to the objects. In my two-part contribution to our teaching workshop consisted of, first, a short introductory lecture on ancient Greek sculpture with slides, and second - the part where you really get to interact with objects rather than just images projected on a screen - a tour of Greek and Roman collections at a museum.

Part 1: Preparing Your Students
The aim of my introductory lecture was to illustrate the key features in, and differences between, sculpture in three periods of Greek art: archaic, classical, and Hellenistic. I wanted to orient my students and prepare them to recognize these details in other objects they might encounter later. I illustrated each of the three periods with slides of statues and busts representing male figures typical of each period, and pointed out such details as those of stylization in representation of hair or musculature, characteristic poses, facial expression, and subject matter. The lecture, in short, provided the basic knowledge and skills the students needed to tackle the material they were about to encounter in the museum.

Part 2: Taking the Trip
The second part, the museum tour, offered them an opportunity to apply what they had learned in the lecture and practice their skills. As Erin’s demonstration had already showcased Harvard’s offerings, I drew my examples from further afield: the Greek and Roman collections in Boston’s Museum of Fine Arts — a great place to bring students, as I have done several times. As I took my “students” (the participants of the “Teaching with Tangible Things” session) on a virtual tour, I asked them to describe details of the objects we looked at and to compare and connect them to features of the sculptures they had just seen during the lecture.

When I showed them a stele with a relief depicting an athlete, for example, they were able to identify it as archaic by comparing the abstract musculature and the stylized representation of the hair with that of a boar, an archaic statue of a young man, seen in the lecture. Applying skills with examples that fell within the covered material? Check. But we went beyond that: they were even prepared to discuss a piece that fell outside of what they had seen in the lecture.

Without any introductions or explanations from me, they were able recognize the influences of classical and Hellenistic Greek art in a Roman Imperial bust of Augustus! They talked about how the serene facial expression reminded them of what they had seen in the slides of classical sculptures, yet they also pointed out the more individualized look of the bust, with its thinner lips and less idealized proportions – details that pointed away from classical Greek sculpture. They remarked on how the hairstyle reminded them of that of Hellenistic busts of Alexander the Great as well as of the classical Doryphoros (“Spear Carrier”) of Polyklitos. What is more, they could make meaningful interpretations of the mixture of these elements.

After I told them the bust was of Augustus, we discussed the effects of representing an emperor as serene and eternally youthful, even posthumously, as this bust did, and of drawing on famous predecessors’ portrait styles in official representations of such rulers. We also did something you can really only do when viewing an object in person: we talked about the pieces that were missing, like the chipped ears, and what the bust would look like if it were intact – from there, we arrived at some of the characteristics of Julio-Claudian portraiture shared by all in the family, such as the slightly protruding ears!

My aim with this exercise was to demonstrate how teachers can engage their students in learning with objects in museums, as well as the kinds of things you can teach and learn by doing so — not just art or art history, but culture, politics, and the history of different time periods and places, connections with literature, or myth, religion, customs, and daily life. Furthermore, dealing with objects in a great way to teach the different steps involved in analyzing different kinds of material: for one, looking at an object rather than a text often makes it easier to distinguish between description and interpretation. Anyone can describe what they see, and the teacher can help them along with the interpretation of the details. And, as the example of the Roman Imperial bust shows, with just a little background you can get students to engage with entirely new material in extremely fruitful ways.

Seeking Hist and Lit TFs
Applications are being accepted for full-year teaching fellow positions on the History and Literature Tutorial Board for 2013-2014 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.

Application deadline: January 18, 2013

Application and program information is available at http://histlit.fas.harvard.edu/

It’s T Time!
GSAS students, buy your MBTA passes for the bus, subway, commuter rail, or boat for the spring 2013 term (February-May) at an 11 percent discount!

Applications for the spring term are due January 4, 2013.

Download the order form directly: http://hvrd.me/UF43pn
Submit the form with payment to the GSAS Office of Student Affairs, Holyoke Center 350.

Information and the order form are available at GSAS or at www.gas.harvard.edu/search?MBA Semester Pass Program.

Note that GSAS offices are closed for the winter break between Monday, December 24, and Wednesday, January 2.
Kitchen Essentials
COOKING WELL (AND EATING HEALTHY) IN A SMALL SPACE
BY KAMILLE WASHINGTON

For many young academics, cooking dinner at home at the end of a long day can seem like a tiresome chore. (The idea of even being at home at dinnertime may seem beyond reach for lab- or library-bound grad students.) Budgets are tight, there are never enough hours in the day, and the food from that take-out place on the corner is so delicious!

In addition to these significant motivational hurdles, space is often a big deterrent. Regardless of the town or neighborhood, your studio or one-bedroom is probably cursed with an abnormally small, outdated kitchenette. And for those of you living in a residence hall? Forget it. How can anyone expect to create culinary magic with so little room?

There’s good news: it can be done. In just three simple steps, you can make your small cooking space work for you — and set yourself on a course for healthier, less expensive eating over the long term, as well as a feeling of pride and accomplishment that a run to the corner takeout just can’t inspire.

Get organized. This is the first thing you should do in any kitchen, big or small. However, it’s especially important when you’re working with a limited amount of space. Make sure that your counters are clear and uncluttered. Find space-saving storage solutions to help you get the most out of your cabinets. An afternoon of tidying and rearranging is not only therapeutic; it’s time well-spent. It will make a huge difference when you start your adventures in home-cooking.

Equip yourself with the essentials. I’m a shopping addict and a kitchen junkie, so I have every knock-knock and gadgetimaginable in my kitchen. However, the truth is you really don’t need a ton of equipment or specialized utensils to pull together a good meal. You just need the basics.

1. Three pieces of stainless steel cookware — a stock pot, a sauce pan, and a big sauté pan. With just these three items, you can make just about any stovetop dish.
2. A solid, all-purpose chef’s knife. Leave that block of junk knives on the shelf and get yourself one good forged knife. You can use it for everything.
3. Wooden spoons. They’re cheap, versatile, and they won’t scratch those fancy new stainless steel pans of yours.
4. Measuring spoons and cups. If you plan on doing any baking at all, tools for measuring are absolute musts. They’re also handy for those who are looking to cook more healthful meals.
5. A slow cooker. It’s not just for soups and stews! You can use your slow cooker year-round to roast chicken, bake macaroni and cheese, or even make cheesecake. It’s also a great timesaver, your slow cooker will do all the work for you. Turn it on in the morning and your dinner will be ready by the time you get home.

Understand your kitchen. People underestimate the importance of this last step. It is vitally important to know all the quirks of your kitchen appliances. For example, is your oven calibrated properly? Does it have a hot spot in the back right corner? Do your burners heat evenly? Little things like this are commonplace in Camberville’s ancient galley kitchens. Learn your appliances well. Otherwise, you’ll suffer the inevitable frustration of recipes that never work for you. You’ll always wonder why your cupcakes are never done in the middle, or why your pork chops always burn a little on one side. In your kitchen as every place else, knowledge is power.

After you take these steps to set up your small kitchen, all that’s left to do is get cooking. I’ll be back next term to share some recipes and more tips on healthy cooking for the time challenged, space challenged, and money challenged grad student!

Kamille Washington, a Harvard College graduate now working in the financial aid office at GSAS, publishes quick, healthy, and tasty recipes on her blog, A Second on the Lips (www.ascondondonhelps.com).

Apply to be a Freshman Proctor or a House Tutor

GSAS students can contribute significantly to the life of Harvard College students — and build valuable professional experience as an advisor and mentor — by becoming a Proctor or a Tutor in Harvard residence halls.

Freshman Proctors provide guidance for first-year students in all aspects of their exploration of Harvard. They reside in the freshman dormitories and are the members of the College staff with whom first-year students have the most extensive contact.

House Tutors are valued and important members of the staff of Harvard College who play a vital role in the residential and educational life of undergraduates. Each House in the College forms a small academic and social community in which Resident Tutors and undergraduates live, eat, socialize and study together within the larger context of the College and University. Each House also has non-resident Tutor positions.

Application Deadlines:
The Proctor application is rolling, but priority will be given to those candidates who submit applications by January 4, 2013.

The deadline to apply to be a Resident Tutor is January 25, 2013, by 12:00 p.m. EST. (Please note that the hiring process for non-resident Tutors generally extends beyond the Resident Tutor process and after this application closes.)

For more information and to apply, visit http://osl.fas.harvard.edu and see Housing and Residential Life.

Contact the Office of Student Life:
osl@fas.harvard.edu | p 617.495.1558

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Get Out!

EXPLORATIONS AND ADVENTURES OFF CAMPUS

Hit the Ice (and Grab a Slice)
Sterti Memorial Rink in the North End (561 Commercial Street) is one of Boston's best public skating rinks, with glass-paneled walls that let you look out on the harbor as you glide gracefully (or precariously). Free to skate, $5 to rent, and pricelessly close to Ernesto's Pizza (Salem Street) and countless culinary joys.
Download the open-ice schedule: www.mass.gov/dcr/recreate/skating.htm

Job Talk

PERIODIC UPDATES ON CAREERS, PROFESSIONAL DEVELOPMENT, AND LIFE AFTER GRADUATE SCHOOL

Unless otherwise noted, register through Crimson Careers. For descriptions and the complete lineup of career events in January, visit www.gsas.harvard.edu/january.

Career Transition Work Group
Tuesdays, January 8 through January 29, 10 a.m.–noon, OCS Seminar Room
E-mail Laura Stark Malisheski (malishes@fas.harvard.edu) for criteria.

Does It Matter? Nonverbal Communication and the Job Search
Thursday, January 10, 4–5 p.m., OCS Conference Room

Real-Life Stories from the Academic Job Search
Monday, January 14, 4-5:30 p.m., OCS Conference Room

Job Search: Tough Questions and Negotiations
Wednesday, January 23, 9:30–11 a.m., OCS Conference Room

I'm Graduating, Now What? Non-academic Job Search for Graduate Students
Friday, January 25, 10–11:30 a.m., OCS Conference Room

Empowering Women in the Job Search
Monday, January 28, 3:30–5 p.m., Longwood Medical Area, location TBA

Talk Your Way into a Great Job
Tuesday, January 29, 10-11:30 a.m., OCS Conference Room

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Bookmark the GSAS Bulletin’s online news site for features about graduate students and timely information about careers, fellowships, teaching, and deadlines! www.gsas.harvard.edu/news

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https://asperin.fas.harvard.edu/progress/

Your faculty advisor can also view your information, and your department administrator can update it if anything looks erroneous or incomplete.

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