Bok Center’s Certificate Program Gears Up for Spring

The Derek Bok Center for Teaching and Learning is kicking off another term of its Teaching Certificate Program, a sequence of seminars that allow participants to critically reflect on their performance as teachers and actively experiment with various modes of pedagogy and communication. The program offers graduate students a tangible marker of their ongoing development as teachers in higher education.

Find more information, eligibility criteria, and enrollment caps at bokcenter.harvard.edu, or contact teachingcertificate@fas.harvard.edu.

Designing the Course of the Future
Explore the cognitive, historical, and pedagogical research that informs our understanding of student learning, and learn to craft new syllabi, course proposals, or other course design documents.

Discussion Leading Seminar
Explore strategies for encouraging vibrant discussions, analyze case studies of successful (and not) discussions, and assess discussion as a pedagogical tool.

Graduate Writing Fellows
Learn time-saving and pedagogically sound strategies for responding to student writing and designing and sequencing assignments.

Classroom Communication Skills for International TFs
Designed to help international graduate students develop the oral communication skills necessary to be successful in their graduate programs and as teachers in the Harvard classroom.

To apply, email pamelapollock@fas.harvard.edu.

The Physical Voice: Vocal Training for Teachers and Scholars
This innovative workshop will address the traditional subject of public speaking in a uniquely physical way, by focusing on breath, vocal support, and range and stamina.

Graduate Multimedia Fellows
This course trains graduate students in the theories, research, and skills necessary to design and evaluate multimedia assignments. Students will generate resources to support multimedia pedagogies at Harvard, those who successfully complete the course receive a $500 stipend.

JANUARY@GSAS

A GUIDE TO JANUARY AT HARVARD

Although the demands of a graduate program rarely let up, January is one time of year when things tend to open up a bit, creating space and time for professional pursuits, skill building, and interest-following.

Spread your wings a bit this January and tap into the wide variety of activities that Harvard has to offer.

See pages 4-6 for a wider sampling of January activities and get some ideas for what you might want to do over winter break!

Interactive Visualization
DATE AND TIME: January 21, January 23, 1–3 p.m
LOCATION: Science Center
INSTRUCTOR: Sergiy Nesterko
This short course will introduce and motivate the use of interactive data visualization as a powerful tool for communicating research ideas based on data. No prior programming experience is assumed.

contact: sergiy_nesterko@harvard.edu

Shaping Policy with Science
DATES: January 17, 19, and 20
LOCATION: Cambridge campus, TBD
With instructor Bina Venkataraman, students will engage in seminar-style discussion, case-study analysis, and policy drafting.

contact: edlynlevine@fas.harvard.edu

Visit www.gsas.harvard.edu/january for full details and more events!

Continued on page 4
Breaking Barriers

IVY PLUS SYMPOSIUM OPENS NEW DOORS TO DIVERSITY

Next spring, Harvard and MIT will open their campuses to 150 promising undergraduates from across the country — students from minority and other underrepresented backgrounds — and give them a sampling of the research opportunities and professional rewards that come with graduate school.

The two universities — with significant leadership from the Graduate School of Arts and Sciences — will host the Ivy Plus Symposium (March 13–15), an annual event sponsored by Ivy League and peer institutions to boost diversity in higher education. For undergraduate scholars who might be uncertain about how best to pursue their academic interests or what exactly a graduate program might look like, the Ivy Plus Symposium aims to be a key point of entry.

It is the latest chapter in a story that began three years ago, when Sheila Thomas, a cancer researcher at Harvard Medical School who had run diversity initiatives there, became assistant dean for diversity and minority affairs at GSAS. The goal was to stimulate conversations across disciplines about enhancing diversity in the academy — to think concretely about the role the Graduate School could play building a diverse faculty and a diverse pool of leaders in any industry requiring advanced degrees.

With former and current GSAS deans Allan Brandt and Xiao-Li Meng, Thomas has worked to "change the conversation" among faculty members at admissions meetings, standardizing the practice of giving a second look to applications from students whose backgrounds may be unconventional or unfamiliar to the assessing faculty. She has also instituted a robust program of recruitment activities. GSAS now runs a summer research program that brings college students to campus for 10-week internships, working alongside Harvard faculty and graduate students. And it launched the post-baccalaureate Research Scholars Program, taking a small number of talented candidates who were not ready for admission to a PhD program and giving them targeted, yearlong research assistantships with Harvard faculty and individualized mentoring opportunities. The first three Research Scholars were ultimately admitted to PhD programs at Harvard and elsewhere, and two are now at Harvard.

The percentage of incoming students at GSAS who are members of underrepresented minority groups has doubled in three years, from 4 percent to 8 percent. Applications from minority candidates have remained relatively consistent, but there has been a steady rise in the number of admissions offers, a sign that the new conversations are bearing fruit.

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, however priority will be given to those candidates who submit applications by January 3, 2014.

The priority deadline to apply to be a Resident Tutor is January 30, 2014, by noon 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
It’s No Accident

A PHD STUDENT PUSHES THE CAUSE OF BIKE SAFETY IN BOSTON, MAKING TRANSPORTATION A PUBLIC HEALTH ISSUE

BY NICHOLAS NARDINI

WHILE CAMPAIGNING THIS FALL, BOSTON MAYORAL candidate John Connolly stopped in at a café in Jamaica Plain to meet with proponents of bicycling in the city. Along with members of the Boston Cyclists Union, he was set to speak with a researcher whose work on bicycle accidents in Boston has changed the conversation about cycling and the future of the city’s transportation design. To his surprise, she arrived swaddled in thick clothes, parking her car in the spot closest to the café’s entrance. This was not the Lycra-clad bike advocate he had been expecting.

“It was cold as anything,” says Dahianna Lopez, a PhD student in Harvard’s health policy program. “You can take the girl out of LA, but you can’t take LA out of the girl.” A non-cyclist who commutes by car from Quincy to her office at the School of Public Health, Lopez isn’t the likeliest of subjects. “I may not be a biker,” she says. As a student of health policy, she sees her job as designing better structures for the mitigation of disaster. From her perspective, the United States is still grappling with the repercussions of the midcentury explosion in vehicle ownership, when the country was redesigned around the automobile with no regard for those transporting by other means. “The bicycle issue is framed solely around personal responsibility, and that’s counterproductive. We used to say the same things to drivers: if you get in an accident it’s your fault, you’re obviously not a good driver. Then we started making the same thing to bicyclists and pedestrians, reflecting a citywide shift in attention toward those traditionally overlooked populations.”

But don’t use the word “accident” with Lopez. “That word connotes that it just sort of happened, and we couldn’t have prevented it,” she says. As a student of health policy, she sees her job as designing better structures for the mitigation of disaster. From her perspective, the United States is still grappling with the repercussions of the midcentury explosion in vehicle ownership, when the country was redesigned around the automobile with no regard for those transporting by other means. “The bicycle issue is framed solely around personal responsibility, and that’s counterproductive. We used to say the same things to drivers: if you get in an accident it’s your fault, you’re obviously not a good driver. Then we started making the same thing to bicyclists and pedestrians.”

For Lopez, the study of transportation-related fatalities and injuries stands at the intersection of several health-related fields, many of them reflected in her CV. Before she arrived at Harvard, she studied statistics and psychology, earned a master’s degree in public health at UCLA, opened a health education center at a Los Angeles VA hospital, and earned another master’s in nursing. Her fascination with transportation began while working at the University of California, San Francisco, Injury Center on a study of pedestrian safety.

Realizing that the research was blocked from meaningful impact by a lack of political awareness, Lopez decided “to pull a Harvey Milk,” arguing for reform before city supervisors. This project eventually brought her to a conference at Harvard, where her work attracted the attention of faculty from the PhD program in health policy.

Weaving together the diverse strands of her interests and background, Lopez has her professional sights set on a top policy position at the National Highway Traffic Safety Administration or the National Transportation Safety Board. And she plans to continue her work to unify the fields of transportation planning and public health, wherever she ends up. “We have a ton of evaluation methodology for health care, and not a lot for transportation. But transportation has a major impact on health.” The point was made especially clear to Lopez during her time as an emergency room nurse. “I may not be a biker,” she admits, “but I’ve treated patients injured in bike accidents. So yeah, I have street cred.”

SEEKING FULL-YEAR TFs FOR HIST AND LIT

Applicants are being accepted for full-year teaching fellow positions on the History and Literature Tutorial Board for 2014-2015 in the following fields in history and literature: America, Modern Europe (including but not limited to Britain, France, and Germany), Medieval Europe, Early Modern Europe, Russia, Latin America, North and Sub-Saharan Africa, Middle East, 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 17, 2014.

Application and program information: histlit.fas.harvard.edu
Do you want to . . .

**WORK ON YOUR WRITING?**

---

**THE JANUARY WRITING TRACK**

**How Not to Write Your Dissertation**

**DATE AND TIME:** Wednesday, January 22, 1–3 p.m.

**LOCATION:** Dudley House, Private Dining Room

**INSTRUCTOR:** Suzanne Smith, GSAS Writing Tutor

If you are writing your dissertation, you know that the process is as challenging as it is rewarding. In this workshop, a panel of GSAS students will share advice about how and how NOT to write dissertations. Our focus will be on developing practical strategies for overcoming obstacles and identifying best practices.

**CONTACT:** gwriting@fas.harvard.edu

**Write@5 Linden**

**DATE AND TIME:** Weekdays, January 2-24, 9 a.m.–5 p.m.

**LOCATION:** Bureau of Study Counsel, 55 Linden Street

A quiet and cozy space to write your thesis or dissertation. Coffee, tea and snacks will be served.

**CONTACT:** ychin@bsc.harvard.edu

**Rise and Shine Boot Camp**

**DATE AND TIME:** Monday–Wednesday, January 13–15, 9 a.m.–1 p.m.

**LOCATION:** Café Gato Rojo

During the dangerously easy-to-procrastinate month of January, we will get you up, ply you with breakfast and coffee, and ensure that you get at least 12 hours of work done — and all before lunch! The cost is $10, strictly non-refundable, so attendance over the three days is strongly encouraged. Sign up in the House Office or call 617-495-2255.

**CONTACT:** dudleyhouse.literary@gmail.com

**Fellowships Proposals Boot Camp**

**DATE AND TIME:** Wednesday, January 22, 2–5 p.m.

**LOCATION:** Dudley House Common Room

Learn to write a winning fellowship proposal! Students will receive feedback on their own proposal writing and offer the same to their fellow students. Participants will be asked to bring a draft of the opening paragraph of a potential fellowship proposal (with sufficient copies for all) as the basis for discussion.

**CONTACT:** cverba@fas.harvard.edu

---

Do you want to . . .

**WORK ON YOUR TEACHING?**

---

**THE JANUARY TEACHING TRACK**

**The Derek Bok Center’s Winter Teaching Conference**

**DATE AND TIME:** Thursday, January 23, 2014, 9 a.m.

**LOCATION:** Science Center

• Sessions on the fundamentals of teaching for first time teachers
• New insights for experienced teachers
• Professional Development Sessions
• BREAKFAST and LUNCH!

Open to all T Fs, TAs, CAs, Lecturers, Preceptors and Faculty! Check http://bokcenter.harvard.edu in January for conference schedule and pre-registration.

**Developing Language Proficiency: Using the ACTFL Proficiency Guidelines as a Framework**

**DATE AND TIME:** TBA

**LOCATION:** Derek Bok Center, Science Center 318

**INSTRUCTOR:** Virginia Maurer

The Bok Center’s Teaching Certificate Program is offering a mini-course during J-term on proficiency-oriented language instruction, using the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines as a general framework for organizing instruction and assessment.

**CONTACT:** vmaurer@fas.harvard.edu

**What Are My Students Learning?**

**INSTRUCTOR:** John Girash

GSAS has recruited graduate students from across fields for the inaugural January@GSAS Classroom Assessment Workshop, titled “What Are My Students Learning?” This 6-part workshop is offered with the Bok Center Teaching Certificate Program and also carries credit for the DMS Ed. Path SEAL Certificate.

**NOTE:** Registration for this class is currently closed. You can learn more about this initiative (http://www.gsas.harvard.edu/news/learning-assessment-what-works.php) or e-mail John at girash@fas.harvard.edu for additional information.
Do you want to... MEET PEOPLE OUTSIDE OF YOUR DISCIPLINE AND LEARN SOMETHING NEW?

GRADUATE STUDENT COUNCIL MINI-COURSES FOR JANUARY@GSAS

Visit www.gsas.harvard.edu/january and click “Student-Run Mini-Courses” to learn more and sign up!

▷ From Comics to Graphic Novels: An Alternative History
instructor: Julia Alekseyeva (aleksey@fas.harvard.edu)
date and time: January 13–16, 20–23, 4–7 p.m.

▷ The Biology of Superheroes: Exploring the Limits of Form and Function
instructor: Shane Campbell-Station (scstaton@fas.harvard.edu)
date and time: January 13, 15, 17, 20, 22, 24, 2–4 p.m.

▷ Yoga: From the Myth to the Mat
instructor: Morgan Furse (mfusc@fas.harvard.edu)
date and time: January 14–16, 5–6 p.m., January 17–19, 5–7 p.m., January 21–23, 5–6 p.m., January 24, 5–7 p.m.

▷ Energy 101
instructor: Lauren Harte (hartela@gmail.com)
date and time: January 20, 21, 23, 24, 2–5 p.m.

▷ Climatocracy: the New Politics of Environmental Crisis
instructor: Jen-Hawk (jenifer.hawk@gmail.com)
January 15–17, 20–23, 9 a.m.–1 p.m.

▷ Con Men, Neuroscience and Magic: How the World of Illusion Can Inform Our Understanding of Human Perception
instructor: Zofia (Ada) Kaliszewska (zakalisz@gmail.com)
date and time: January 15, 17, 20, 22, 24, 3–4 p.m.

▷ The Human Face and its Role in Our Everyday Judgments, Decisions, and Behavior
Instructor: Christelle T. Ngnoumen (cngnoumen@gmail.com)
date and time: January 20–24, 10–11:30 a.m.

▷ Alien Worlds on Earth
instructor: Heather Olins (olins@fas.harvard.edu)
date and time: January 15–17, 20–23, 2–4 p.m.

▷ The Pocket Guide to Your Mental Health
instructor: Christopher Rutt & Dianne Hezel (rutt@fas.harvard.edu, dhezel@fas.harvard.edu)
date and time: January 14, 16, 21, 22, 23, 4–6 p.m.

▷ Finding Drugs for Bad Bugs
instructor: John Santa Maria & Yuan Qiao (jsanta@fas.harvard.edu, yqiao@fas.harvard.edu)
date and time: January 13–17, 10 a.m.–noon

▷ The Great Criminal: Why We Love to Watch Gangsters, Thieves, and Psychopaths
instructor: Jason Silverstein (jsilverstein@mail.harvard.edu)
date and time: January 13, 15, 17, 20, 22, 24, 1–3 p.m.

▷ Digital Photography for Beginners
instructor: Danqing Wang (danqingwang@fas.harvard.edu)
date and time: January 14–17, 2–5 p.m.

▷ What is the “Soul” in Indian Philosophy?
instructor: Clarisse Wels & Rosanna Picascia (cwells@fas.harvard.edu, picascia@fas.harvard.edu)
date and time: January 14, 16, 21, 23, 2–4:30 p.m.
IT’S NO SECRET THAT THE ACADEMIC JOB MARKET HAS seen better days, and no one is more aware of that than the PhD student. Dating deadlines and sobering talks with friends a few years ahead or with sympathetic mentors are easy reminders of the obstacles facing seekers of the tenure track. But if anyone’s up for the challenge, it’s the GSAS student. Generally, PhD students are focused, committed, passionate, and driven—all characteristics that prove useful as they enter the market and begin the long and difficult journey toward securing a position in academia.

And yet there are traits and tendencies that come along with being a graduate student that can actually be detrimental to the career search. At a recent panel on postdoctoral fellowships—one in an annual sequence of workshops and discussions known as the Becoming Faculty series, sponsored by GSAS and OCS—it quickly became evident that the isolation and specificity of doctoral research can be a hindrance for candidates. “Most of the scholars I know are very fond of their little corner,” said Cynthia Verba, director of fellowships at GSAS. And they are because they have to be; the competition is such that, in order to gain acceptance to an institution like Harvard, and to succeed here, students need to focus on something exceptional, something that makes them unique—and often that requires scaling down to a highly specialized area of interest. But when it comes time to apply for jobs, the situation is reversed, and candidates now more than ever, need to take a step back.

They need to learn (or re-learn) how to communicate their research in a broader, more generalized way. “Show that you’re doing something that may be very specialized, but are using it as a lens towards some larger theme,” advises Verba. “If you can get that out there in your first paragraph—how your little corner gives you a lens on something larger that more people will care about—then you’re on a very good path.”

This matters, because what candidates don’t always realize is that the faculty members sitting on search committees most likely won’t be experts on the same topics. This is a notion that came up during a panel talk called “The View from the Search Committee,” featuring Harvard faculty who have experienced the job search from the other side of the door. “There is a tendency in graduate school, especially as students work toward the completion of a dissertation, to think of the problem of audience as one’s committee,” said former GSAS dean and professor of the history of science Allan Brandt. “And that’s a very small audience. Maybe the smallest audience you’ll ever want to write for, or you’ll ever write for again.” But the search committee for a given job may not include a single scholar who is in the candidate’s field. Illustrating this idea, Professor Luis Giron-Negron pointed out that while he is a Medievalist with pre-modern interests in Arabic, Hebrew, and Spanish, he currently sits on a search committee for a position in modern Latin American and/or peninsular Spanish literature with a focus on women, gender, and sexuality, an area well out of his area of inquiry. “Chances are, there will not be a single person on the search committee or even in that department who works in your specific field,” echoed Professor of History Caroline Ellinoki. “You’re it.”

It is vital that candidates learn to talk about their work in a manner that is digestible for a smart general audience. “This is also illustrative of its importance and impact, explicitly explaining why their work matters. “The single most important thing, from the perspective of the search committee, is that you’re working on important problems and articulate them clearly,” said Brandt. “You know your work is important—it is the reason you are at Harvard—but the significance of what you are doing may not be as obvious to nonspecialists. ‘One classic question I ask every candidate is, ‘Where is the field going to be in ten years?’” said Ellinoki. In answering this question, candidates should be prepared to discuss their own work in the context of the future of the field, demonstrating its potential influence.

Resources for the Job Search

The academic job market varies dramatically from field to field, and within fields. Please consult with your advisor, your director of graduate studies, or other mentors in your discipline as you begin to think about the job search. It is never too early to start preparing for your professional growth and your success on the job market, even well before you’re ready to graduate. You can consult with Laura Stark (lstark@fas.harvard.edu) and fellow GSAS counselors at the Office of Career Services to get an overview of the academic timeline and suggestions about when to be doing what.

The Office of Career Services collects valuable job-search resources on its website, including a step-by-step online tutorial for going on the market.

www.ocs.fas.harvard.edu/students/gsas/job-search.htm

What does it take to build a scholarly career? Find the answers in Scholarly Pursuits, an essential guide to professional development. It contains a chapter on all aspects of the academic job hunt, including when to enter the market, tips on preparing CV and writing a cover letter (accompanied by samples from successful job candidates), the job interview, the campus visit, acquiring letters of recommendation and using the dossier service, the two-career family, and special concerns for international students.

www.gsas.harvard.edu/scholarlypursuits

ComSciCon: The January Mini-Conference

JANUARY 13 AND JANUARY 24, 8:30–2:30 P.M.

Communicating Science (ComSciCon)—a workshop series organized by graduate students, for graduate students—will offer a two-part January workshop designed specifically for Harvard and MIT students who want to build their communication skills. ComSciCon attendees will:

• interact with graduate student leaders in technical communication from the Harvard and MIT communities
• learn from expert writers and communicators, including Harvard and MIT faculty
• produce original works of science communication for publication
Apply by December 20: comscicon.com/apply-attend-january-2014

Communicating Science is an initiative organized by PhD students at Harvard and MIT. The inaugural ComSciCon workshop, held in June 2013 at the Microsoft NERD Center in Kendall Square, drew more than 750 applicants, from which 60 attendees were selected, from all fields of science and engineering.

Follow @ComSciCon

Sponsorship provided by the Harvard Initiative for Learning and Teaching (HILT) and GSAS.
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

Fireside Gathering
SUNDAY, JANUARY 12, 7–10 P.M. Escape the winter chill with hot cider, cookies, and other treats in the fireside room of Dudley House. Whether you want to play games or just chat and enjoy the refreshments, this is a perfect cure for the J-term blues.

Basic Sewing Workshop
WEDNESDAY, JANUARY 15, 4 – 6 P.M. Private Dining Room. Do you bring your clothes to the dry cleaner to have them hemmed or to replace a missing button? With a few simple sewing techniques, you can take care of these little alterations quickly and easily. This 2-hour class will teach you how to fix/replace buttons, fix a hem that has come loose, hem pants or a skirt, and mend a ripped seam. All supplies will be provided, but feel free to bring your own clothes that need fixing. No previous sewing experience is required. ◆ RSVP to Carolyn Zeiner (zeiner@fas.harvard.edu) appreciated but not required.

Dudley House Ski Trips
WEEK OF JANUARY 20. Get out into the powder and catch some vertical motion this January! Head up to Sugarloaf Resort, Maine, on one of two 3-day trips during the last week of J-term: Trip 1 is January 20–23, and Trip 2 is January 23–26. Each package includes: coach transportation to and from Sugarloaf, 3 full days of skiing including lessons, 3 nights of condo accommodation, 3 restaurant dinners, access to pool, saunas and hot tubs, fitness center and snowshoeing/x-country skiing.

Dudley Classic Films: Mary Poppins
FRIDAY, JANUARY 24, 6 P.M. Celebrate the 50th anniversary of this wonderful film! A spoonful of sugar and a healthy dose of Julie Andrews, Dick van Dyke, and Disney magic make this a delightful way to relax on a cold January evening. On the big-screen TV in the Graduate Student Lounge. Children of all ages are welcome!

Chamber Music Concert
SATURDAY, JANUARY 25, 7 P.M. Dudley House Dining Hall. Come enjoy an evening of chamber music with coffee, tea, and refreshments! The program will include short chamber works featuring members of the Dudley House Orchestra in various chamber ensembles. Admission is free, everyone welcome.

Study Card Day Wellness Check-In
FRIDAY, JANUARY 31, 11 A.M.–2 P.M. Dudley House Fireside Room, 1st floor. Let’s face it; grad school can be stressful. It can be good every once in a while to check in with yourself to see how you’re doing. This Study Card Day, we’re offering quick questionnaires that you can take and then discuss in a minute or two with a representative from Harvard University Health Services. The whole process will be anonymous and just for you. ◆ Contact dudleywellnesscheckin@gmail.com.
Get Out

EXPLORATIONS AND ADVENTURES ON AND OFF CAMPUS

A Winter’s Trek
Absorb the quiet of a winter morning at Arnold Arboretum, Harvard’s jewel at the end of the Emerald Necklace. Take the Orange Line T to Forest Hills and walk up the street to this vast sanctuary for nature lovers, cross-country skiers, or those of us looking to rationalize a visit to the funky cafes and shops of Jamaica Plain’s nearby Centre Street. www.arboretum.harvard.edu

SURVIVING GRADUATE SCHOOL:
THE CONTEST

Welcome to the Bulletin’s monthly contest! We ask readers to answer a question or share a grad-school survival skill. We pick the best answer(s) and print the winner in the next edition, and you win a GSAS totebag!

THE DECEMBER/JANUARY CONTEST
What — and Where — Is This?
The mysteries of Harvard’s architecture provide an endless source of amusement for the Bulletin photo contest. Describe this structure and its location. The first two correct answers win a totebag.

E-mail your answer to bulletin@fas.harvard.edu.

The contest is open only to students at the Graduate School of Arts and Sciences. When submitting, include your full name and your department/program. We allow only one submission per person per contest.

OUR NOVEMBER WINNER:
We asked you to tell us how you relax. Our winning entry: “One word: Baking. Ranging from once a week to every day (when times get especially tough). Whole-wheat carrot and applesauce muffins are the latest hit, according to my hungry residents. Chocolate chip cookies, too. And homemade almond butter cups. The list goes on! I’m studying nutrition, so I tell myself that it still counts as work. Right?” —Allyson Morton, PhD candidate, Program in Biological Sciences in Public Health