

The GSAS Bulletin

HARVARD GRADUATE SCHOOL OF ARTS AND SCIENCES
MARCH 2012 VOLUME XLI, No. 6

“The power of imagination makes us infinite.”—John Muir



JONATHAN RUEL

Transition in the Dean's Office

BRANDT TO STEP DOWN;
TARRANT AS INTERIM

The Graduate School of Arts and Sciences has announced that Allan M. Brandt, who led GSAS with a steady hand and an optimistic vision through a period of fiscal turmoil at Harvard and beyond, will step down this month as dean, in order to begin medical treatment after a recently diagnosed illness. Brandt will be succeeded on an interim basis by Richard Tarrant, the Pope Professor of the Latin Language and Literature, who will serve while Michael M. Smith, the Dean of the Faculty of Arts and Sciences, conducts the search for a new and permanent dean. Tarrant previously served as acting dean of the Graduate School in 1995–1996.

Brandt, the Amalie Moses Kass Professor of the History of Medicine at Harvard Medical School and a professor of the history of science at FAS, assumed the GSAS deanship in January 2008. His early focus was on curricular and pedagogical issues; he helped to shape the first major overhaul of the Harvard College curriculum in decades by introducing the Graduate Seminars in General Education. In these seminars, GSAS students work alongside faculty to create courses that Harvard College students will take in the future. And then, still working as faculty partners, they help to teach those newly developed courses as they enter the curriculum, building pedagogical and research skills that will enhance their scholarly development and benefit generations of students at Harvard and beyond.

The fiscal crisis that hit in late 2008 soon imposed stringent constraints on new initiatives. Still, by working strategically within

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JANE MOUNT

Fit to Print

ADVICE ON HOW TO PUBLISH EARLY AND OFTEN

In the world of tweets and statuses, each of us is the self-publishing author of our own life story. But in academia — and even outside of it, for that matter — the imprint of a scholarly journal or publishing house is still the golden ticket to appointments, promotions, and reputation. As the publishing industry struggles to reinvent its business model in the era of e-books and open access, publishing remains an essential milestone on the path to professional development, a rite of passage that students in all disciplines should actively pursue.

For years, Harvard University Press executive editor-at-large Elizabeth Knoll has generously counseled GSAS students on the intricacies of academic publishing. She has annually participated in a seminar on publishing run by Cynthia Verba, the GSAS director of fellowships, each time “revealing her deep commitment to graduate students by conveying a supportive message, combined with realistic and practical advice,” Verba says.

At a panel last fall, Knoll urged students to attend professional conferences and talk to editors who are there to meet new authors, usually in brief encounters. Come prepared with a “good elevator speech” about your project, she said; if yours is a narrow topic, try to think about the big picture that your study partially addresses. She noted that university press editors are very aware of the pressures of the job market, and that they are likely to be supportive and welcoming.

At the same time, Knoll also emphasized that a dissertation is not a book, and that in most cases it needs to undergo a thorough transformation to become a book, which means that much of the scholarly apparatus required in a dissertation must be eliminated in the book. She in fact urges students to avoid the word “dissertation” in communicating with potential publishers.

Two PhD students, Lukas Rieppel from History of Science and Erik Linstrum from History, joined Knoll on the panel to share their own experiences in getting their articles published. They each noted a potential risk in spending too much time in trying to get published, which could interfere with making good progress on the dissertation and finishing in a timely fashion. Nevertheless, both students found it worth taking time to publish during graduate school, especially in the current tight job market.

The following steps proved helpful to the panelists in getting published:

- » Set publishing as a goal early in the graduate program. Have it in mind to convert seminar papers into articles right from the start. It is easier to revise a paper than to start an article from scratch. Seek advice from professors in the field, asking specific questions about the strength of your paper, your goal of publishing and where to submit.

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SCHOLARLY LIFE

Myth Maker



PhD student
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STUDENT AFFAIRS

Much to Like



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Gregory
Malecha wins a
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GSAS Voices: How to Pick a Good Dissertation Topic

This spring, we're asking members of our community to weigh in on what makes a compelling dissertation topic. Contribute your thoughts on Twitter at #dissertation. And follow another interesting Twitter stream on the topic, at #originoftheses.



"As I'm wading my way through 50+ fellowship applications, I'm hoping that a dissertation topic will evoke one of three sentiments in me: 1) That sounds novel; I've never thought of that before; 2) I've never seen that topic looked at from that angle before; or 3) Wow, I wish I had chosen that for my dissertation topic!"

—Garth McCavana,
GSAS Dean for Student Affairs

"Before choosing my dissertation topic, I did a substantial amount of exploratory research to see what kinds of primary materials I could work with. I wrote a seminar paper based on some of this research, and regularly updated my potential adviser on the kinds of things that were peaking my interest. Simultaneously, I started brainstorming about the kinds of questions that most intrigued me about my field (musicology), and wrote about these questions and ideas several times a week in a kind of scholarly diary. There were some strategic points I kept in mind: I wanted a topic that was interdisciplinary, and I wanted one that could get funded by outside grants (both of which I accomplished with my topic).

Eventually, I picked my topic because the primary materials were incredibly alluring and intriguing to me. I knew these materials were promising because they prompted a wide range of possible guiding questions for my dissertation. I had no idea how important that simple fact would be when I started out, but being sincerely and deeply fascinated by my materials is what truly helped me keep going.

My personal interest and investment in my materials was especially critical because I, like nearly everyone I know, encountered problems at nearly every stage: research frustrations and dead ends, difficulties with writing and motivation, and a recurring feeling that I just didn't know where I was heading. These problems were exacerbated because I was not in residence at Harvard, and thus didn't have the resources and scholarly community that Harvard offers. I dealt with these problems by participating in writing groups, by making "to do" lists that I shared with my closest friends at Harvard (in order to feel accountable), and by talking on the phone periodically with my adviser. By combining these different sources of support and encouragement, I was able to finish my dissertation draft on schedule."

—Glenda Goodman,
PhD candidate in music



"I'm always excited to see when a student has become an inventor. Maybe you've created a new cell line, a new chemical library, or new agents — you've created

something that is not only serving your project but is generating useful new tools for the field. We don't talk enough about the fact that dissertations are not only about making new discoveries; they're also about making new tools that enable new discoveries long after the project they were invented for is complete. You can leave a lasting mark — that's the really attractive part of doing dissertation research."

—Marianne Wessling-Resnick,
professor of nutritional biochemistry
at the Harvard School of Public Health and
director of the PhD program in biological
sciences in public health

"My discipline (Byzantine/Medieval Greek literature) is quite small, and I knew from the beginning of my graduate program that I would ultimately be looking for positions in Classics departments whose primary emphasis was not in my own field. In other words, it has always been imperative for me to be able to present myself and my research in such a way as to appeal to non-specialists as much as to specialists.

When I set out to choose a dissertation topic, this important consideration was always in the back of my mind, and I think particularly now, when the academic market is very tight, especially in the humanities, it is really essential to ask oneself: 'How will this project be viewed by potential hiring committees?' This does not mean that the sole reason for choosing a topic is its marketability, but rather that it helps to think about what kind of audience you want to appeal to when you think of your research in the context of your long-term career.

Begin by thinking about what kind of career you want (e.g., Do you see yourself in a Research 1 institution? A liberal arts college? Somewhere in between?), and what sort of department you could reasonably see yourself in (e.g., Would you consider applying for interdisciplinary programs? Departments representing disciplines other than the one you trained in?). That is, in my experience, an important means of contextualizing your dissertation with respect to your long-term goals.

In other words, the dissertation is not aimed simply at getting the degree. Choosing a topic is one of the most important decisions you will make as you determine the trajectory of your academic career. In my case, I wanted to choose a topic that was both broadly appealing and interdisciplinary, while at the same time playing to my strengths and interests (i.e., in Late Antique/early Byzantine cultural history, as well as the relationship between literary production and development of Christian Empire in the Eastern Mediterranean).

Basically, I wanted to settle on a topic that would keep me interested for the dissertation (and beyond!) while providing material that a variety of potential audiences could latch onto.

For these reasons, I decided to work on the idea of Constantinople, capital of Eastern Roman (and later Byzantine) Empire, as a Christian sacred city in Greek literary texts from the late 4th through the 7th centuries CE. When I was interviewing last year, I realized that a little bit of strategizing about one's topic goes a long way. I felt like the topic genuinely captured the attention of committees of scholars from a variety of directions. I have gotten strong responses to my work from the majority of the people I encountered on the market or at conferences, from Classicists, to Medieval historians, to people who work on more contemporary literature. This not only has helped my confidence, but it has allowed me to position myself as a strong candidate for a range of potential jobs."

— Sarah E. Insley, PhD '11
College Fellow in Byzantine Literature,
Department of the Classics



"How do you find a good topic? Well, you start out by finding work that's going to be original and important. That's the bottom line. And you have to

be really passionate about it — the topic should be something that really excites you. There has to be an appropriate context for the work, and this will vary field by field. If something has never been done, there's a reason. You have to find the context that makes a problem addressable in a reasonable timeframe.

The clincher is that the project has to have a couple of foreseeable outcomes. You have to think, 'This outcome is what I intend to make the most important centerpiece of my project.' You have to look at the possibility of your project developing into a home run — but you have to have a good outcome even in the absence of a home run."

— James Hogle, master of Dudley
House and director of the PhD program in
biophysics

Harvard Graduate Student Council

Open Forum with the Provost

March 1 Come and meet Harvard's new provost, Alan Garber, AB '76, PhD '82.



GSC Open Meeting

March 7, Tosteson Medical Education Center 227, Longwood campus. Note: Student groups and organizations applying for funding MUST have a representative present in order to receive funding.

Nominate Your Outstanding Mentor

Nominations for the Everett Mendelsohn Mentoring Award, recognizing excellence in graduate mentoring and advising, are due by **March 9**. Submit your nomination here: www.gsc.fas.harvard.edu.

Student Group Funding Applications, Spring Round

Deadline: March 14

Nominate a Commencement Marshal

Submit nominations of graduating GSAS/SEAS students who you feel deserve to lead the class into Harvard Yard on Commencement Day. Self-nomination is allowed! Submit nominations by April 2 here: www.gsc.fas.harvard.edu.

The Dissertation Goes Electric

Starting this term, all PhD degree candidates will be submitting their dissertations to the Registrar's Office and ProQuest electronically.

Electronic submission is efficient, easy, and can be completed from anywhere in the world. It also saves time and even money.

GSAS is offering **two workshops** on the electronic process, and we invite May degree candidates, or candidates planning for a 2012–2013 graduation, to join us:

Friday, March 9, 2–3 p.m., Dudley House Common Room

April 23, 2–3 p.m., Dudley House Common Room

Myth Maker

OLUDAMINI OGUNNAIKE GIVES VOICE (AND A BEAT) TO WEST AFRICA'S RELIGIOUS AND CULTURAL TRADITIONS

BY JOANNA GROSSMAN

OLUDAMINI OGUNNAIKE (AB '07) STILL remembers how he loved to flip through the beautifully illustrated D'Aulaires' Book of Greek Myths as a young child. "My parents had to buy that book three or four times because my little brother and I wore it out," Ogunnaike recalls.

Little did he know then that his fascination with the stories of gods and goddesses would play a role in his future scholarly and professional pursuits. Now, as a fourth year graduate student in the Department of African and African American Studies, Ogunnaike studies the intellectual dimensions and mythology of African religious traditions.

Inspired by D'Aulaires' book, Oludamini and his brother Ayodeji (AB '10) are working with an illustrator to write a book about Yoruba mythology. "A lot of the people who know the myths well are getting older, and fewer and fewer people of my generation are interested, so we wanted to put the stories in print before much of the information is lost forever," explains Ogunnaike.

The desire to bridge the gap between individuals who belong to seemingly different worlds arose in part from Ogunnaike's own background. "My family is originally from Nigeria, and I lived there when I was young before coming to the U.S. and settling in Delaware. My parents had traditional worldviews, but then in school, and in particular at Harvard, I was exposed to a very different perspective, so my work is kind of an attempt to reconcile different traditions."

In his doctoral research, Ogunnaike is mainly focused on Sufism (a mystical dimension of Islam) in West Africa, and Ifá, which is a tradition within the Yoruba religion. "I study what constitutes knowledge in these religions and how they make their epistemological claims. I'm trying to put these traditions in conversation with contemporary western theorists and philosophers. Many of us can readily draw upon Greek and Latin traditions – and increasingly upon Chinese, Indian, and Tibetan traditions as well – so I'd like to help ensure that African traditions are also being recognized."

Ogunnaike's studies have taken him to a number of African countries such as Senegal, Mali, Nigeria, and Morocco. For him, one of the most valuable aspects of conducting research abroad is simply being able to converse with people who are familiar with the rich oral traditions of both Sufism and Ifá.



PhD student
Oludamini
Ogunnaike at
Lowell House,
where he lives as a
resident tutor.

"In West African Sufism, for example, some of the written texts are so elusive that you can't understand them unless you study with someone who is familiar with the tradition of oral commentary. And, of course, there are many details that are never written down; you can only learn such information from speaking directly with people."

Before starting his PhD, Ogunnaike spent a year in Mali on a Rockefeller Fellowship to study traditional drum music. He began playing West African music almost a decade ago and, as an undergraduate, was part of a group of students who formed the Pan-African Dance and Music Ensemble. After returning to Harvard for graduate school, Ogunnaike began performing with the group once again. For him, playing the drums is more than just about having fun. "The arts are one of the best ways to introduce someone to a different culture or worldview, because there's often an instant affinity, which can lead to a greater appreciation for that culture."

Ogunnaike's firm belief in the importance of increasing cultural awareness has also led him to be involved with organizations such as the Harvard African Students Association (of which he was president as an undergraduate) and the Nigeria Forum at Harvard. The latter group holds events relating to the socio-economic, cultural, and political development of Nigeria and is currently working to establish a college preparatory program for Nigerian students. "There are so many bright students in Nigeria who have no idea how to apply to US universities, so we want to help them with the application process so they can have better access to higher education," explains Ogunnaike.

And he wants to strengthen relationships at a higher level, too. He has been working with Professor Jacob Olupona for the past two years to bring Nigerian dignitaries and other leaders to Harvard as part of the Nigeria in the World seminar series – an initiative organized through the Weatherhead Center for Inter-

national Affairs. The seminars have featured governors, ambassadors, and business leaders – to name a few examples. Last October the Sultan of Sokoto visited Harvard in what was perhaps the most anticipated event of the semester. "We're constantly working to bring leaders in all fields to engage in conversation with Harvard faculty members, students, and community members," Ogunnaike says.

He sees a direct link between his involvement with organizations devoted to promoting awareness of African matters and his current research interests. "I was frustrated with what I saw as the dehumanization of people on the continent, and this led me to examine the intellectual content of African traditions, because I think there is a direct correlation between a lack of appreciation for African culture and heritage and a tendency to regard people on the African continent as less worthy of attention."

Are You Graduating this May?

Congratulations. We look forward to celebrating with you on **May 24, 2012.**

TO PREPARE, TAKE NOTE OF THESE IMPORTANT DATES:

- ▶ Regalia orders (PhD candidates): **March 19–April 20**
- ▶ Regalia orders (Master's candidates): **March 19–April 4**
- ▶ Last day to apply for the May 2012 degree: **March 23**
- ▶ Ticket orders: **March 30–April 25**
- ▶ Last day to nominate a Commencement marshal: **April 2**
- ▶ Ticket pick-ups: **May 21–24**

Everything you need:

www.gsas.harvard.edu/commencement

Physics at 2,500 feet

A JANUARY COURSE IN FLIGHT TAKES OFF

PHOTO COURTESY OF T. FETTAH KOSAR



Xin Li, a second-year PhD candidate in biological and biomedical sciences at the Graduate School of Arts and Sciences, prepares for takeoff.

IN 1934, A GROUP OF ENTERPRISING YOUNG TURKS pooled their money and bought construction plans for a glider. Pioneers in the infancy of aviation, they built it by hand, out of wood and fabric, and when the time came for its maiden flight, they drew straws.

“My grandfather pulled the short stick, so he had to be the test pilot on that glider without much knowledge,” recalls T. Fettah Kosar, a principal scientist and facilities manager at the Faculty of Arts and Sciences Center for Nanoscale Systems. “He didn’t have a license — had been on planes, but I used to hear stories about how he was so nervous.

“But he flew and landed without any trouble.”

That’s the story Kosar grew up with as a boy in Turkey, dreaming of becoming an astronaut or a pilot and following in his grandfather’s footsteps. From the age of 5, he built model airplanes from balsa wood and read aviation magazines. And although he went on to train as an engineer, ultimately earning a PhD in 2005 from the University of Washington in bioengineering and nanotechnology, he never put aside those early, lofty dreams.

Today, Kosar is a licensed pilot, sharing his passion for flight with the community around him, just as his grandfather did. In January, with the support of CNS, he conceived and taught a 3-day mini-course for graduate students on the fundamentals of aerodynamics. But instead of giving just a classroom introduction to the physics of flight, Kosar treated students to one-on-one time in the cockpit of a rented plane, high above the snowy, coastal landscape of northeastern Massachusetts.

“It was an amazing feeling to fly in a small plane where you can see what exactly is going on,” says Pakpong Chir-

arattananon, a graduate student in electrical engineering. Chirarattananon is a member of the Harvard Microbotics Laboratory, where his research in control systems and robotics involves designing the flapping-wing mechanism of a micro-air vehicle.

“We were even given a chance to take control of the plane for a brief period,” Chirarattananon adds. “In the meantime, the exercise was a brilliant demonstration of results we expected to see according to physical laws.”

Before takeoff, the students taped strands of yarn onto the wings of the plane in order to visualize the airflow during a stall.

“It’s like free fall,” Kosar explains, lifting a model airplane in the classroom. “You reach the point where the wing is not generating enough lift, and it goes down like this” — he drops his hand — “and all those strings start to do chaotic things instead of being nicely aligned with the air flow.”

Several other in-flight exercises helped to bring theory to life. The students explored how the position of the wing flaps affected the stall speed and, with a kitchen scale, measured and calculated how the angle of a turn affected the G forces.

Kosar also showed his students the facilities where enthusiasts can build their own planes — not with wood, these days, but with aluminum and fiberglass.

“It was great fun,” says Matthias Lorenzen, a visiting graduate student in mechanical engineering who went up in the plane. “It is a mixture of the feeling you have when you leave the ground and the great view that makes flying so interesting. Clouds suddenly become something three dimensional; you can nearly touch them.” — *Caroline Perry*



NATE DEAN

Harvard Museum of Natural History

► **Paleo Planet: A Look at Life in the Past**
Saturday, March 3, 9 a.m.–5 p.m. Travel back in time to explore the amazing world of dinosaurs, Ice Age mammals, trilobites, and other fossils. Consider how the planet itself has changed over time. Meet Harvard scientists and hear about their research. Examine rare specimens, search for clues about the past in common fossils, and make your own models. Appropriate for all ages with more than a dozen different activities appealing to different ages. Regular admission rates apply.

► **A Great Green Cloud: The Rise and Fall of the City Elms**

Lecture by Thomas J. Campanella

Thursday, March 8, 6 p.m. Decades before Olmsted park, Yankee villagers planted elm trees on their streets and commons to forge a union of rus and urbe, i.e. the rustic and the urban. Thomas J. Campanella, Associate Professor of Urban Planning and Design at the University of North Carolina, will explore elm culture in the US, and how our love affair with this giant nearly brought it to the edge of disappearance. Reception to follow, free and open to the public.

► **The Sounding of the Whale: Science and Cetaceans in the Twentieth Century**

Author talk by D. Graham Burnett

Sunday, March 11, 2 p.m. From the Bible to Melville, whales were historically depicted as terrifying, mysterious monsters — deserving only of slaughter. Graham Burnett will discuss how 20th-century scientific research and environmental awareness has led to an appreciation of whales as highly evolved, complex mammals critical to marine ecosystems and deserving of regulatory protection.

► **Evolutionary Medicine at 20: Not yet Mature, but on the Way**

Lecture by Randolph Nesse

Thursday, March 29, 6 p.m. Randolph Nesse, Director of the Evolution & Human Adaptation Program at University of Michigan, is one of the nation’s foremost researchers in the emergent field of Darwinian medicine — the application of modern evolutionary theory to the understanding health and disease. Co-author of the influential book *Why We Get Sick*, Dr. Nesse is a leading proponent of the idea that evolutionary biology should be taught as one of the basic sciences in medical school education.



Mexican Music of the Borderlands

A Talk and Demonstration by José Cuellar, Professor of Latina/Latino Studies, San Francisco State University

Thursday, March 29 | 6 p.m.

From the Peabody Museum of Archaeology and Ethnology
Cosponsored with the David L. Rockefeller Center

Jose Cuellar, a.k.a. “Dr. Loco,” shares music and stories of the U.S.-Mexico borderlands, from songs of home and longing to feisty narrative ballads.

Free, Tsai Auditorium, CGIS South, 1730 Cambridge Street
www.peabody.harvard.edu/calendar



Don't Miss!

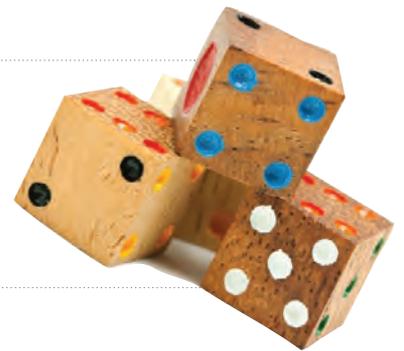
OUR DUDLEY HOUSE PICKS OF THE MONTH. FOR MORE EVENTS, OUTINGS, AND GATHERINGS, GO TO WWW.GSAS.HARVARD.EDU/DUDLEY.

A Journey with Doctor Who

FRIDAY, MARCH 2, BEGINNING AT 6 P.M. Relax with three episodes of *Dr. Who*, featuring the BBC's iconic time traveler, star of the longest-running science fiction show in the world. We'll compare the manifestations of Christopher Eccleston and David Tennant (the ninth and tenth actors to embody Dr. Who), as our hero thwarts evildoers across time and civilizations.

Game Day For Kids

SATURDAY, MARCH 3, 2:30–5 P.M., Dudley House Game Room (third floor). Join us for this popular afternoon of fun, primarily for children aged two to ten years old and their parents/families. ♦ *Contact Anshul Kumar (akumar@fas.harvard.edu).*



PHOTOGRAPHY © NIC LEHOUX / RENZO PIANO BUILDING WORKSHOP



Outing to the Isabella Stewart Gardner

SUNDAY, MARCH 4, 1:30 P.M. Tour the Isabella Stewart Gardner Museum and explore its newly opened wing, designed by architect Renzo Piano. The new space has a 300-seat performance hall, and we'll experience its distinct visual and acoustical pleasures at a chamber music concert by cellist Wendy Warner and pianist Irina Nuzova, performing the second installment of the Complete Beethoven Cello Sonatas. A limited number of \$12 student tickets available at the Dudley House office.

♦ *Contact Ivanna Yi (iyi@fas.harvard.edu).*

Explore Houghton's Treasures

WEDNESDAY, MARCH 7, 5–6:30 P.M. Our semi-annual visit to Houghton Library is here again! If you've ever been curious about the treasures of Harvard's rare book library, come to this showing of prized possessions. Information in the House Office. Space is limited!

Spring Swing

SATURDAY, MARCH 24, DANCE LESSON, 8:30 P.M., DANCE, 9:30 P.M. Join us for the free swing lesson, then cut up the dance floor or mingle with friends as the Dudley House Jazz Band sets the mood at Dudley's annual spring formal. Tickets (\$10 in advance at the House Office) include hors d'oeuvres, desserts, and drinks. ♦ *Contact dudley.social@gmail.com.*

Bishop at 100: Oral History Initiative and Performance

TUESDAY, MARCH 27, 5:30 P.M. (ORAL HISTORY) AND 7 P.M. (PERFORMANCE), Barker Center, 12 Quincy Street. Join us for the Woodberry Poetry Room's celebration of Elizabeth Bishop, featuring a conversation among Bishop's friends and one-time students Lloyd Schwartz, Frank Bidart, Mary Jo Salter, Gail Mazur, and Rosanna Warren, as well as a staged reading of Joelle Biele's "These Fine Mornings," a 50-minute, one-act play about Bishop and *The New Yorker*. ♦ *Contact Ivanna Yi (iyi@fas.harvard.edu).*

Les Misérables

MARCH 27 AND MARCH 29, 7:30 P.M., Boston Opera House. One of the most successful musicals of all time — a stirring story about revolution and change, as well as love and loss — finally comes to Boston! Cost: \$33. Dudley members may bring a guest. ♦ *More details at www.dudley.harvard.edu/outings.*

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



We Like It

COMPUTER SCIENCE STUDENT AWARDED HARVARD'S FIRST FACEBOOK FELLOWSHIP

Facebook obviously likes Gregory Malecha, a PhD candidate in computer science. The social media giant gave Malecha a 2012–2013 Facebook Fellowship, one of 12 the company awarded to PhD students doing leading-edge work in computer science, computer engineering, and related fields. The fellowship, manifesting Facebook's desire to partner with academia to devise solutions to advanced technical problems, will cover Malecha's tuition and fees for the academic year and provide a \$30,000 stipend, money towards conference travel and a personal computer, and an opportunity to apply for a paid summer internship at Facebook. This is the third year that Facebook has offered these PhD fellowships, and Malecha is the first Harvard recipient.

Working with advisor Greg Morrisett, Allen B. Cutting Professor of Computer Science, Malecha studies program verification and topics in high-level programming languages. "The core of my research is addressing the trustworthiness of software," he wrote in his fellowship application. "The complexity of systems like Linux and language run-times like Java has dwarfed even the substantial complexity of physical projects like bridges, skyscrapers and utility systems. Understanding even small parts of these software (and hardware) systems is becoming increasingly difficult. This makes bugs the norm, exposing users and companies to bad experiences and security breaches."

With the Facebook support, he plans to explore how extensible program logics can be used to reason about low-level, concurrent software. His aim is to implement the right abstractions to enable compositional, high-level reasoning about programs while retaining the ability to optimize them. — *SEAS Communications*



Professional Development For Life Scientists

A series of career and professional development events at Longwood for students in the life sciences. Open to all GSAS students, HMS Quad postdocs, and HSPH graduate students.

► MARCH

A Screening of *Naturally Obsessed*
Tuesday, March 6, 2012 | 6–7:30 p.m.
TMEC Walter Amphitheater—Longwood Medical Area

Drop-in Resume and CV Reviews at Longwood

Monday, March 19, 2012 | 1–3 p.m.
DMS Lounge/TMEC 442—Longwood Medical Area

Networking Etiquette (with Margot Gill)

Monday, March 19, 2012 | 3:30–5:30 p.m.
Gordon Hall, Waterhouse Room: 25 Shattuck Street
Longwood Medical Area
Please email ocsgsas@fas.harvard.edu and include your Harvard affiliation and your department.

Choosing a Thesis Lab and Seeking Funding

Wednesday, March 21, 2012 | 12–1:30 p.m.
TMEC 109—Longwood Medical Area

► APRIL

Beyond the PhD: Postdocs, Funding, and Academic Jobs

Tuesday, April 10, 2012 | 5–6:30 p.m.
TMEC 227—Longwood Medical Area

► MAY

Science Policy Careers Symposium

Wednesday, May 2, 2012
9:30 a.m.–12:30 p.m. | Longwood Medical Area
3–6 p.m. | Cambridge Campus



More information:
www.ocs.fas.harvard.edu/students/gsas/professional-development.htm

Student Affairs

March Reminders ... from the GSAS Student Affairs Office

Monday, March 7. Last day to register for or add courses. After this date students may add or register for TIME only. Last day for graduate students to add or change SAT/UNS grading option for designated language courses.

Tuesday, March 22. Last day to drop a course. After this date a petition to withdraw must be completed a returned to the GSAS Student Affairs office, Holyoke Center

Friday, March 25. Applications are due at Registrar's office for May degrees. Last day upon which May degree candidates may submit a completed and signed application for a secondary field.

It's Tax Time

► Visit the IRS online (www.irs.ustreas.gov) for tax forms, publications, instructions for electronic filing, and answers to frequently asked questions.

► Visit the Massachusetts Department of Revenue online (www.mass.gov/dor) for forms for filing state taxes.

► International students: Please refer to the Harvard International Office (visit www.hio.harvard.edu and click Taxes & Social Security).

► The annual Tax Information for Harvard University Domestic Students offers general information for GSAS students who are US citizens or residents. Find it at www.gsas.harvard.edu/current_students/tax_information.php

Are You Unsure Where to Turn for Help?

Contact **Ellen Fox**

Director of GSAS Student Services

efox@fas.harvard.edu

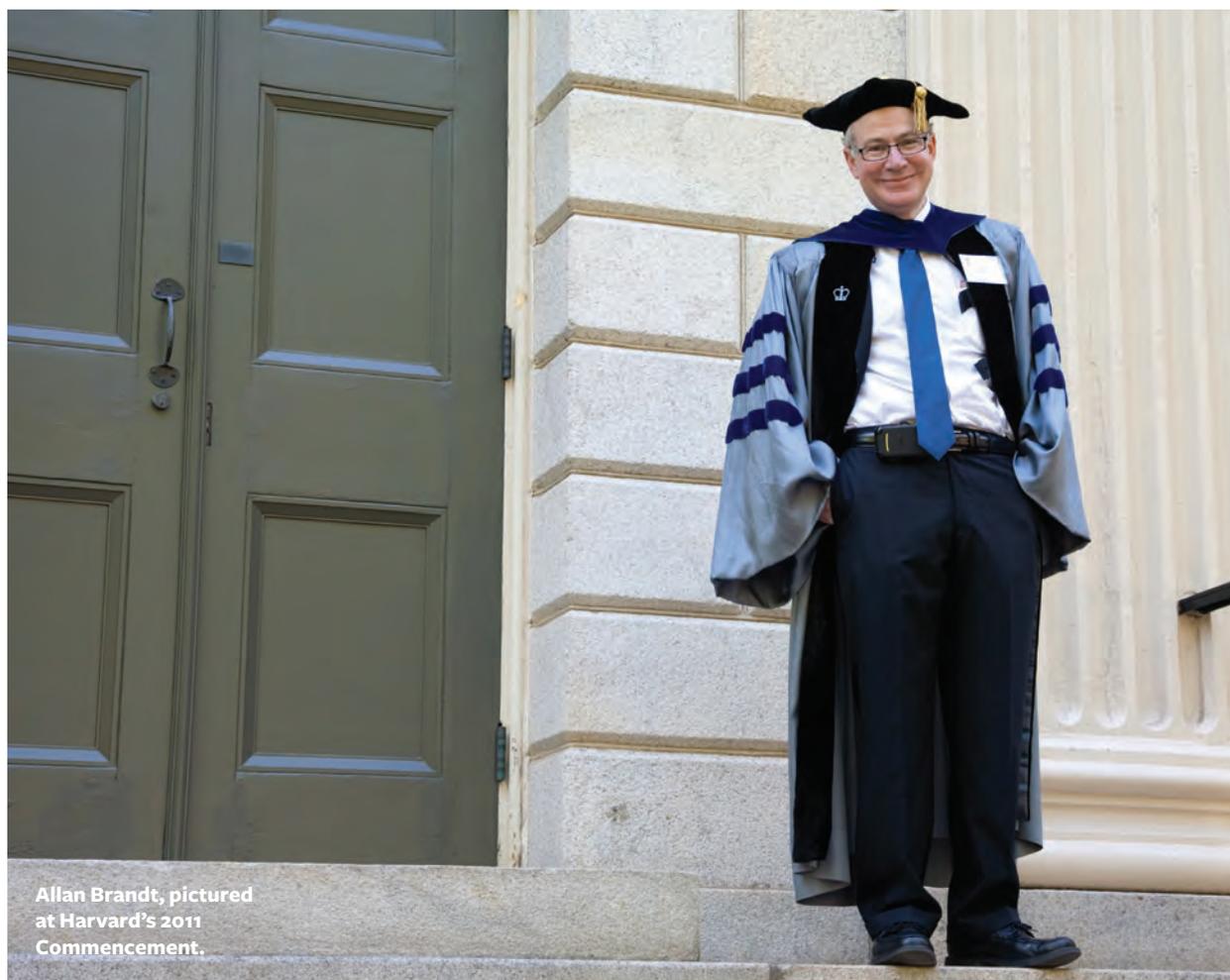
617-495-5005

Help is available for any academic or personal issue, however big or small. I am available to talk about any concerns. I serve in an advisory role, provide support and make referrals to other sources of assistance, as necessary. Conversations are confidential. I invite you to make an appointment to talk.

Mentoring Tips from a Pro

Harvard Graduate Women in Science and Engineering sponsored a February session on how to form a productive mentoring relationship, no matter which side of that relationship you're on. To conduct the session, the group brought in an expert who knows the territory: Joanne Kamens, who earned her Harvard PhD in genetics in 1992. Kamens is the executive director of Addgene and founder of the Boston chapter of AWIS (the Association for Women in Science). Pictured: HGWISE mentoring chairs Heather Pon-Barry and Carolyn Eng, with Joanne Kamens in the center.





Allan Brandt, pictured at Harvard's 2011 Commencement.

existing resources, Brandt steadily improved the funding package that GSAS offers to its students, providing stronger support for current students and allowing GSAS to successfully recruit the most talented students from around the world.

"In a period marked by dramatic change across the Harvard community, Allan Brandt distinguished himself as a dedicated leader of the Graduate School of Arts and Sciences and as an eloquent voice in support of the University's highest intellectual aspirations," said Harvard President Drew Faust. "His innovative work on pedagogy, support for teaching and learning and steadfast leadership through fiscal challenges will continue to be felt by students, faculty and staff across Harvard. I am deeply grateful for his service, and wish him a speedy and full recovery."

Brandt placed special emphasis on increasing the diversity of Harvard's PhD programs, and he initiated a new kind of conversation on campus about the importance of a diverse and inclusive academic community — about the essential connection between diversity and academic excellence.

He oversaw the creation of a new dean-level position devoted to diversity, and he worked with the first occupant of that position, Sheila Thomas, to develop a set of interventions in the recruiting, admissions, and retention processes to help advance the goal. They formed productive partnerships with faculty in the PhD programs, and by implementing some of the reforms, GSAS enjoyed its most successful yield of admitted minority students (last year) and saw a 23 percent jump in applications from underrepresented minorities (this year).

Brandt was also attuned to the need to support students academically, socially, and professionally once they arrived at Harvard. He advocated for the development of better practices in graduate advising and mentoring, working closely with directors

of graduate study to encourage the shared promotion of strategies and approaches that work. Brandt also supported programs that help graduate students navigate the severe constriction in the academic job market that accompanied the fiscal crisis of his early deanship. By developing new pathways for the PhD not only in the academy, but also in industry, policymaking, and other crucial areas in which new knowledge and its creative application are essential, he advocated for the critical role of higher education in addressing the world's problems.

Brandt also supported innovative coursework at the Derek Bok Center for Teaching and Learning, preparing graduate students even more effectively for their critical role in sustaining the academic excellence of Harvard. "Given Allan's many accomplishments in strengthening the student experience for graduate students at Harvard," said FAS Dean Michael Smith, "the celebration last fall of the 20th year of Dudley House as the graduate student center at GSAS will remain a fitting tribute to the priorities of his deanship."

"I have found a deep sense of satisfaction and pride in leading this Graduate School," said Brandt. "I have been tremendously rewarded by my connection to our remarkable students, faculty, and staff. The Graduate School today is home



Richard Tarrant

to the most intellectually engaged, professionally accomplished students in the world, and I am constantly inspired by their talent. I will greatly look forward to my return to the faculty and to re-engaging in the critically important work of graduate education."

GSAS Applications at Record High

APPLICATIONS RISE BY 3.5 PERCENT FOR 2012–2013; APPLICATIONS FROM UNDERREPRESENTED MINORITIES UP 23 PERCENT

APPLICATIONS TO HARVARD'S

Graduate School of Arts and Sciences for the 2012–2013 academic year increased by 3.5 percent, setting a record for the most applications ever received by GSAS.

The total number of applications was just under 12,400, up from almost 12,000 for the 2011–2012 academic year. Domestic applications were up 2.5 percent over the year before, and international applications were up 5 percent, although they held roughly steady at approximately 46 percent of the total applicant pool.

Interest among potential students in the Graduate School of Arts and Sciences has risen every year since 2005, when 9,237 applications were received for the 2005–2006 academic year. Prior to that, the record for applications received in a given year was 10,118, set in 2003.

"The sustained growth of our applicant pool over the past five years, even as severe economic challenges arose, speaks to the vital importance of research education in addressing the complex problems facing the world today," says Margot N. Gill, the administrative dean for the Graduate School of Arts and Sciences. "Rising interest in our PhD and master's programs suggests a desire on the part of many of our brightest global citizens to explore these problems deeply, across all disciplines, and to find new knowledge and new solutions. This is an optimistic sign amid challenging times."

Applications from members of underrepresented minority groups were up sharply for 2012–2013, from 538 to roughly 664, for a gain of approximately 23 percent. [Note: numbers are approximate, based on data analyzed in January 2012.]

"It's encouraging to see that efforts to reach out to prospective minority graduate students — by faculty, students, alumni, and those of us in the Dean's Office — are translating into a higher number of applications," says Sheila Thomas, the assistant dean for diversity and minority affairs at the Graduate School. "Increasing the applications is the first step toward diversifying our programs — and, ultimately, diversifying the academy at large, with positive ramifications on leadership in both the public and private sectors. We hope we'll sustain last year's progress in admitting a greater number of minority students, and then in successfully recruiting those candidates to accept the offer of admission."

In the disciplines, applications in the humanities were down by a little more than 6 percent. Applications in the social sciences and natural sciences were up by 6 percent.

This year marked the first year in which GSAS adopted an entirely online application process, meaning that faculty in the degree programs could read applications as soon as a prospective student hit "send." Over the next month, as admissions decisions are sent to applicants, accepted students will, for the first time, use an online response form to indicate their decision, giving programs a real-time indication of who has accepted their admissions offers. These and similar advances will make for shorter, more streamlined GSAS admissions cycles in the future.

Fit to Print, Continued from page 1

» In more concrete terms, the seminar paper should have a strong original argument; it should contribute to the field by using original material that addresses some controversial issue. This means keeping up with the debates in your field. After that, you need to have an appropriate article structure which you should plan in advance: a colorful opening that makes a thesis statement and identifies in compressed fashion the literature that you are addressing, followed by a narrative of the event that is the subject of your article, and an analysis of the event.

» In deciding when it is ready to submit to a journal, make sure it is good enough, but don't agonize over every detail or aim for absolute perfection. You seldom receive outright acceptance, and you will be asked to revise on the basis of a reader's report.

» As for where to submit, aim high, and if necessary, you can work your way down the food chain. Choose journals where your article would be a good match, based on the work they are already publishing. Whether accepted or rejected, do close reading of the reader's remarks. If the reader wants only modest changes, then go with it; if major reworking and additional research are requested, it might be best to cancel.

» In responding to the editor about revisions, show a willingness to do so, but also be sure to retain the essence of your ideas. If you reject a suggestion, explain to the editor your reason for doing so. Be aware that it can take a whole year between submission and the appearance of the article in print.



Get Out!

EXPLORATIONS AND ADVENTURES OFF CAMPUS

► Anchors Aweigh!

Spring is lurking (and there, we just jinxed it). As the craving for fresh air gets stronger, here's a cheap fix: Board the MBTA's ferry from Long Wharf (Aquarium stop, Blue Line T) to the Charlestown Navy Yard. Voilà - a tour of Boston Harbor for \$1.70!

Job Talk

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

■ Networking Etiquette

Monday, March 19, 3:30–5:30 p.m., Waterhouse Room, Gordon Hall, Longwood Medical Area.

We all know networking is important, but what does it really mean in practice? GSAS Dean Margot Gill and Laura Malisheski from OCS will help demystify networking and review critical skills for success as well as share their own personal effective techniques. This interactive workshop will include activities to practice these skills in a relaxed, fun environment. Registration is required; register by sending your name, G-level and department to ocsgsas@fas.harvard.edu.

■ Spotlight on Humanists

OCS hosts two events targeted toward humanities PhD students who are considering jobs outside of the academy:

CAREER PATHS FOR HUMANISTS

Tuesday, March 27, 4:00–5:30pm, Dudley House Common Room. Sometimes it seems that a PhD in the humanities leads only toward an academic career. Come to this panel of alumni, all with PhDs in the humanities, to learn, first-hand, about the many directions you could take your PhD beyond academe.

NONACADEMIC JOB SEARCH STRATEGIES FOR HUMANISTS

Tuesday, April 3, 3:00–5:00pm, Dudley House Common Room. As a humanist, considering or actively pursuing jobs outside academe, the process can seem daunting. Come to this workshop to learn specific strategies that will help you find, effectively apply for, and hopefully land in a great job!



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More News

Bookmark the GSAS news site for features about graduate student life at Harvard and timely information about careers, fellowships, teaching, and deadlines!

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All About You

As you move through your degree, keep track of your grades, status, and outstanding requirements by using the Graduate School's Student Progress Database.

<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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