A Cultural Immersion
HELPING INTERNATIONAL STUDENTS PREPARE FOR THE AMERICAN CLASSROOM

GSAS’s annual English Language Program, offered by invitation to incoming international students during the summer before their Harvard careers begin, is an intensive immersion into the ways of the American classroom and the eccentricities of the US idiom and culture. Students who enroll are asked to make a real commitment to preparing themselves as future scholars and teachers at Harvard. In return for four weeks of class and discussion time — and not a few long nights of homework — they gain lasting benefits: a more confident grasp of English, scholarly tools and resources, an understanding of GSAS, Harvard, and the US, and — perhaps most important — friendships to help ease their transition. We asked three ELP 2011 students about their experiences at ELP and Harvard.

Yi-Fan Zhang,
People’s Republic of China, Biological Sciences in Dental Medicine
Why did you decide to do your graduate work here?
The PhD programs in the US are perhaps the most rigorous ones in the world, which will give me a systematic and well-rounded training as a scholar. I chose Harvard because — first, I heard so many nice things about Boston. The history, culture as well as natural surroundings are certainly very attractive. And the Harvard Integrated Life Sciences program enables me to jump out of my comfort zone (oral biology) and immerse myself in a more interdisciplinary academic community.

What’s been your biggest challenge? Lots of my fellow students are surprised by the workload, ELP. So I am trying my best to adjust to the busy life of a graduate student, learning to prioritize the tasks and organize my life. Try to get the job done and, at the same time, sleep and eat properly.

Established in 1872, GSAS is the only school at Harvard that grants the PhD. GSAS offers PhDs in 57 PROGRAMS, DEPARTMENTS, AND DIVISIONS. It also offers a select number of terminal master’s degrees.

16 of those PhD programs are INTERFACULTY, which is Harvard-speak for “jointly run by GSAS and another Harvard graduate school.”

But your degree is still a GSAS PhD! Together with Harvard College, GSAS is part of the Faculty of Arts and Sciences, Harvard’s LARGEST DIVISION. FAS also includes the School of Engineering and Applied Sciences, the Division of Continuing Education, and libraries and museums.

Is your program based at the Medical School, or at SEAS? Plan to spend a lot of time at Gund, or HKS, or the Sensory Ethnography Lab? Are you interested in ETHICS, ENERGY POLICY, OR GLOBAL HEALTH? PhD students are amazingly interdisciplinary.

Want to meet the GSAS DEAN? HE’S ALLAN BRANDY, the Amalie Moses Kaes Professor of the History of Medicine at Harvard Medical School and a professor of the history of science at FAS. He’s at University Hall, in Harvard Yard.

Want to find your GSAS financial aid officer, or the BEAN OF STUDENTS, GARTH MCCAVAN? They’re at GSAS’s administrative home base, on the third floor of Holyoke Center.

GSAS received some 11,000 applications last year. Roughly 9 percent were accepted. IF YOU’re READING THIS, YOU’RE TALENTED, MOTIVATED, AND INTELLECTUALLY CURIOUS — some of the qualities that make GSAS great.

At Harvard, GSAS has the LARGEST POPULATION OF INTERNATIONAL STUDENTS, representing at least 83 countries. GSAS students also come from each of the 50 US states.

As a GSAS student, you’ll play a significant role in SHAPEING HARVARD’S UNDERGRADUATE EDUCATIONAL EXPERIENCE. 1,400 of you will be teaching fellows each term, and more than 100 of you will be resident tutors in the Houses and proctors in the freshman dorms each year.

GSAS alumni take LEADING POSITIONS IN GOVERNMENTS, INSTITUTIONS, AND UNIVERSITIES AROUND THE WORLD. Here is a small sampling of that impressive population:

- Margaret Atwood, AM ’62, novelist
- Jill Ker Conway, PhD ’69, memoirist, former Smith College president
- Paul Farmer, PhD ’90, founder of Partners in Health (and an HSPS faculty member)
- Maxine Kumin, AM ’71, Pulitzer Prize–winning poet
- Martha Nussbaum, PhD ’75, philosopher, public intellectual
- Roger Myerson, PhD ’76, Nobel Prize–winning economist
- Elaine Pagels, PhD ’70, historian of religion
- Sebastian Pinera, PhD ’76, president of Chile
- Jeffrey Sachs, PhD ’80, director of the Earth Institute at Columbia
- Ruth Simmons, PhD ’73, president of Brown University
- Andrew Sullivan, PhD ’90, journalist, blogger, The Daily Beast
- Edward O. Wilson, PhD ’55, sociobiologist and naturalist (and FAS faculty member)
- Fareed Zakaria, PhD ’93, CNN foreign affairs specialist and editor-at-large of Time magazine.
Bittersweet Symphony
CELEBRATING CHOCOLATE — AND EXPLORING ITS COMPLEX SOCIOECONOMIC AND SUSTAINABILITY ISSUES — CARLA MARTIN TURNS A CULINARY PASSION INTO A SCHOLARLY ANALYSIS
BY JENNIFER DOODY

In the Department of African and African American Studies — between writing her dissertation on Cape Verde and finishing her secondary field in ethnobiologi-
y — Carla Martin has launched a cross-
 discipling this curriculum in the fall for the first time. "This is exciting," she says. "I hope that this will help to integrate the various disciplines and encourage students to think more critically about chocolate and its place in society."

Martin’s dissertation focuses on the history of chocolate in Cape Verde, where it is a popular food item and enjoys a rich cultural significance. She explores the relationship between chocolate and Cape Verdean culture, paying particular attention to the role of chocolate in rituals, traditions, and social interactions.

Martin’s research has led her to consider the broader implications of chocolate consumption, including its impact on global trade and the environment. She examines the complex relationships between cocoa farmers and chocolate manufacturers, as well as the role of chocolate in shaping consumer behavior and food culture.

Martin is also interested in the ethical and environmental aspects of chocolate production. She discusses the challenges faced by cocoa farmers in developing countries and the efforts being made to improve working conditions and promote sustainable practices.

Overall, Martin’s work highlights the importance of chocolate as a cultural and economic force, and the need for a more holistic understanding of its place in society. Her dissertation provides valuable insights into the complex relationships that shape the experience and consumption of chocolate.
Two GSAS Scholars Among New Class of Berkman Center Fellows

Two GSAS scholars are among the 11-12 class of fellows recently announced by the Berkman Center for Internet & Society, an influential research center based at Harvard Law School that explores and studies cyberspace, as well as pioneers its development.

For Kevin Lewis, an advanced PhD student in history, becoming a Berkman Fellow means the opportunity to connect with the center’s diverse and supportive community: “It was absolutely thrilling to learn that I had been selected,” Lewis says. “I have been fortunate enough to have a number of productive exchanges with the scholars at the Berkman Center over the past few years, and their feedback and guidance have been invaluable.”

Lewis’s research, which focuses on the phenomenon of online dating, has “received extremely little academic attention to date, especially among sociologists,” he says. “In theoretical terms, online dating offers us a unique opportunity to study social boundaries in society. What types of people are we willing to consider as romantic partners, and therefore what types of social divisions characterize our intimate relationships? Online dating is a tremendously important phenomenon.”

While some stigma remains, online dating has transitioned from being a marginalized social practice to one of the primary ways that singles meet today.”

Kevin Lewis

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— Win Lewis

THE HARVARD COURSE IN READING AND STUDY STRATEGIES

Bureau of Study Counsel
5 Linden Street
617-495-2981
bsc.harvard.edu

Through readings, films, and classroom exercises, students learn to read more purposefully, selectively, and with greater speed and comprehension. A 10-day course, for one hour a day over a period of two weeks, selectively, and with greater speed and comprehension. A 10-day course, for one hour a day over a period of two weeks, selectively, and with greater speed and comprehension. A 10-day course, for one hour a day over a period of two weeks, selectively, and with greater speed and comprehension. A 10-day course, for one hour a day over a period of two weeks, selectively, and with greater speed and comprehension. A 10-day course, for one hour a day over a period of two weeks, selectively, and with greater speed and comprehension. A 10-day course, for one hour a day over a period of two weeks, selectively, and with greater speed and comprehension. A 10-day course, for one hour a day over a period of two weeks, selectively, and with greater speed and comprehension. A 10-day course, for one hour a day over a period of two weeks, selectively, and with greater speed and comprehension. A 10-day course, for one hour a day over a period of two weeks, selectively, and with greater speed and comprehension. A 10-day course, for one hour a day over a period of two weeks, selectively, and with greater speed and comprehension. A 10-day course, for one hour a day over a period of two weeks, selectively, and with greater speed and comprehension. A 10-day course, for one hour a day over a period of two weeks, selectively, and with greater speed and comprehension. A 10-day course, for one hour a day over a period of two weeks, selectively, and with greater speed and comprehension. A 10-day course, for one hour a day over a period of two weeks, selectively, and with greater speed and comprehension. A 10-day course, for one hour a day over a period of two weeks, selectively, and with greater speed and comprehension. A 10-day course, for one hour a day over a period of two weeks, selectively, and with greater speed and comprehension. A 10-day course, for one hour a day over a period of two weeks, selectively, and with greater speed and comprehension. A 10-day course, for one hour a day over a period of two weeks, selectively, and with greater speed and comprehension. A 10-day course, for one hour a day over a period of two weeks, selectively, and with greater speed and comprehension. A 10-day course, for one hour a day over a period of two weeks, selectively, and with greater speed and comprehension. A 10-day course, for one hour a day over a period of two weeks, selectively, and with greater speed and comprehension. A 10-day course, for one hour a day over a period of two weeks, selectively, and with greater speed and comprehension. A 10-day course, for one hour a day over a period of two weeks, selectively, and with greater speed and comprehension. A 10-day course, for one hour a day over a period of two weeks, selectively, and with greater speed and comprehension. A 10-day course, for one hour a day over a period of two weeks, selectively, and with greater speed and comprehension. A 10-day course, for one hour a day over a period of two weeks, selectively, and with greater speed and comprehension. A 10-day course, for one hour a day over a period of two weeks, selectively, and with greater speed and comprehension. A 10-day course, for one hour a day over a period of two weeks, selectively, and with greater speed and comprehen

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Saturday, October 26, Monday to Friday, 8:30–5:30

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In announcements

in announcing the new crop of fellows, Berkman Executive Director Urs Gasser calls the fellowship program “a central element of the Berkman Center’s mission and a constant source of inspiration and innovation. This outstanding group will help us to deepen our understanding of the problems of cyberspace, addressing some of its hardest problems, as well as charting how to move forward in important ways.”

Jennifer Doudy
Cantabrigia

A Guide to the Cambridge Campus and Harvard Landmarks for New GSAS Students

Not So Long to Longwood
A Guide to the Medical Campus
In addition to pursuing their own research, GSAS students fill essential roles as teachers and mentors to Harvard’s talented undergraduates. As teaching fellows, they work alongside faculty members to develop curricula, plan sections, and shape syllabi and assignments. They’ve been leaders in adopting new technologies and creative pedagogical strategies to engage students. The best TFs bring these strategies back to their departments, helping to train new TFs and bolstering departments’ commitment to undergraduate teaching.

Each year, GSAS partners with the Derek Bok Center for Teaching and Learning to present the Derek Bok Award for Excellence in Graduate Student Teaching of Undergraduates. As Dean A. Stranahan said, prior to honoring the five winners of the 2011 award, “I am certain that this community respects, nurtures, and honors great teaching. Teaching closes the circle from one generation of students and scholars to the next. This award celebrates the remarkable role our graduate students play in the life of the University.”

The award winners are selected from a list of students nominated by their department. The awards are given for teaching excellence, and many of the students are on the cusp of their own tenure-track careers. They come from diverse backgrounds, and the criteria for the award itself is aimed at making the award relevant to each person.

Jennifer Hou

Ph.D. candidate Jennifer Hou distinguished herself on the outstanding team of TFs who helped Professor Michael Rosenzweig develop his popular Science and Cooking course last fall in the School of Engineering and Applied Sciences. In planning for the class, she, along with his roving cooking partners to help develop lectures, labs, and homework, and Jack often led in these efforts, coming up with detailed strategies for the class and helping students to choose challenging assignments.

In terms of teaching, Jen was nothing short of spectacular,” Professor Rosenzweig wrote. Fifty students — including twenty who were “true” in one of her two sections — contributed to her 22 evaluation average. As one student noted, “Jen was great on everything. She has this class on time, which was supposed to end at 1 p.m. but she was usually up until 2 a.m.”

Another said Jen was “helpful at showing how to use the concepts learned in lecture to the labs and the homework.” This made the class seem very cohesive and made the objectives of each week very clear.

Still another student singled out Jen’s personal attentiveness. “She was truly concerned about all her students, and her teaching was excellent. Jen was even able to make the objectives of each week very clear.

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Rowan Dorin

Rowan Dorin, a Ph.D. candidate in the Department of History, mastered the challenging requirement of Professor Michael McCormick’s large, broad-based General Education course, Societies of the World in Medieval Europe. Leading sections where TFs closely analyze with their students a primary source in translation that illustrates each week’s lecture, Rowan “used his unique insights as a former undergraduate here to develop the perfect persona of the teacher — scholar, gentle guide, and patient co-communicator with each student to help them succeed despite the demanding professor,” writes Professor McCormick.

Rowan was an innovative discussion leader. “He did not tackle some-sororously dense and difficult subjects and texts,” one student wrote in evaluation. “But you had a lot of different activities with which to approach them, and he or she encouraged a discussion, sometimes even being so glitely decapitated by a good argument. At the same time, you kept the course for course and brisk, and encouraged everyone to feel comfortable voicing their opinions. I’ve never worked with a better or more enthusiastic TF.”

Rowan was also a thorough respondent to each student’s work. He even received praise in evaluations for his high standards, with one student commenting him on the “hilarious and shocking” ways in which he had revealed “the real-quality of my work (not- grade inflation).”

Jack Huizenga

Jack Huizenga, a Ph.D. candidate in the Department of Mathematics, has a passion for his field that shines through his creative teaching and enthusiastic engagement with student learning. In two semesters of teaching Multivariable Calculus Math 13a, he has done outstanding evaluations from students, who praise the clarity of his lecture plans and his down-to-earth teaching style.

Holding busy office hours on the couches of the common area in the Math Department, Jack projects both the competence of an experienced teacher and the fresh perspective of an emerging research scholar. A. Stranahan Distinguished Professor of Undergraduates. As Dean Allan Brandt noted, “It is the exceptional quality of Undergraduates.”

Each year, GSAS joins with the Derek Bok Award for Excellence in Graduate Student Teaching of Undergraduates. As Dean A. Stranahan said, prior to honoring the five winners of the 2011 award, “I am certain that this community respects, nurtures, and hon...
Introducing the 2011–2012 GSAS Fulbright Winners

EIGHT CULTURAL EXCHANGE FULBRIGHT GRANTS FROM THE INSTITUTE OF INTERNATIONAL EDUCATION WERE AWARDED TO GSAS STUDENTS LAST SPRING, ALLOWING THEM TO CONDUCT DISSERTATION OR OTHER ADVANCED RESEARCH ABROAD IN 2011–12.

Here are the GSAS Fulbright winners and their topics:

Andrew McDowell, Anthropology, India
Negotiating Bodies. A Study of Knowledge and Taboo in South India (India)

Deonnie Moodie, Committee on the Study of Religion, India
Comparing the Temple: Kalghat in Contemporary Bengal

Peter Christensen, Architecture, Landscape Architecture and Urban Planning, Germany

Kyle Jarvis, Government, China (Declined)
Foreign Economic Strategies of China’s Interior Provinces

Vivek Kothari, East Asian Languages and Civilizations, China
An Ethnographic Quest in Lake Imperal China

Omar Patel, History, India
The Grand Old Man: Dadabhai Naoroji and the Contours of Indian Nationalism

Peter Christensen, Architecture, Landscape Architecture and Urban Planning, Germany

Nowhere to go but new criteria that constituted and reconstituted the political order.

I propose to study the architectural and cultural exchanges between the German, Austro-Hungarian, and Ottoman Empires in the approximate time period of 1870–1914, framed in the context of their alliances as a geopolitical entity, the Central Powers, in World War I.

The majority of sources relating to important facets of this topic, museum collections and archives of the construction of the Berlin-Budapest railway are located in archives in Berlin, Leipzig, and Hamburg.

My research examines the foreign economic strategies of China’s interior provinces between 1992 and 2010, including intensive case analysis of Shaanxi and Sichuan provinces, two of the most economically disadvantaged regions of China.

My project explores the complex history of Japanese whaling in the Tokugawa (1603–1868) and Meiji (1868–1912) periods, but also will enrich our understanding of the transformations in political, economic, and cultural significances of whaling as it moves through institutions and interpersonal interactions in India.

My dissertation in the Department of Sanskrit & Indian Studies at Harvard University investigate the transmission, ritual performance, and influence of Soma sacrifice between the udgatar’s role according to ancient Sanskrit ritual handbooks and the actual practice of orthoprax Nambudiri Brahmins of Kerala. I explore the continuities and discontinuities between the udgatar’s role according to ancient Sanskrit ritual handbooks and the political factors behind these strategies. Frustrated with lagging behind

I propose to study Chinese political institutions of different times and different eras, the path they have in India, the modern.

Three GSAS students were among the first cohort of winners of Harvard’s new Presidential Public Service Fellowships, established last year by President Drew Faust. Out of the more than 200 students who applied, 10 were awarded grants of up to $12,000 for undergraduate and $30,000 for graduate students.

The inaugural class of fellows includes Evelyn Boettcher, a second-year AM candidate in Regional Studies–East Asia. This summer, Boettcher interned with the US military’s China Strategic Focus Group at US Pacific Command (PACOM) in Hawaii, with the aim of expanding her interest in building a strong U.S.-China military relationship.

“arbitrators” of history, who can help you identify resources in the libraries and devise research strategies for classics, law, papers, and dissertations...

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Get to know your department’s Library Liaison, the person who can help you.get more than one — a librarian who can help you.get more than one — a librarian who can help you.

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Welcome to new and returning students from the Office of Career Services (OCS). No matter what stage of your graduate program you are in, we encourage you to take a fresh look at your professional and career development.

For more information on OCS, including GSAS-specific offerings, please visit www.ocs.fas.harvard.edu. You can also drop in during GSAS walk-in hours, every Monday from 1–4 p.m., at 54 Dunster Street.

To stay informed about workshops, job opportunities, career fairs, and other events, subscribe to either or both of our GSAS listservs. One provides essential information about academic careers, and the other focuses on nonacademic opportunities. Go to www.ocs.fas.harvard.edu and click on “For Students,” then “Join a Listserv.”

Preparing for Academic Careers:
The “Becoming Faculty” Series
OCS and GSAS have teamed up to offer a comprehensive series of events to help advanced graduate students prepare for the academic job market. Watch the OCS website for details on more “Becoming Faculty” events throughout the fall.

- CV’s and Cover Letters
  Thursday, September 1, 10–11:30 a.m., OCS Conference Room.

- Going on the Academic Market
  Monday, September 12, 3–4:30 p.m., OCS Conference Room.

- Preparing for Conference, Phone, and Video Interviews
  Wednesday, September 28, 9:30–11 a.m., OCS Conference Room.

Read more career news: www.gsas.harvard.edu/careers

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WANT TO EXPLORE CAMPUS AND BEYOND? JUMP ON A HARVARD SHUTTLE AND RIDE FOR FREE.

- The University Shuttle Service operates fixed-route bus service during the academic year (except university holidays and semester breaks) throughout the Cambridge and Allston campuses.

- Masco operates the M2 shuttle between Cambridge and Longwood (except holidays). With stops at Central Square, MIT, the Back Bay, and Kenmore Square, the M2 is a cheap substitute for a guided tour of Boston highlights.

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