

HARVARDgazette



Language of learning

With thousands of international students and hundreds of courses, Harvard's linguistic breadth is unmatched nationally. **Page 13**

Online Highlights

GIFT TO SUPPORT PUBLIC SERVICE

Sumner M. Redstone has contributed \$1 million to be used by Harvard College and Harvard Law School. This contribution will establish scholarships for 20 Redstone Scholars to attend Harvard College and furnish funding for 10 postgraduate public service fellowships at Harvard Law School. ▶▶<http://hvd.gs/44303>



◀ FROM CLASS TO CANNES

"Shelley," a film by Andrew Wesman '10, has been chosen to screen next month at the Cannes Film Festival. Wesman is one of 13 filmmakers chosen from 1,600 entries submitted by film schools worldwide. ▶▶<http://hvd.gs/44073>



▲ A CHURCH OF WORDS

Poet Jericho Brown, the Radcliffe Institute's 2009-10 American Fellow, writes often about death, looking it in the eye, but don't make the mistake of thinking him an unhappy man. ▶▶<http://hvd.gs/44092>



◀ FROM GREEN CUP TO GREEN CARPET

Nine days of Earth Day events culminated with the awarding of the Green Cup Award to Adams House. Read all about it beginning here. ▶▶<http://hvd.gs/44552>



▲ GATES ON GIVING, GETTING, SHARING

Bill Gates came to Harvard armed with a burning question: "Are the brightest minds working on the most important problems?" ▶▶<http://hvd.gs/43895>



◀ GAZETTE LAUNCHES MOBILE WEB SITE

Committed to providing readers with the best possible Gazette Online experience on the go, the Harvard Gazette has recently launched a mobile-friendly Web site. To dive deep into the Gazette new mobile site, scan the QR bar code at the right and visit news.harvard.edu/gazette on your phone. ▶



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Colleen Walsh **Staff Writer**

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Kristyn Ulanday **Photo Intern**

Rebecca Rollins **Senior Multimedia Producer**

Max Daniels **Web Specialist**

Jennifer Hodge **Web Content Producer**

Christopher Traganos **Web Developer**

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Harvard teaches a jumble of languages, more than 80 in all from Akan to Zulu. Increasingly, the University also is rolling out courses that tie international culture and history to linguistics in order to help students thrive in a global economy. Page 13

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For two lecturers, the achievements of American radicals have been too long ignored. They argue that a reappraisal is due. Page 12

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The Murty family's endowed series will bring the classical literature of India to a global audience. Page 15

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Softball co-captain Melissa Schellberg '10 leaves her mark on the Harvard community. Page 17

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After more than three decades as the head of Harvard's choral program, Jameson Marvin prepares to say farewell. Page 18

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Getting a bird's-eye view of the past

The archaeological work of Harvard students, using satellite photos to locate ancient structures, is on display at the Peabody Museum of Archaeology and Ethnology.

By Alvin Powell | Harvard Staff Writer

Sometimes, you have to step back to see the big picture.

That's the lesson that archaeology students are sharing with the public through a new exhibit at the Peabody Museum of Archaeology and Ethnology.

The exhibit, "Spying on the Past: Declassified Satellite Images and Archaeology," opens April 29 with a 5 p.m. reception, presenting four case studies of how satellite images can illuminate archaeologically important landscape features that might not be visible from the ground. The examples are from sites in Syria, Iraq, Iran, and Peru. They reveal evidence of cities, trackways, irrigation canals, and even traces of nomadic travels.

Ruth Pimentel, a student in the Anthropology Department's sophomore tutorial in archaeology, said she's thrilled to be able to share the excitement she felt in learning how to use satellite photos as archaeological tools.

"While I was doing the research this semester, I kept seizing my hapless roommates, showing them pictures on my computer and talking them through the method, just because I couldn't keep to myself how cool it was," Pimentel said. "Having gallery space in the Peabody means everyone in the class will get to explain how awesome and exciting this material is, and with much bigger pictures."

The students' work stems from more than a decade's effort by Jason Ur, associate professor of anthropology, who has long used satellite photos to track elusive details of ancient civilizations and interpret them to gain new understanding of old ways of life (detailed in features such as irrigation canals) and connections between communities (elucidated by long-lost roadways).

"The way humans modify their landscapes often has a pattern or regularity, whether intentional or unintentional, that cannot be appreciated from the ground," Ur said. "I find the emergent order of networks of tracks or patterns of irrigation fields to be almost hypnotic from above."

Guided by Ur, students in the sophomore tutorial in archaeology first learned the techniques of analyzing satellite photos and then applied them to several archaeologically rich areas. Pimentel worked on the Assyrian Irrigation Project, which focused on northern Iraq near the Turkish border. She examined photographs of the remains of canals built under Assyrian emperors before the empire crumbled in the 7th century B.C.

Image courtesy of U.S. Geological Survey



A 1969 CORONA spy satellite view of an ancient canal north of Nineveh (modern Iraq).

ing them with a new understanding of the landscape. There are times when, looking at the photos, features are difficult to discern, but there are other times when it's clear something's there, making interpretation the challenge.

Ur draws photos from various sources. He even hails Google Earth as an excellent tool for an armchair archaeologist because it can fly you to the Great Pyramids and Stonehenge without leaving the office. Most valuable, though, are older photos, such as those from the CORONA spy satellites, declassified in the 1990s and available from the U.S. Geological Survey. Because CORONA flew in the 1960s and 1970s, the photos

are less expensive than images from modern satellites, but Ur said even more important is that they allow him to look back in time. Forty years ago, there was much less development in some key areas, making features visible that might be obscured now.

For visitors to the gallery, Ur said he hopes they understand that archaeology is more than just digging and more than just ancient cities. And Ur and his students said they hope viewers will understand that development is endangering many landscapes.

"I hope visitors come away learning something new about the ancient cultures of Peru, of course, but also that archaeological sites are fragile places in a changing landscape," said Adam Stack, a graduate student in archaeology who took the course and studied the Chan Chan site on Peru's north coast. "It will take more than archaeologists to protect the past."

"We propose that the canals were partly displays of power — the extra water allowing for elaborate royal gardens, for example — and partly large-scale efforts to support agriculture for the increasingly concentrated population," Pimentel said. "The canals are now mostly obscured by modern farms and towns. But on the satellite images, we're able to see faint lines on a huge scale across the landscape, evidence of the massive earthworks once there."

Pimentel said some of the features were so faint that she had to train her eyes to detect them in the photos. There were some photos, however, in which the canals were immediately evident, she said.

"We get excited about those images. They're our showstoppers," Pimentel said.

In conducting his own research, satellite photos are just a starting point for Ur. He scours the images for patterns and follows that examination by traveling to a site to inspect the features of interest from the ground. He then goes back to the photos, reinspect-

How to engineer change

Harvard's School of Engineering and Applied Sciences makes rapid progress in reaching long-term energy-saving goals.

By Corydon Ireland | Harvard Staff Writer

Editor's note: This is the fourth in an occasional series of stories on the measures that individual Schools at Harvard are using to reduce greenhouse gas emissions.

Harvard's School of Engineering and Applied Sciences (SEAS) is a rigorous world of applied mathematics, materials science, bioengineering, and other demanding disciplines.

But it is also a world in which nearly every common space includes green laminate signs or motion-control sensors to turn off lighting. The collective message: Be green.

Turn off the lights, wear a sweater, shut the sash on your fume hood. It's not rocket science. Or, as they say at SEAS: It's not quantum physics.

But simple steps like these — along with exacting building standards and other technical measures — have helped SEAS to reduce its greenhouse gas (GHG) emissions 11 percent from fiscal 2006 to fiscal 2009. That kind of progress also owes a lot to University-wide measures to save energy, said Edward P. Jackson, SEAS director of physical resources.

That number puts the School on track to meet the University's ambitious GHG emissions goal of a 30 percent reduction by 2016, inclusive of growth, with 2006 as the baseline year.

SEAS tightened the University-wide standard for temperature set points by adjusting heating and cooling systems to start later and finish earlier. "We did it, and waited for complaints," said SEAS manager of facilities Donald Clafin. "And there weren't many."

Saving energy is everybody's business, from big energy systems to students who pause to shut off the lights. "It's a lot of little pieces," he said. "Everybody's involved. Everybody's a player."

On the technical side, SEAS has installed efficient lighting in its five buildings, and on the two floors it leases at 60 Oxford St. It has also implemented an automated energy management system in the Maxwell Dworkin building, and examined its operating system through the lens of energy savings. By this fall, SEAS will have motion-detection sensors on lights in all of its operation.

"It's many small steps," said Fawwaz Habbal, SEAS executive dean. "Little drops of water on a stone will eventually make a mark."

This kind of effort — assess, innovate, invent — is perfect for engineers, he added. "You give us a problem and we solve it."

SEAS students, faculty, and staff also are exploring other pathways to sustainability. Some are personal-scale pathways. Custodian Joanne Carson sets aside coffee grounds in a composting bowl in the kitchen at Pierce Hall. People take them home for their gardens, she said.

Other pathways are on a bigger scale. For one, in fiscal 2009, SEAS recovered 60 percent of its recyclable waste, piling up 73 tons for the blue bin.

All SEAS buildings are covered by a green cleaning program that minimizes chemical use. And four LEED projects are under way at SEAS; one more is complete. (LEED stands for Leadership in Energy and Environmental Design, a professional U.S. rating system for sustainable building.)

The SEAS Computing and Information Technology office has already been converted from 2,000 square feet of lounge space to three energy-efficient offices in Maxwell Dworkin.

At SEAS Northwest Labs B1, a LEED project now under construction will bring together researchers in medicine, engineering, biology, and applied sciences.

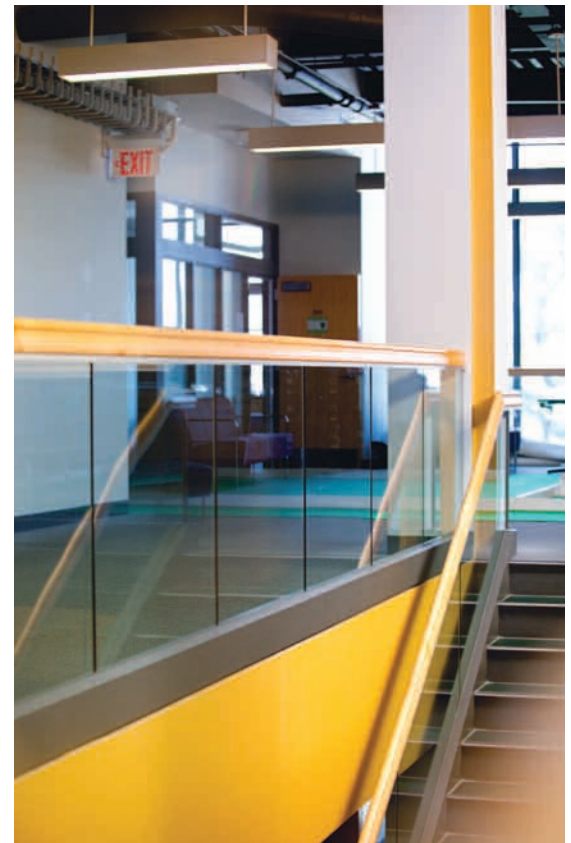
Renovations are ongoing at the SEAS Vlassak Lab and the Weitz Lab, both in the Gordon McKay Laboratory of Applied Science on Oxford Street. LEED-standard renovations are also taking place in two engineering science laboratories at 58 Oxford St.

"Labs are really challenging," said Habbal. At SEAS, they are energy-intensive hives of complicated gear, from computers, fume hoods, and imaging systems to quantum-cascade lasers.

In addition, SEAS researchers there are looking into new sources of energy, African water resources, efficient computing, carbon sequestration, and the chemistry of climate change.

Sustainability, said SEAS administrative director Jennifer Casasanto, "is part of our dialogue."

Sustainability is also about encouraging ideas. That means student involvement.



A stairway at Maxwell Dworkin, one of five buildings at the energy-aware School of Engineering and Applied Sciences.

SEAS is part of an arts-science collaboration that helps students and faculty turn their ideas — many of them about green technology — into practical reality. The Laboratory at Harvard, located in the Northwest Science Building, is run by SEAS faculty member David Edwards, Gordon McKay Professor of the Practice of Biomedical Engineering, along with SEAS staff member Hugo Van Vuuren.

A couple of ideas have already reached reality. One is the sOcket, a portable energy-making device shaped like a soccer ball. Kick, dribble, or throw it around, and the sOcket — rigged with inductive coil technology — stores energy. Prototypes have been tested in South Africa and Kenya.

Also, SEAS student Henry Xie '11 developed the Harvard Reuse List, an online supply swap for students and staff. (Go to <http://green.harvard.edu/reuse-list>.)

Traditional classroom work touches on sustainability, as well. The oldest such class — and "a capstone experience for students," said Habbal — is Engineering Science (ES) 96.

Students take on real-world issues at Harvard, then produce book-length recommendations for action. Past examples include energy use at Pierce Hall, the Blackstone complex, and Harvard athletic facilities and Houses.

SEAS classes in applied mathematics, environmental engineering, and climate studies deal with sustainability too.

It's an issue that requires cooperation, awareness, collective action, and intensive study. "The bottom line," said Habbal, "is mindset."

More Online
[news.harvard.edu/gazette/
section/science-n-health/](http://news.harvard.edu/gazette/section/science-n-health/)



Harvard Law School makes aggressive moves to cut greenhouse gas emissions. hvd.gs/41896



Building on tradition

A Wampanoag home, called a wetu, is built on the site of Harvard's Indian College.

By Alvin Powell | Harvard Staff Writer

For the first time in more than three centuries, a Native American home stands in Harvard Yard.

Over three days, a group of Harvard students built a traditional Wampanoag home, called a wetu, near the site of Harvard's Indian College, one of the first buildings on campus, constructed to house students from nearby tribes.

The structure, of a size that might have housed a small family, was built of traditional materials: long, thin poles lashed together with long strips of bark and sheathed in larger rectangular bark squares. It was left unfinished on one side to let passersby view its interior.

Kelsey Leonard, a senior and member of Long Island's Shinnecock tribe, said the project was conceived as a way to commemorate the 360th anniversary of Harvard's 1650 charter, which dedicated the institution to the education of English and Indian youth alike.

In addition, Leonard said, the project was also intended to commemorate the Indian Col-

lege, built in 1655, the foundation of which was uncovered last fall by an archaeology class digging in the Yard.

Leonard was joined by other members of the student group Native Americans at Harvard College in the effort. She said the work, which included stripping bark from the thin poles, was sometimes tedious, but "therapeutic." The students labored in shifts, trading off tasks as they left to attend class.

College administrators and officials at the Peabody Museum of Archaeology and Ethnology, who took a lead role in the Yard dig that unearthed the Indian College's foundation, said that though they handled some of the logistical necessities, the project was largely student conceived and run.

Leonard said that Harvard's first Native American students were part of a cultural exchange between the English settlers and the local tribes as the two groups sought to understand each other better.

"We wanted to find a way to continue that exchange, so



we're building the first wetu in Harvard Yard," Leonard said. "It's been a very good experience, very positive."

The wetu will stand in the Yard through Arts First weekend and be dismantled on May 3.

Tiffany Smalley, a junior and Aquinnah Wampanoag who co-directed the project with Leonard, said during the wetu's opening ceremony April 22 that the project has made her opti-

(see *Wetu* next page)



Clockwise from upper left: Mike Veino '13 (from left), Jonathan Perry of the Aquinnah Wampanoag tribe, and Tommy Miller '11 at the beginning stages of creating the wetu; the wetu in its final form; and the detailed and skilled hand work it took to create it.

Online ►► View photo gallery: hvd.gs/44594

Wetu

(continued from previous page)

mistic about the future of Native Americans at Harvard and helped her understand a little more about her own native culture.

“Personally, I’m learning more and more how to honor my ancestors and how to honor [specific] spaces,” Smalley said.

The wetu was constructed with help from the Aquinnah Wampanoag of Gay Head, based on Martha’s Vineyard. Tribal council member Jonathan Perry directed the construction, providing traditional materials.

Perry, who has worked on constructing traditional structures like wetus and dugout canoes for several years, said traditional wetus varied widely in size. The largest could stretch 200 feet and be 40 feet wide. Building them was typically a community effort, done by men. But women owned the structures in their matrilinear culture, with a man moving to a woman’s wetu after marriage, Perry said. The frame was typically constructed of cedar saplings, which are insect- and rot-resistant and considered a sacred wood. The floor was white sand. The thick outer bark sheathing of the structure was typically taken from chestnut and elm trees — giants of the New England forest that today have been devastated by disease. For the Yard’s wetu, Perry provided bark from poplar trees.

Because native people moved with the seasons, families often owned two homes, Perry said. Because they spent most of their time outdoors, homes were relatively small, providing protected space for sleeping and shelter from harsh weather.

To honor those people, students began construction with a ceremony acknowledging the native people who lived there.

The wetu “is significant because of the fact that this place for thousands and thousands of years was home to many native people,” Perry said.

Living the lessons we have learned

A graduating HKS student, herself Native American, ponders the experiences of her predecessors, students at the Indian College in the 1660s.

By Patrice Kunesch | Harvard Kennedy School '10

Engraved on a large slate plaque affixed to Matthews Hall in Harvard Yard is the story of Native Americans’ past and the narrative of our future. That is the site of the original Indian College, Harvard’s first brick building, where more than 350 years ago Caleb Chee-shahteumuck and Joel Iacoomes of the Wampanoag Tribe of Aquinnah on Martha’s Vineyard lived and studied alongside English students. Caleb was the first Native American to graduate from Harvard, in 1665.

The Indian College also housed the College’s printing press, on which the first Bible in North America was printed. The Bible was a translation into the Algonquian Indian language.

Behind the plaque’s inscription is a faint, incised representation of a turtle, a powerful symbol in Native American creation stories. The turtle represents many things. One is a creative source, the most powerful force we possess. The turtle also embodies a sense of being well-grounded, self-contained, with a steady approach to life. These qualities resonate with many of the lessons learned at Harvard.

I soon will be an unlikely graduate of the University. My grandfather, a member of the Standing Rock Sioux Tribe in North Dakota, experienced a precarious childhood. Grinding poverty, disease, and despair had taken root across the reservation in the early 1900s. Often there was not enough food or fuel. His brother, along with thousands of other Indian children, was taken from his family and sent far away to an Indian boarding school in Carlisle, Penn. Boarding schools were part of the federal government’s assimilationist policies aimed at severing Indians’ ties to the land.

Like so many Indian children, my grandfather grew up with his feet in two worlds. One foot was in the Indian world, rich with traditions and ceremonies, a language that nurtured his spirit and heart, and a homeland that gave him a sense of place. His other foot was in the fast-paced white world of trains and cars and different habits. Like so many Indian children of that time, he grew up confused about his identity and indefinite place in American society.

I delved into this history as a law student. It was very disturbing to learn that two generations later things had not greatly improved in Indian country. The wholesale removal of Indian children from their homes and the displacement of their families continued well into the 1970s. This has been the most tragic aspect of Indian life today. Children everywhere deserve to grow up in a safe, stable, and nurturing environment.

I decided then to work for the rights of Native American tribes to be self-determined and self-sufficient, and to help improve conditions on Indian reservations. This work, like development work throughout the world, requires a turtle approach: One must be creative, well-grounded, and have steadfast determination, even in the face of daunting obstacles or discouragement. (After graduation, I plan to return to Vermillion, S.D., where I



STUDENT VOICE

teach federal Indian law and direct the Institute of American Indian Studies at the University of South Dakota.)

Constancy served Caleb well at Harvard. Despite the hardships of being away from his family and the contradictions of living in the white man’s world, he earned honors in his studies. Sadly, his life, like Joel’s, was cut short by the perils of the time. After Caleb graduated, there was no identifiable Native American presence at Harvard for more than 250 years. Now, about 120 Native American students from 40 tribes study at Harvard every year.

Many Native American students at Harvard still struggle with the contradictions that Caleb and Joel faced. We still have our feet in two worlds. One day we are in our jeans studying economic theory, and the next we are in our jingle dresses dancing at the powwow. Soon we will be in the Yard receiving our degrees, and shortly after we will be fishing or hunting to feed the community. What matters is that we have persisted — that our language, traditions, and culture have endured. While our time at Harvard has given us a sense of place here, what we have learned will extend far beyond these ivy-covered walls. It will reach across all of our borders and become a part of our communities.

Culture mattered then and matters today. The diversity of our cultures is the underpinning of our human bonds, and of our intolerance and prejudice as well. Caleb and Joel lived and studied alongside their ethnic English classmates at a time when the two cultures disputed one another’s right to exist on the continent. Three centuries later, we persist, mostly intact, and determined as ever.

Diversity abounds at Harvard today. Diversity in race and ethnicities, of different religious beliefs and spiritual practices, and in widely varied talents and interests. This diversity, spurred many years ago by Caleb and Joel, not only invigorates the vitality of our learning experience, it cultivates a broader and more insightful view of the world.

The lessons gleaned from the plaque affixed to Matthews Hall continue to inspire us to know the human value of the world and to place ourselves within it. There is certainty in the lessons we have learned from the past, of being creative, well-grounded, and steadfast. Let us not linger, for there is no time to spare. So let us begin.

Peering into the gearworks of the FDA

Daniel Carpenter's new book, "Reputation and Power: Organizational Image and Pharmaceutical Regulation at the FDA," probes the workings of a crucial federal safety agency that often is either lionized or demonized.

By Sarah Sweeney | Harvard Staff Writer



HARVARD BOUND



BEAUTY IMAGINED: A HISTORY OF THE GLOBAL BEAUTY INDUSTRY
(Oxford University Press, March 2010)
By Geoffrey Jones

From the emergence of the beauty industry in the 19th century, Geoffrey Jones, the Isidor Straus Professor of Business History, traces such beauty bastions as Coty, Estée Lauder, and Avon, and how they made beauty a full-time fascination and business.



NO SMALL MATTER: SCIENCE ON THE NANOSCALE
(Harvard University Press, November 2009)
By Felice C. Frankel and George M. Whitesides

Felice Frankel, a research associate in systems biology at Harvard Medical School, and her co-author help to explain nanoscale technology with a book of thorough explanations and colorful, illustrative photographs.



ONE REPORT: INTEGRATED REPORTING FOR A SUSTAINABLE STRATEGY
(Wiley, March 2010)
By Robert G. Eccles and Michael Krzus

Harvard Business School Senior Lecturer Robert G. Eccles and his co-writer explain how business's use of integrated and transparent reporting of financial and nonfinancial results adds value to companies, their shareholders, and the overall sustainability of society.

Topping off at 800 pages, "Reputation and Power: Organizational Image and Pharmaceutical Regulation at the FDA" is Daniel Carpenter's opus.

Carpenter, the Allie S. Freed Professor of Government and director of the Center for American Political Studies, became fascinated with the Food and Drug Administration (FDA) 20 years ago "because the agency was always in the news and because its decisions were so controversial at the same time that the agency was so highly respected in scientific and popular circles."

But Carpenter said the research on the FDA then was "incredibly simplistic. In these works, the FDA is either great or it's horrible; it's either purely altruistic or it's power-hungry. A number of well-informed scholars and careful observers of the agency told me the same thing: namely, that previous treatments had oversimplified the agency. I wanted to step outside of those binary narratives."

One of his approaches was examining the FDA's reputation. "A big part of the FDA's power comes from the way it is viewed by different audiences," said Carpenter. "So I spent a lot of time not only in the records and archives of the FDA, but in the records of medical associations and researchers, drug companies, research hospitals like Mayo Clinic and M.D. Anderson, European and Indian drug regulators and health agencies, politicians, and Supreme Court justices, social movement organizations, and interest groups."

Behind the scenes, much of what happens at "research universities around the world is de-

pendent upon FDA rules, regulations, and discussions," said Carpenter.

But what about the American people? Have they become disillusioned by dodgy pharmaceuticals and lawsuits?

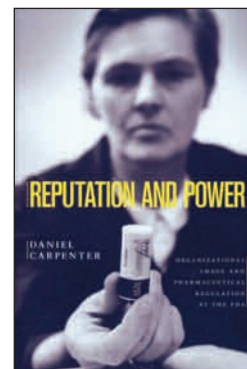
"For the audience of the mass public, the FDA's reputation is compelling because people believe that the agency has kept them safe, and that the FDA generally 'gets it right,'" he noted.

"The most vivid event in building this reputation was FDA officer Frances Kelsey's refusal to let thalidomide on the U.S. market," he said. "When that drug was marketed in Europe and Australia, thousands of children were born with irreversible birth defects, and there were uncounted stillbirths and abortions." (Kelsey's photo is on the cover of the book.)

"The general public does, on the whole, trust the FDA, though not as much as it used to," said Carpenter, who believes the next five to 10 years will be critical for the agency.

"Reputation and Power" also chronicles pivotal FDA decisions, from the 1980s AIDS crisis to oral contraceptives, to chemotherapy, to phased trials and manufacturing.

"This has been 12 years, over 100 archival collections, and three continents of research in the making," said Carpenter. "I think my proudest moment came when Richard Merrill, a former FDA general counsel and the nation's top legal scholar on drug regulation — and a tough critic — told me that the book was the best treatment of new drug regulation he had ever seen. From someone who lived it and studied it for decades, that was a nice endorsement."



What makes a life significant?

A diverse Harvard panel marks the 1910 death of William James, celebrates his life, and revisits his famous question.

By Corydon Ireland | Harvard Staff Writer

It is somehow comforting to know that one of the greatest minds of the past 100 years had a hard time making up his own mind.

William James, the oldest child in a celebrated American family and a pioneer in psychology and philosophy, was apparently a famous ditherer. “He’s just like a blob of mercury,” his sister Alice wrote. “You cannot put a mental finger upon him.”

Better than that, perhaps, James was a man of restless intelligence. While teaching at Harvard, he explored medicine, the mind, religion, and all the big questions that still beset people.

One of those questions was: “What makes a life significant?” — the title of a lecture James delivered at Harvard in 1900. (The answer, in sum, was to be awake to the significance of other people, and to escape that “great cloud bank of ancestral blindness” that leads to intolerance and cruelty.)

Bok, a philosopher who is Senior Visiting Fellow at the Harvard Center for Population and Development Studies, said one of James’ ideas, to harness the energy of making war to the pursuit of making peace, would find purchase today. “He would surely be encouraged,” she said, at the vitality of doing public service, both inside and outside the university.

It is worth noting too that James’ “non-militarism” was at odds with the tenor of his own time, said Bok, and James “agonized over the increasingly aggressive role his country was taking” in the world.

And in another modern echo, she said, James worried that peace-loving men carried no weight equivalent to the warriors of the day.

In answer to his own doubts, James wrote “The Moral Equivalent of War,” a 1906 essay in which he proposed harnessing “manly” virtues to the cause of peace. “The martial type of character,” he wrote, “can be bred without war.”

He had a similar thought in “What Makes a Life Significant?” inspired by a train ride back from the Assembly Grounds in Chautauqua, N.Y. This “Sabbatical city” of sobriety, peace, and order, this “human drama without a villain or a pang,” James wrote, made him suddenly long “for something primordial and savage, even though it were as bad as an Armenian massacre.”

But if humans yearn for “everlasting battle” or visions of “human nature strained to its uttermost and on the rack,” he mused, why reach for war? Why not satisfy the same urges with hard labor — with pick, ax, scythe, and shovel. Such work, James wrote, reveals “the great fields of heroism lying around me.”

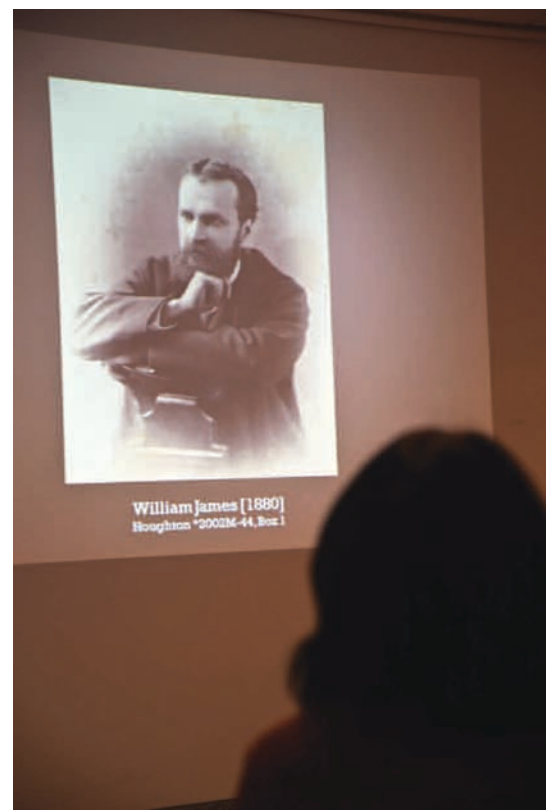
West, a former Harvard scholar who is the Class of 1943 University Professor at Princeton, said James had a sense of what the modern world needs now: “non-market values like love, empathy, benevolence, and sacrifice for others.”

He also had a sense that greatness could be something “different than success,” said West. “William James,” he wished out loud, “speak to us in 2010.”

James might bring another lesson forward into the 21st century: Leave your mind free, open, and skeptical.

It stood him in good stead that James lacked a systematic education, said Menand, author of “The Metaphysical Club,” a 2001 primer on pragmatism and other intellectual currents in James’ post-Civil War America.

Menand outlined the hopscotch schooling of James,



CELEBRATING WILLIAM JAMES

In a continuing James celebration this year, Harvard’s Houghton Library will house “Life is in the Transitions: William James, 1842-1910,” an exhibit of sketches, manuscripts, lecture notes, and letters, from Aug. 16 to Dec. 23. Houghton will host the final day of an Aug. 13-16 conference on James, “In the Footsteps of William James: A Symposium on the Legacy — and the Ongoing Uses — of James’s Work.” It’s co-sponsored by the William James Society and the Chocorua (N.H.) Community Association. (For more information, visit <http://wjsociety.org/symposium.htm>.)

whose father moved the family from place to place — back and forth to Europe — settling sometimes for only months in one place. By age 13, James had already attended 10 schools.

By 1861, James was enrolled at the Lawrence Scientific School at Harvard, where he quickly jumped from engineering to anatomy to natural history and finally to medicine. A medical degree from Harvard in 1869 was the only credential James ever earned, and it was one he never used. He went on to do pioneering work in psychology and then philosophy. In the end, said Menand, James remained “a restless spirit.”

Through it all, James had a capacious, welcoming intelligence, said Kloppenberg.

The philosopher’s summer home in New Hampshire had nine doors, and “they all opened out,” he said, “consistent with James’ approach to the world.”

Those open doors invited in the big questions.

The meaning of life, said Bok, “is a question people keep asking.”

Photos by Jon Chase | Harvard Staff Photographer



The same question was also the title of a panel on Monday (April 26), which celebrated James’ life and marked the centennial year of his death.

James Kloppenberg, a 40-year James scholar and Harvard’s Charles Warren Professor of American History, moderated the panel, and began with a question of his own: What relationship does James’ thought have to “our own cultural moment?”

Panelists Louis Menand, Sissela Bok, and Cornel West arrived at variations on the same answer: that James lives on into the 21st century, still a formative, formidable mind.

Menand, Harvard’s Anne T. and Robert M. Bass Professor of English, said James was the equivalent of today’s public intellectual. He still offers a lesson to the modern world, said Menand: Beware of training and revering only specialists. James, after all, was not trained in anything he excelled in, and his schooling was as scattershot as it was fervent.

The invention of childhood innocence

In a new book, professor Robin Bernstein says that the concept of childhood innocence only dates to the 19th century, and was only applied to whites.

By Krysten A. Keches '10 | Harvard Staff Writer



When Robin Bernstein was a little girl, she perused textbooks belonging to her mother, who was pursuing a degree in early childhood education.

“Of course I didn’t understand them,” said Bernstein, assistant professor of studies of women, gender, and sexuality, and of history and literature. “But I knew that she was studying a category of people, and that I was in that category. I was very aware of myself as a child. That’s how I first became interested in childhood as an area of knowledge — as a way of thinking about the world.”

Bernstein’s new book, “Racial Innocence: Performing American Childhood in Black and White” (New York University Press), examines the weaving together of childhood, innocence, and race in the late 19th and early 20th centuries, a period that included slavery, Reconstruction, post-Reconstruction disenfranchisement of African Americans, the New Negro Movement, and the early Civil Rights Movement.

“Three hundred years ago, there was no assumption that children were innocent,” said Bernstein. “That idea only became common sense in the United States in the early 19th century. Once the idea of childhood became laminated to the idea of innocence, children could be used strategically in political arguments. Children made these arguments

appear to be apolitical, or simply evocations of truth.”

Some people very consciously employed children to gain sympathy for their perspectives. In the influential novel “Uncle Tom’s Cabin,” Harriet Beecher Stowe places Little Eva, an angelic, white child, in a loving relationship with an adult slave.

“The two characters are very tender with each other,” said Bernstein. “This is Stowe’s way of making Uncle Tom seem innocent and, by extension, making abolition itself seem innocent as well.”

Other figures, Bernstein argues, unintentionally affected racial issues in the United States. In 1915, Johnny Gruelle appropriated blackface imagery to create Raggedy Ann. He deliberately chose such imagery not to make a political statement, but to tap into a source of mass appeal. Bernstein traces Raggedy Ann’s blackface minstrel roots back to the 1840s.

“I would argue that this is part of the reason that Raggedy Ann is still popular,” she said. “Not because we consciously perceive blackface imagery, but because blackface imagery is one of the deepest aspects of American popular culture.”

“Ever since innocence entangled with childhood,

Robin Bernstein re-examines the psychological tests conducted in the 1940s by Kenneth and Mamie Clark, which were indirectly cited in the U.S. Supreme Court’s landmark *Brown v. Board of Education* decision against segregated schools as proof of “psychic harm” arising from societal racism. In these tests, black children were asked a series of questions about brown and pink dolls; most subjects expressed a preference for the pink dolls.

that connection has always been raced,” said Bernstein. “It was not just any childhood, it was specifically white childhood that was entangled with innocence. This entanglement was a way of excluding non-white children from innocence and from childhood. Popular culture suggested that if they weren’t innocent, then they weren’t children. If they weren’t white, they weren’t innocent.”

In the final chapter of the book, Bernstein looks at how African Americans seized on the idea of childhood innocence and recaptured that notion for black children in the 1920s.

“They fought back against the idea that black children were not children, were not innocent,” she explained. “They seized on this rhetoric and used it for anti-racist projects.”

In her epilogue, Bernstein re-examines the psychological tests conducted in the 1940s by Kenneth and Mamie Clark, which were indirectly cited in the U.S. Supreme Court’s landmark *Brown v. Board of Education* decision against segregated schools as proof of “psychic harm” arising from societal racism. In these tests, black children were asked a series of questions about brown and pink dolls; most subjects expressed a preference for the pink dolls.

Bernstein both acknowledges and pushes beyond the common critique of the Clark tests, that choice of dolls does not necessarily index self-esteem. The Clarks, she argues, were uncovering racism as knit through dolls for 150 years.

“What their research shows very reliably is preferences in dolls, so I decided to put their tests into the context of the history of dolls. What you see is children having a very sophisticated understanding of standardized practices of play. You see children’s expertise in children’s culture.”

The use of children in political arguments, Bernstein said, continues even today.

“I’m looking at the origins of how the idea of ‘saving the children’ became useful and meaningful. My book ends in the early 20th century, but aspects of what I’m studying absolutely continue. If you want to make a political argument, just add the ‘do it for the children’ rhetoric, and it suddenly becomes a lot more persuasive.”

Horror, by custom

Radcliffe Fellow looks at the painful ‘facts and realities’ facing women in Pakistan.

By Corydon Ireland | Harvard Staff Writer

Pure naked crime.

Those three words, in powerful tandem, are from Humaira Awais Shahid, a Radcliffe Fellow this year. She is a Pakistani human rights activist, journalist, and former member of Parliament.

The phrase, she said, describes how women are often treated by customary practices in Pakistani Islam and in its tribal cultures.

From 70 to 90 percent of women in Pakistan are subjected to some kind of domestic violence, said Shahid, a consequence of what she called the “male dominance and commodification” of females.

“Gender-based violence is most of the time pure naked crime ... justified through heinous customary practices or cultural norms,” said Shahid. Often, crimes are perpetrated against a woman to “usurp her inheritance” as well as simply to punish, she said.

The associated crimes are horrible, and they rang strange in sedate Radcliffe Gymnasium during an April 14 lecture: gang rape, marital rape, acid attacks, dowry killings, stove-burn killings, honor killings, forced marriage, and using women as objects of barter.

As a journalist, she got “very close exposure to such stories,” said Shahid, whose talk was punctuated by more than one picture hard to look at. “I held the hands of so many women who were victims of acid crimes and stove burnings ... who took their last breaths in front of me.”

Such abuses affect men and children as well as women, she said, since they extend to usury, forced beggary, and prostitution. All the victims, regardless of gender, share the reality that they are poor. And they share something else: feudal systems that dominate both agriculture and civil governance in Pakistan — systems that are wielded like weapons to “assert control and violence,” she said.

The agricultural sector is controlled “by a few thousand feudal families,” said Shahid. When members of the same families take positions in civil service, business, industry, and politics, she added, “their influence is multiplied in all directions.”

Such are the “facts and realities of Pakistan today,” she said. “I want to take you to the world inside.”

That world includes government, state, tribal, and religious mechanisms that are arrayed against women, children, and the poor, said Shahid. “Poverty overrides all kinds of mortality.”

Religion as presently interpreted is not the only bulwark blocking reform, she said. There is the government itself. “I entered a Parliament that was traditional, feudalistic, notoriously corrupt, and literalist with dogmatic religious leaders and tribal



chiefs,” said Shahid.

But there is hope for change, and it comes from Islam itself, she said. “The humanistic ethics of Islam and the true essence of its teaching will emerge.”

Paradoxically, “the only way to improve the condition of women ... is to enforce Islamic rights,” said Shahid.

She talked of the “criminal silence” on the part of authorities who ignore the women’s rights provisions already contained in Islamic law. “Most of the violence revolves around those issues,” said Shahid.

They include a woman’s right to choose whom to marry, to divorce without evidence, to remarry without the consent of family, and to manage her own finances.

The West cannot really help, nor will its wars help, she said, quoting an unnamed French thinker: “Nothing worthwhile can be done in Muslim countries except in the name of Islam.”

Meanwhile, the deck remains stacked against Pakistan’s poor, and especially its women. Shahid pointed

to history to find blame.

In 1979, the Soviet Union invaded Afghanistan, an event that re-created the notion of jihad as a means to fight the war, transforming it from the concept of personal struggle into a weapon of political struggle.

With Osama bin Laden and al-Qaeda came damage to true Islam, she said, opening the

From 70 to 90 percent of women in Pakistan are subjected to some kind of domestic violence, a consequence of the “male dominance and commodification” of females, Radcliffe Fellow Humaira Awais Shahid told her audience.

doors wider to a “Wahabi fundamentalism” that had lain dormant for decades in the Middle East.

To this day, said Shahid, most Pakistani Muslims regard “Islamism (as) a deviation from Islam” and not the true faith. At the same time, she said, most Pakistanis distrust the West too.

But Wahabism — in part supported by petrodollars, she said — spread fast through religious

schools (*madrasas*), religious political parties, and down into village councils, where patriarchal tribal cultures “became instrumental in exploiting and punishing women and the impoverished.”

In 1979, Zia ul-Haq, a fundamentalist Sunni dictator, imposed martial law in Pakistan and enforced Nizam-e-Mustafa, the “Islamic system” of law.

That started “a significant turn” away from Pakistan’s predominantly Anglo-Saxon traditions of common law, Shahid said, which had been inherited from the British during the colonial era.

One infamous artifact of this time was the Zia Ordinance, said Shahid. It required any woman claiming rape to produce four pious male witnesses, a threshold of evidence so high that women received the lash while the men went unpunished. The ordinance, which failed to distinguish between adultery and fornication, was finally repealed in 2006.

(see *Abuses* next page)

Abuses

(continued from previous page)

Then there was the Qisas and Diyat Ordinance of 1990, another law that had the effect of increasing violence against women. It allowed the victim of a crime, or the victim's heirs, to inflict a punishment on a perpetrator that was equal to the crime. It also allowed the perpetrator to pay the victims for a crime.

The practical effect of this was to "privatize" crime, said Shahid, with women most often the pawns in cross-family disputes involving honor.

Village councils, or *jirgas*, meanwhile, often used such disputes to settle personal scores, arriving at verdicts, she said, "which are against humanistic ethics."

Shahid mentioned one infamous case. A Pakistani villager was sentenced in 2003 to be gang raped in order to compensate for her brother's alleged adultery. Afterward, she was paraded naked in front of hundreds. Her rape was a *vani* — "women barter" — case, said Shahid. (As a legislator, she introduced a resolution to abolish and punish *vani*. It was adopted into Pakistani federal law in 2005.)

Women and the poor are still generally caught between two judicial systems that fail to work in their favor, said Shahid. Government systems, already weakened by gender bias, supported enforcement agencies that were slow to investigate crimes against women, or ignored them all together.

Informal justice systems like *jirgas* are "speedy and inexpensive" and take pressure off formal justice systems, said Shahid. But at the same time they are also mechanisms that use "customary norms ... for personal gains."

While in the United States, Shahid has not been silent or inactive. Since January, she has traveled to Washington, D.C., three times to argue for the passage of the International Violence Against Women Act (IVAWA). It would make combating violence against women a "strategic imperative" for the United States.

Curb violence by pre-empting it, said Shahid, who will travel to the capital again in May. "You don't need 30,000 women raped."

[Online ►► IVAWA speech from Feb. 4: http://bit.ly/Shahidspeech](http://bit.ly/Shahidspeech)

Rebels to some, but achievers to others

For two lecturers, the achievements of American radicals have been too long ignored. They argue that a reappraisal is due.

By Krysten A. Keches '10 | Harvard Staff Writer

What do the American Revolution, public education, HIV/AIDS research, the living wage, and rock 'n' roll have in common? For Timothy Patrick McCarthy and John McMillian, the answer is clear: They're samples of the many achievements by radicals.

Activism has long been a subject of interest for the two Quincy House residents and instructors.

"We have both been profoundly moved by the challenges that historians have posed to the traditional, so-called 'great man' version of history, where social change comes from the top down rather than the bottom up," said McCarthy, lecturer on history and literature in the Faculty of Arts and Sciences and adjunct lecturer on public policy and director of the Human Rights and Social Movements Program at the Harvard Kennedy School. "We very much believe that social change comes from the grassroots, from the margins, and from the people."

McCarthy and McMillian met 15 years ago as graduate students at Columbia University. While separately teaching a popular course there on the American radical tradition headed by Eric Foner, both recognized the need for a single anthology of primary sources tracing the history of radical movements in the United States from the country's founding to the present. This teaching experience eventually led to their collaboration on "The Radical Reader: A Documentary History of the American Radical Tradition" (The New Press, 2003), now in its second printing.

McCarthy and McMillian, a continuing education and special programs instructor, have since co-edited a second volume, "Protest Nation: Words that Inspired a Century of American Radicalism" (The New Press, 2010). The compendium, which focuses on the 20th century, includes 29 documents, each introduced by the editors, ranging from speeches by Malcolm X and Harvey Milk to manifestos, letters, and essays on gay rights and civil rights, feminism, economic and environmental justice, and animal liberation.

McMillian, who has served as a lecturer in history and literature, hopes that the book will encourage a more charitable understanding of the history of American radicalism.

"It's astonishing to look back at these movements led by people who were despised and faced incredible criticism from the dominant culture, and yet today we celebrate

them as heroes," he said.

"We set out to restore the integrity of radicalism," added McCarthy, "to say that these kinds of grassroots mobilizations and critiques from the margin have not only authority, but integrity. It's important to understand this radical tradition and to convey to students and readers that listening to these voices and taking them seriously is required of us if we're really going to understand history in its fullest dimensions."

Since 2002 McCarthy, along with John Stauffer, professor of English and of African and African American Studies, has taught "American Protest Literature from Tom Paine to Tupac," a course also offered through the Harvard Extension School that is on track to become a General Education course next year.

McCarthy and McMillian worry about the future of social movements. The campaign to abolish slavery lasted roughly 35 years. Continually inundated with new images



Timothy Patrick McCarthy and John McMillian collaborated on "The Radical Reader."

and information, the current generation, they said, may not have the attention span or risk-taking spirit to start and sustain such a long movement.

"We have thought that maybe we would see a rekindling of activism of the type we saw in the 1960s," said McMillian. "There is a grassroots social protest movement happening, but it's coming from the right. The left has not been mobilized quite as vigorously."

"Protest Nation" serves as a "field manual" of sorts for progressive activists who seek to place themselves within a history of rebellion.

"There is no shortage of things in the world that are wrong, that need people to act in courageous ways," said McCarthy. "This generation is searching for its calling, and there is no shortage of things to call them. Whether or not they will take up these issues is another question. I think that's the question for every generation."

Photo by Kristyn Ulanday | Harvard Staff Photographer



With a culturally diverse student body and more than 80 languages and several hundred courses available for study, Harvard's commitment is unmatched nationally.

By Colleen Walsh | Harvard Staff Writer

Descending the cafeteria stairs at the Harvard Kennedy School (HKS), Ildiko Voller-Szenci greeted a classmate from Germany. A few steps later, she hailed a friend from Ecuador. Then she encountered one of the School's executive education groups, composed of students from the far corners of the world. A sprinkling of languages peppered the hallway conversations.

"The languages spoken here and the connections that they represent to the world are just amazing," said Voller-Szenci, who is Hungarian but also speaks English, French, and Russian.

Such diversity — HKS students come from more than 70 countries — is mirrored across the University, which has 4,131 full-time international students. That eclectic mix makes for a lush linguistic landscape, one that becomes even richer after factoring in the more than 80 ancient and modern languages taught through the Faculty of Arts and Sciences (FAS) and other Schools.

In an increasingly global economy, mastery of languages is often a critical component to success. Languages have long been a pivotal part of Harvard's curriculum and a key to learning. Their study, University educators say, develops cognitive skills, fosters connections to foreign markets, preserves ancient traditions and histories, and cultivates a crucial understanding and appreciation of the world.

An FAS course booklet lists the expected German, French, and Spanish. But it also lists Akkadian, Avestan, Kikongo, Old English, Sogdian, Twi, Scottish Gaelic, Urdu, and

Uyghur. The myriad choices amount to a crossword puzzle fan's paradise.

Simply put, said Diana Sorensen, Harvard's dean of arts and humanities, "The University offers the most comprehensive language studies program in the nation."

In addition to studying many languages, students also are enrolling in a growing array of classes that reflect the widening ripples of a globalized world.

Sorensen, who is also James F. Rothenberg Professor of Romance Languages and Literatures and of comparative literature, has spearheaded development of the Foreign Language Advisory Group, a collection of language teachers from across the University who meet monthly to explore professional development opportunities and new language initiatives and innovations.

For the past three years, Sorensen and her group have worked to expand the language curriculum to include "bridge" courses involving history, art, and culture, which are taught in a foreign language, and to build connections between the language courses and the content courses taught at upper levels.

CROSS-CULTURAL CLASSES

Students now can take courses on China's Cultural Revolution, taught in Mandarin, or learn about the history and politics of the Islamic world in a class taught in Arabic.

"We were noticing that while students would

(see Languages next page)



COVER STORY

Diana Sorensen, Harvard's dean of arts and humanities: "When you can understand that culture in its language, and its whole outlook, you are immediately receptive to areas where conflict could be averted. I do think if we want to train global citizens and global leaders, having them equipped with this kind of transcultural literacy at a deep level is one of the goals of the university of the 21st century."

Languages

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get to a certain level in their language classes, they needed further encouragement to become more proficient and more deeply immersed in everything that a language can make available to them," said Sorensen. "These courses help students understand that a language and its culture are profoundly intertwined, and that with sustained study it is possible to reach higher levels of proficiency and immersion in the cultural realm."

Understanding another part of the world better, said Sorensen, also is an avenue for transcultural understanding.

"When you can understand that culture in its language, and its whole outlook, you are immediately receptive to areas where conflict could be averted," she said. "I do think if we want to train global citizens and global leaders, having them equipped with this kind of transcultural literacy at a deep level is one of the goals of the university of the 21st century."

The Foreign Language Advisory Group also has created a course for graduate students who teach languages at Harvard, one that examines the complex nature of language acquisition and specific teaching practices.

Sorensen said the panel gives "language teaching a stronger profile at the University, so it is seen as a crucial aspect of one's cultural training."

For Russian native Maria Polinsky, who studies languages' complex architecture for a living, exploring another language offers students more than just the chance to experience another culture. Such study challenges the brain and helps to develop key cognitive skills. Polinsky, professor of linguistics, said that while languages offer important windows into culture, folklore, film, and literature, their ability to help people build up the executive function of the brain is an equally compelling attraction.

"By teaching students languages, we are helping enhance their cognitive functions, keeping their brains a little more active," she said.

Polinsky said studies suggest that people raised in bilingual households develop a much stronger executive function, or ability to multitask. Research also indicates that bilingual children are much less likely to succumb to dementia later in life.

According to Polinsky, it's not too late for college students to reap the mental benefits that come from learning a language.



"We can still catch them early enough and enhance the utility of learning another language, and hopefully we can give them the skills they will take with them when they graduate," she said. "By keeping language instruction at Harvard at a very high level, we are giving them this idea that this is important."

PRESERVER OF ANTIQUITY

Another important aspect of linguistic study is Harvard's role as preserver of antiquity.

Tucked behind an innocuous-looking door in Harvard's Peabody Museum of Archaeology and Ethnology is the office of Marc Zender, who explores and speaks ancient and forgotten languages and teaches them to eager Harvard undergraduates.

Zender's specialty is Classic Mayan hieroglyphic writing. Though the ancient classical Mayan language is no longer in use, there are 30 related, descendant languages still spoken. Through the study of those "close cousins," with the help of historical linguistics, Zender said, researchers can reconstruct how the ancient language would have been structured and even how it sounded.

Helping students to appreciate language as a tool for understanding lets them "look over the shoulder of ancient scribes" and read what was important to cultures during their time, Zender said.

"The basic message is that language is our major vehicle for communication even today. Nothing has really replaced being able to either speak to other people or to write, which also so vividly captures a language and a culture."

Last year, the lecturer on anthropology had more than 300 students in his elective "Digging Glyphs: Adventures in Decipherment." The class, which at-

tracts undergraduates from a range of concentrations, makes use of the collections in the Peabody and in Harvard's Semitic Museum. Students attend weekly section meetings in the museums to explore the markings on pottery and tablets of ancient civilizations.

"They can literally touch the past," said Zender, "and from a language direction, when something has writing on it and you can literally read it aloud, it makes the object come alive."

Peter Machinist, Hancock Professor of Hebrew and Other Oriental Languages and an authority on the Hebrew Bible and ancient Mesopotamia, agrees that a key to understanding ancient societies is the careful study of language.

"Biblical thought and indeed the intellectual cultural traditions of most societies are communicated especially through languages," said Machinist. "The choice and orchestration of words provide a clue to what the meaning of the world was about."

But for Machinist, the study of language also offers students a window on today's world.

"I'd like to think that the work that I and colleagues do, even if it deals with classical or even more remote antiquity, has a bearing on the contemporary scene, because at issue are traditions that are not dead," he said, noting that the current Iran and Iraq disputes have echoes in those of ancient Persia and Mesopotamia.

"I am not suggesting that reading ancient texts is going to solve our problems in this region tomorrow, but it is going to give us a sense of whom we are talking to there, of what fundamental social, cultural,

and ecological realities we are facing, which we ignore at our peril.”

THE EARLIER REQUIREMENT

Harvard College's early language requirement was demanding and included three mandatory years of Hebrew, Greek, Aramaic, and Syriac. It was assumed that students entering Harvard had a full knowledge of Latin.

While today's requirement is much less rigorous, and many undergraduates entering Harvard can test out of required language classes before they arrive on campus, many students choose to continue studying another language, taking advantage of the University's vast resources to explore written and spoken words and cultures.

Currently, 154 Harvard students are concentrating in one of the University's language concentration programs, which include East Asian Studies, Germanic Languages and Literatures, Near Eastern Languages and Civilizations, Romance Languages and Literatures, Sanskrit and Indian Studies, and Slavic Languages and Literatures.

To further encourage students to continue their linguistic studies, the University adopted a language citation program in 1998 that recognizes advanced language learning at the College. The achievement is noted in students' official transcripts, and students receive printed citations that recognize their accomplishments along with their diplomas.

In its first year, the program had 77 participants. Last year, 441 students received language citations. In 2006, FAS also established secondary fields as part of the curriculum. Undergraduates can now declare a secondary field of study in 46 areas, including nine language-based programs.

Languages and related programs also abound in Harvard's other Schools. Harvard Law School has a class that teaches students Spanish language skills in a legal context. At the Harvard Business School, the student association recently began offering Berlitz Method language classes to first- and second-year students in Mandarin, Spanish, French, Portuguese, and Hindi.

In summer, the Harvard Divinity School offers language instruction geared to theological and religious studies, with courses such as elementary biblical Hebrew.

“DEAD” LANGUAGE LIVES

Additionally, students regularly gather to speak at informal “language tables” hosted by the various Houses. For the past several years, a small but dedicated group of graduate and undergraduate students has met in an Italian restaurant to order pizza and chat, not in Italian, but in Latin. The students from Harvard's Department of the Classics don't let the fact that Latin is technically a “dead” language deter their enthusiasm.

“It's hard to stop and think of the Latin for cell phone,” said junior Sara Mills, a classics concentrator and president of the Harvard Classical Club, which organizes the weekly event. The club has developed its own lexicon to translate modern terms such as “resident dean” or “Boylston Hall.”

The most amusing moments from the gatherings, which are sponsored by the department, often come in the form of a bemused waiter who tries to pick up their words, or from neighboring diners who whisper incredulously, “They can't be speaking Latin.”

“We just smile, sheepishly” said Mills.

Murty Classical Library of India series established

The Murty family's endowed series will bring the classical literature of India, much of which remains locked in its original language, to a global audience.

Harvard University and Harvard University Press (HUP) announced recently that the Murty family of Bangalore, India, has established a new publication series, the Murty Classical Library of India, with a generous gift of \$5.2 million. The dual-language series aims both to serve the needs of the general reading public and to enhance scholarship in the field.

Harvard Provost Steven E. Hyman noted that the Murty family gift will enable HUP to present the literary cultures of India to a global readership in an unprecedented manner. “The Murty Classical Library of India will make the classical heritage of India accessible worldwide for generations to come,” said Hyman. “We are truly grateful to the Murty family for their vision and leadership in making this historic initiative a reality.”

The Murty family's endowed series will serve to bring the classical literature of India, much of which remains locked in its original language, to a global audience, making many works available for the first time in English and showcasing the contributions of Indian literature to world civilization. Narayana Murty said of the new series, “I am happy that Harvard University Press is anchoring this publishing project.” His wife, Sudha, agreed: “We are happy to participate in this exciting project of bringing the rich literary heritage of India to far corners of the world.”

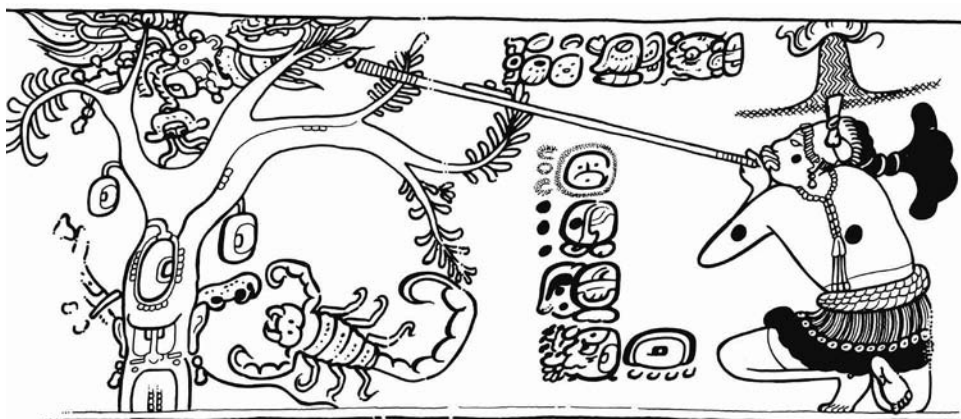
Under the direction of General Editor Sheldon Pollock, William B. Ransford Professor of Sanskrit and Indian Studies at Columbia University, and aided by an international editorial board composed of distinguished scholars, translators will provide contemporary English versions of works originally composed in Bengali, Gujarati, Kannada, Marathi, Persian, Punjabi, Sanskrit, Tamil, Telugu, Urdu, and other Indian languages.

Each volume will present the English translation with the original text in the appropriate Indic script on the facing page. The books will be supplemented by scholarly introductions, expert commentary, and textual notes, all with the goal of establishing Murty Classical Library volumes as the most authoritative editions available.

The Murty family's vision has already begun to impress notable scholars, such as Harvard's Thomas W. Lamont University Professor and Professor of Economics and Philosophy Amartya Sen, who expressed his appreciation for the initiative. “There are few intellectual gaps in the world that are as glaring as the abysmal ignorance of Indian classics in the Western world. It is wonderful that the Murty Classical Library of India is taking up the challenge of filling this gap, through a new commitment of the Harvard University Press, backed by the discerning enthusiasm of the Murty family, and the excellent leadership of Sheldon Pollock — an outstanding Sanskritist and classical scholar. This will be a big contribution to advancing global understanding that is so much needed in the world today.”

HUP plans to make the works available in both print and digital formats. The first volumes are scheduled for publication in fall 2013. An Indian edition is being planned.

Founded in 1913, Harvard University Press is a major publisher of nonfiction, scholarly, and general interest books with offices in Cambridge (Mass.), New York, and London.



Tucked behind an innocuous-looking door in Harvard's Peabody Museum of Archaeology and Ethnology is the office of Marc Zender, who explores and speaks ancient and forgotten languages and teaches them to eager Harvard undergraduates. Zender's specialty is Classic Mayan hieroglyphic writing.

FACULTY PROFILE



Teaching as ‘a secular pulpit’

After a quarter century, David Damrosch left Columbia to pursue his passions in literature and languages at Harvard.

By Elizabeth Gehrman | Harvard Correspondent

David Damrosch: “To me, teaching is like a secular pulpit. I have a very evangelical sense of literature as a mode of experiencing the world as aesthetic pleasure that I love to communicate to students.”

When David Damrosch was in ninth grade, a teacher gave him a copy of the novel “Tristram Shandy” because she thought it would appeal to his sense of humor. “I was blown away by it,” he said. “Tristram talks at one point about his favorite writers, and if he’d said Defoe and Chaucer, I probably would have become an English professor like my older brother Leo, who’s on the faculty here.”

Instead, Tristram mentioned “my dear Rabelais and my dearer Cervantes.” Damrosch, just 15 at the time, thought, “I don’t know who these guys are, but if Tristram likes them, I’ll like them too.” He went out and bought some Penguin Classics and “fell in love with the broader panorama of literature.”

He especially liked satirical novels, so when he saw “The Divine Comedy” listed in the back of one of those Penguin Classics, he went out and grabbed a copy. “I soon found Dante wasn’t quite the thigh-slapper I was expecting,” he said, “but I was hooked.”

By the time he arrived at Yale as an undergraduate, his interests

had expanded beyond European literature to ancient languages and cultures. “I’m a preacher’s kid with Jewish roots in the family,” said the Episcopal priest’s son, “so I was interested in the Bible.” He also had a roommate who signed up for an Egyptian archaeology course, to which Damrosch tagged along. “I was really interested in languages,” he said, “and thought: Here’s a chance to learn a language that doesn’t work like the languages I know.” He eventually dipped his toes into Middle High German, Old Norse, and Aztec poetry, finding that once he fell in love with the literature, he tended to want to learn more about the language. He has studied 12 languages, so far.

“The most interesting case was the Nahuatl language” spoken by the Aztecs. “In graduate school, I found the language was being offered in the anthropology department. The class’s enrollment doubled when I signed up, and my director of graduate studies in comparative literature threatened to throw me out the window when I asked for course credit.”

The adviser, he adds, thought “some hiring committees might feel I was just doing arabesques around the literary tradition.”

At the time, he wasn’t sure whether he’d go into academia or become a writer or Foreign Service officer. The path he ultimately chose has provided the best of all three worlds, allowing travel and immersion in foreign cultures, time to write, and the chance to open the world of comparative literature to young people.

“To me, teaching is like a secular pulpit,” said Damrosch, who is a professor of comparative literature and the department chair of literature and comparative literature in the Faculty of Arts and Sciences. “I have a very evangelical sense of literature as a mode of experiencing the world as aesthetic pleasure that I love to communicate to students.”

His most recent title was “The Buried Book: The Loss and Rediscovery of the Great Epic of Gilgamesh,” and he’s at work on another popular nonfiction title about the cultural history of the conquest of Mexico.

After spending almost three decades at Columbia University, in his hometown of Manhattan, Damrosch decided to make the move to Harvard when the department invited him to help with its new, more global focus. “In terms of being at Harvard,” he said, “it’s both a matter of helping build a more global department and also integrating the undergrad literature concentration and the graduate comparative literature program. We’ve now created a truly unified department that I think represents global comparative literature better.”

It didn’t hurt that his older brother, Leo Damrosch, has been at Harvard since 1989, or that his middle brother, Tom, is a parish priest in western Massachusetts, but scholarship was the real draw.

“Every quarter century or so, it’s nice to try something fresh,” he said. “I felt there was a chance to do some innovative work here with some very, very collegial colleagues and excellent students.”

More Faculty Profiles
Campus & Community Online
[news.harvard.edu/gazette/
section/campus-n-community](http://news.harvard.edu/gazette/section/campus-n-community)



Photo historian Robin Kelsey sheds light on his path to Harvard.
hvd.gs/41868

Photo by Stephanie Mitchell | Harvard Staff Photographer

ATHLETICS

In December, Schellberg was named a finalist for the Coach Wooden Citizenship Cup, which is given to the student athlete who has “made the greatest positive influence in the lives of others.”

seat for an Ivy League championship push, and one of the key reasons is the senior slugger, who will trade in her batting helmet and jersey for a cap and gown in less than a month.

“I honestly can’t believe it’s ending. I can’t believe I have, maximum, a month left to play college softball,” said Schellberg, who has been playing the game since she was 9. “It’s been a really good ride. And I know when I look back on it, it’s going to be full of really fond memories, and I’m not going to have any regrets.”

“In my career, Melissa’s been one of the players who has impacted the totality of the program the most,” said Allard. “In all aspects, Melissa ranks high in terms of what she’s been able to do here.

“My comment to all of my players, and specifically to every class, is to always leave the program better than the way you found it. I think Melissa is a reigning example of that. She’s looked for ways to make the team better, have people grow and develop, and I think that’s a characteristic of a great leader.”

And so, although Schellberg may not have changed the world in her four years at Harvard, she can certainly say she’s left her mark.



A key player on the field and off

Softball co-captain Melissa Schellberg '10 leaves her mark on the Harvard community.

By Gervis A. Menzies Jr. | Harvard Staff Writer

Ask Melissa Schellberg '10 why she is so passionate about community service, and she won't give you a calculated plan or vision for change. She'll keep it simple.

“I’ve always liked helping people, but I never really thought of myself as one of those people who will save the world,” laughed the Harvard softball co-captain. Even so, she has brought about change.

Sensing a need for more service opportunities for Harvard athletes, as service chair of the Student-Athlete Advisory Council (SAAC) last year, Schellberg worked with Nathan Fry, associate director of athletics, to create a community service coordinator position, in order to better match Harvard student-athletes with activities to deepen their community impact.

“It was suggested that teams do community service, but never required [for teams] unless the coach is really on them,” Schellberg said. “But coaches have a lot to do, and I wanted to help out, meet with coaches, and be the facilitator and coordinator of their projects.”

With the support of Fry and Harvard Athletics, she created and served in the role, developing relationships with

nonprofit groups in the Boston area to create a more structured program of service opportunities for Harvard's varsity teams.

Last year, one of Schellberg's collaborative initiatives with SAAC was “Bench Press for Breast Cancer,” a fundraising event that invited all 41 varsity teams to participate. The event raised more than \$6,000 for the Susan G. Komen Breast Cancer Foundation to support medical research.

It wasn't long before word spread about Schellberg's service work. Athletes for a Better World took notice, and this past December she was named one of six collegiate finalists nationally for the prestigious Coach Wooden Citizenship Cup, which is given to the student athlete who has “made the greatest positive influence in the lives of others.”

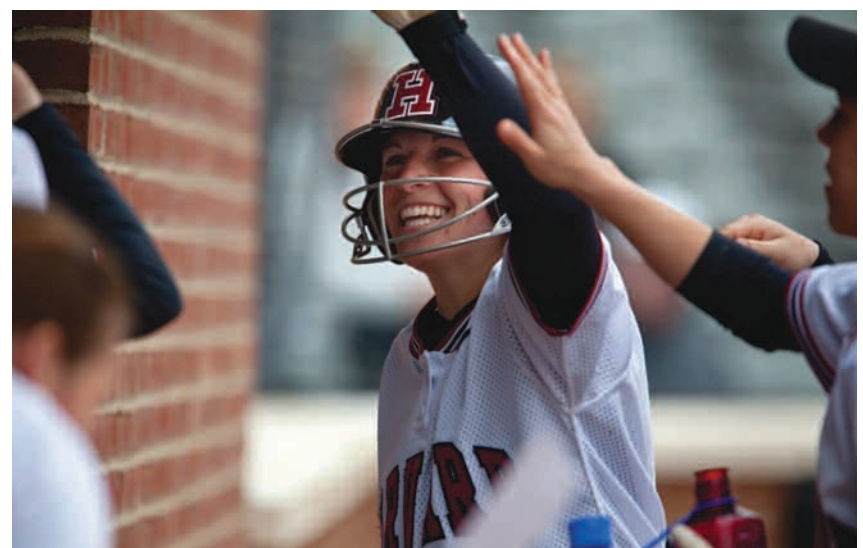
With her success off the field and within the athletic community, it would be easy to gloss over the impact the Las Vegas native has had on Harvard softball as a whole.

Schellberg, who has started nearly every game of her college career, has been one of Harvard's top offensive and defensive contributors on the diamond. As a freshman in 2006, she fin-

ished fourth on the team with a .311 batting average, and helped Harvard to its first Ivy League championship in five years. This season she is third on the team in hits, second in fielding percentage, leads in fielding assists, and is on pace to finish fourth all-time in assists.

“She’s been obviously an incredible member of the team ... a very strong defensive third baseman, a clutch hitter for us, a very focused player, works hard, and is very diligent in her skill work,” said Harvard head coach Jenny Allard, who is in her 16th season with the Crimson.

At this point in the season, the Harvard softball team is in the driver's



Online ►► See complete coverage, athletic schedules at: www.gocrimson.com

ON THE JOB (AND OFF)

Ending on a high note

After more than three decades as the head of Harvard's choral program, Jameson Marvin prepares to say farewell.

By Colleen Walsh | Harvard Staff Writer

A few minutes in Jameson "Jim" Marvin's presence, and it's easy to guess his line of work. The man likes to use his hands.

It's a useful trait for a music conductor.

But Marvin, who has led Harvard's choral program for more than 30 years with a passion for making music and friends, will end his time at the University on a high note when he retires at the end of the year.

"The choral program is in great shape, and I am in pretty good shape, so I think it's time to go."

To get a true sense of Marvin's impressive Harvard career, just glance at the ceiling of his lofty Paine Hall office. Plastered high overhead and on every inch of available wall are the colorful posters of the countless concerts he has conducted since taking over as Harvard's director of choral activities and senior lecturer on music.

The California native was tapped to head the choral program in 1978, beating out 160 applicants after responding to an ad in *The New York Times*.

"It was so exciting. I loved it," Marvin said of the intense interview and audition process led by students that included brief turns conducting the all men's Harvard Glee Club, the women's Radcliffe Choral Society, and the mixed voice Harvard-Radcliffe Collegium Musicum, three of the four groups that make up Harvard's Holden Choirs.

During his tenure, the outgoing Marvin has led all three groups, created another large community and student choir, developed a training course for young singers, added assistant choral director positions for each choir, taught classes in beginning and advanced conducting and masterpieces of choral literature, and performed everything from Bach and Beethoven to Barber and Bernstein.

"This is a really, really wonderful, full program, and I am really proud of it. And I am very, very lucky to have been here to have helped shape it."

Shaping and perfecting the music requires hard work, said Marvin, who admits to being "strongly tenacious" at times in order to get the best sound possible. But the reward, he said, is always worth the effort.

"Ultimately, through a wonderful rehearsal or performance that brings a piece to an extremely high level, the students may be inspired, and can experience an enriching quality of transcendence ... [which] touches them deeply."

His students laud his commitment to excellence, passion for music, and dedication to his singers.

"He really wanted to help us perform wonderful music, but also really truly enjoy our experience," said Cara Ferrentino '08, Harvard Law School's sustainability coordinator, who sang all four years with the Radcliffe Choral Society.

Marvin grew and developed the triumvirate of choruses for accomplished singers and also founded two programs to help singers with less vocal experience, but an equal love of song.

In 1979 he created the Harvard-Radcliffe Chorus, a choir that combines students, faculty, and staff members, as well as community residents. The 180-voice choir helps younger singers to get "a little extra experience and guidance." He also created the "Choir-in-Progress" course, which helps beginning singers develop voice and music techniques.

Marvin is as gracious as he is gregarious. He is quick to praise former associate director Beverly Taylor with helping to develop Harvard's choral program. He calls his current associate conductor Kevin Leong his "right-hand man," and credits the Office for the Arts for its ongoing support.

"So many people helped make the program what it is today."

His own love of music developed early. As a boy he learned to sing from his grandparents. Later he took piano les-



sons and recalled sneaking down to the piano in the early morning hours to practice music that left him "in a swoon of a mood." In high school he sang in a church choir, where he was introduced to the sacred songs that would lead him to his love of Renaissance music.

When he was tapped to lead a group of his fraternity brothers in an annual singing competition while at the University of California, Santa Barbara, his conducting die was cast.

"I realized I liked to stand in front of people and lead. But the fact that I could hear and help them fix and get better and better is what began to convince me that I really could do this."

Marvin went on to receive his master's in choral conducting from Stanford University and his doctorate in choral music from the University of Illinois. He was assistant professor of music at Vassar College before arriving at Harvard.

He has toured yearly with the Harvard choirs, enjoying singing trips to countries like New Zealand, Australia,

China, and Brazil. He laughed, recalling a ride on the back of an ostrich on a trip to South Africa, and smiled proudly in remembering a performance with the choirs at New York's famed Lincoln Center. Marvin's choirs are frequently selected to perform at the regional and national conference of the American Choral Directors Association.

"I can't imagine the Holden Choirs without him," said Jack Megan, director of the Office for the Arts, "but I believe they will thrive because of what Jim has accomplished."

Marvin's Harvard tenure has been as much about the people as it has been about performance. He is most proud of having created a community of "kindred spirits" who share his love and enthusiasm for music and friendship.

In tribute to Marvin, more than 400 alumni from the choirs will return to campus this weekend (April 30 to May 2) to celebrate his long career with a series of receptions and group sings, and a special tribute concert at Sanders Theatre.

Photo by Kris Snibbe | Harvard Staff Photographer

Online ►► Tribute concert: www.tingbonggoo.com/holdenmrc/

It's Arts First at Harvard

The annual Arts First Festival (April 29 to May 2) will take over the sidewalks of Harvard Square and 43 venues across campus, with hundreds of student performers and arts opportunities.

By Sarah Sweeney | Harvard Staff Writer

Spring at Harvard typically signifies Commencement, but before those robed scholars dart off into the wider world, the annual Arts First Festival happens.

For four days, this year from April 29 to May 2, Arts First invades the sidewalks of Harvard Square and 43 venues across campus, with hundreds of student performers and arts opportunities. Sponsored by the Office for the Arts (OfA), the festival boasts everything from the eclectic to the outlandish, with something for kids and adults alike.



Consider the ever-popular Sunken Garden Children's Theater, which this year takes "The Ugly Ducking" to new heights during an outdoor performance by zany undergraduates. Not your cup of tea? What about "Fat Men in Skirts!!!?!" which, according to the OFA Web site, is "a dark comedy by Nicky Silver that will make you rethink the nature of monkeys!!!?!" Yes, that's the play's actual description. Too avant-something? The Radcliffe Dramatic Club updates and revitalizes "Godspell."

And then there's music, sweet music. Goodbye Horses rocks the Cambridge Queen's Head Pub; the Harvard College Madrigal Singers appear at Adolphus Busch Hall; and bluegrass from the Harvard College American Music Association will echo through the Yard. And those are just a few of the offerings.

Kicking off the festival is the presentation of the Harvard Arts Medal to Catherine Lord '70 by President Drew Faust inside New College Theatre at 5 p.m. today (April 29).

Lord, a visual artist, writer, and curator who addresses issues of feminism, cultural politics, and colonialism, is the 17th distinguished Harvard or Radcliffe alum or faculty member to receive this accolade for excellence in the arts and contributions to education and the public good through arts. Past medalists have included poet John Ashbery '49, composer John Adams '69, M.A. '72, cellist Yo-Yo Ma '76, filmmaker Mira Nair '79, and saxophonist Joshua Redman '91.

Best of all? It's mostly free. For a complete schedule and ticketing information, visit the Arts First calendar online.

Online ►► For a full list of Arts First activities: <http://ofa.fas.harvard.edu/arts/>

Newsmakers

AMERICAN ACADEMY OF ARTS AND SCIENCE ANNOUNCES 2010 FELLOWS AND FOREIGN HONORARY MEMBERS

Seventeen Harvard University faculty members are among the 229 leaders in the sciences, the humanities and the arts, business, public affairs, and the nonprofit sector who have been elected members of the American Academy of Arts and Sciences. The new fellows and foreign honorary members announced today (April 19) join one of the world's most prestigious honorary societies. A center for independent policy research, the academy celebrates the 230th anniversary of its founding this year.

For a list of this year's class, visit hvd.gs/43733.

ENRIQUEZ NAMED ASSOCIATE CURATOR OF MODERN AND CONTEMPORARY ART

The Harvard Art Museum announced the appointment of **Mary Schneider Enriquez** as Houghton Associate Curator of Modern and Contemporary Art in the museum's Department of Modern and Contemporary Art, effective April 5.

Schneider Enriquez has been Latin American art adviser to the Art Museum since 2002, working with the museum's director and curatorial staff to identify collection and programmatic opportunities in Latin American art. She brings a long history of curatorial, academic, and administrative experience to this position, including undergraduate teaching, independent curatorial and advisory work for institutions across the United States, art criticism, and fundraising.

"I am pleased to welcome Mary to our staff," said Thomas W. Lentz, Elizabeth and John Moors Cabot Director of the Harvard Art Museum. "With her long and varied background in the art world, especially in Latin America, and as someone who already has an intimate knowledge of the Art Museum and Harvard University, she brings a distinct perspective to this position."

REISCHAUER INSTITUTE SEEKS PAPERS

The Edwin O. Reischauer Institute of Japanese Studies seeks submissions for its 2010 Noma-Reischauer Prizes in Japanese Studies, given to the undergraduate and graduate students with the best essays on Japan-related topics. The submission deadline is June 21 by 5 p.m., and \$3,000 will be awarded for the best graduate student essay and \$2,000 for the best undergraduate student essay.

Papers written this academic year are eligible, including course and seminar papers, A.B. or M.A. theses, or essays written specifically for the competition. Doctoral dissertations are excluded from consideration. For application guidelines and further information, visit fas.harvard.edu/~rijs or call 617.495.3220.

WALTON APPOINTED ASSISTANT PROFESSOR OF AFRICAN AMERICAN RELIGIONS

Social ethicist and African American religious studies scholar **Jonathan Walton** has been named assistant professor of African American religions at Harvard Divinity School (HDS), effective July 1.

Walton is currently an assistant professor of religious studies at the University of California, Riverside. His research addresses the intersections among religion, politics, and popular culture.

"Harvard Divinity School is among the premier centers of theological education and hubs of academic inquiry," Walton said. "I am honored and humbled to join such an amazing scholarly community, particularly since HDS has a proven track record of neither resting on its reputation nor being lulled asleep by its laurels. Its continued commitment to recruiting and cultivating cutting-edge scholars of religion in general, and of American religion in particular, makes it the place I want to be."

To read the full story, visit hds.harvard.edu/news/pr/Walton.html.

LIFETIME ACHIEVEMENT AWARD PRESENTED TO SPENGLER AND BUCKLEY

The New England Office of the U.S. Environmental Protection Agency (EPA) has awarded the Harvard Extension School's **John Spengler** and **George Buckley** an Environmental Merit Lifetime Achievement Award in recognition of their exceptional work and commitment to the environment. The award recognizes the two as outstanding.

(see Newsmakers next page)



Walton to join Divinity School.

Newsmakers



John “Jack” Spengler (above, right) and George Buckley (not pictured) received an Environmental Merit Lifetime Achievement Award, presented by the New England Office of the U.S. Environmental Protection Agency.

Newsmakers

(continued from previous page)

ing environmental advocates who have dedicated their lives toward preserving and protecting the New England region’s natural resources.

Spengler is director of the Sustainability and Environmental Management Program at Harvard Extension School and Akira Yamaguchi Professor of Environmental Health and Human Habitation at the Harvard School of Public Health. Buckley is assistant director of the Sustainability and Environmental Management Program. They received their awards at a special ceremony in Boston on April 22, the 40th anniversary of Earth Day.

“This is well-deserved recognition for Jack Spengler and George Buckley,” said Michael Shinagel, Harvard dean of Continuing Education and University Extension. “Their commitment to the environment transcends the classroom and provides an inspiring model for our graduate sustainability and environmental management students to follow.”

DEADLINE APPROACHES FOR JOHN T. DUNLOP UNDERGRADUATE THESIS PRIZE

The Mossavar-Rahmani Center for Business and Government (M-RCBG) at Harvard Kennedy School (HKS) is accepting papers for a thesis prize for a graduating Harvard College senior.

The John T. Dunlop Thesis Prize in Business and Government will be awarded to the graduating senior who writes the best thesis on a challeng-

ing public policy issue at the interface of business and government. The prize will be awarded to the paper that best examines the business-government interface with respect to regulation, corporate responsibility, energy, the environment, health care, education, technology, and human rights, among others. A \$500 award will be provided to the author of the winning entry.

The deadline for this year’s Dunlop Prize is May 7. Visit hvd.gs/43955 for more information.

FIVE FROM HARVARD WIN DCPS CASE COMPETITION

The District of Columbia Public Schools (DCPS) has announced that a team of five Harvard graduate students — **Jonathan Bailey, Christopher Cummings, Marvin Figueroa, Kendall Fitch, and Hanseul Kang** — were named the 2010 winners of The Urban Education Redesign Challenge, for their public engagement and mobilization strategy for DCPS.

The challenge is a case competition, showcasing a critical and pressing issue and offering graduate students the opportunity to propose innovative solutions and strategies within the context of urban education reform at DCPS.

The Harvard team’s first-place finish comes with a \$5,000 prize, a meeting with the DCPS Chancellor Michelle Rhee, and an offer to join the Urban Education Leaders Internship Program for the summer, which comes with a stipend.

EPA RECOGNIZES HARVARD AS A LEADER IN GREEN POWER PURCHASERS

Harvard University has been announced as one of three schools in the Ivy League that were recognized by the U.S. Environmental Protection Agency as 2009-10 Collective Conference Champions for using green power. The Collective Conference Champions Award recognizes the conference, and its respective participating schools, whose collective green power purchase was the largest among all participating conferences.

Since April 2006, the EPA’s Green Power Partnership has tracked and recognized the collegiate athletic conferences with the highest combined green power purchases in the nation.

The EPA recognized Harvard University for its purchase, which contributed to making the Ivy League the challenge’s largest overall purchaser of green power.

Harvard’s voluntary use of nearly 32 million kilowatt-hours (kwh) of green power represents 10 percent of the school’s annual electricity usage. Harvard is purchasing a utility green power product and renewable energy certificates from Essex Hydro Associates and Sterling Planet. In addition, the school generates on-site renewable electricity, which helps to reduce the environmental impacts associated with the campus’s electricity use. For the full story, visit hvd.gs/43863.

KAELIN AMONG CANADA GAIRDNER AWARD RECIPIENTS

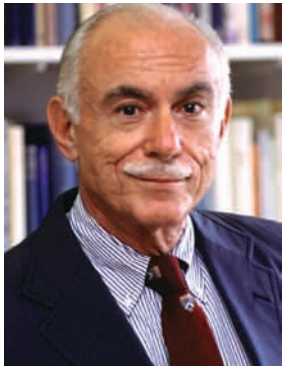
William Kaelin, professor of medicine at Dana-Farber Cancer Institute, has been named one of seven recipients of the 2010 Canada Gairdner Award. The award, which was created in 1959 to recognize and reward the achievements of medical researchers whose work contributes significantly to improving the quality of human life, is among the most prestigious awards in biomedical science.

Kaelin’s research seeks to identify the molecular mechanisms that allow cells to detect a shortage of oxygen and respond by making new red blood cells and blood vessels. His work may pave the way for therapies that manipulate oxygen to treat diseases ranging from heart disease and anemia to cancer.

“Bill has made groundbreaking discoveries that have transformed our understanding of many forms of cancer,” said Edward J. Benz Jr., the Richard and Susan Smith Professor of Medicine, professor of Pediatrics, and professor of pathology at Dana-Farber. “His work has also pointed the way to new strategies to find better therapies for these tumors. He is very deserving of this recognition and has also brought honor to the Dana-Farber.”

SHINAGEL RECEIVES SERVICE CITATION

Michael Shinagel, Harvard dean of Continuing Education and University Extension, is the recipient of the 2010 Walton S. Bittner Service Citation from the University Continuing Education Association (UCEA). The award recognizes him for his outstanding contributions to continuing education at



Michael Shinagel recognized.

Harvard, and for service of major significance to UCEA.

Among Shinagel's achievements cited are his work with Harvard's human resource department to establish the Tuition Assistance Plan

(TAP) in 1976; his expansion of the Harvard Extension School from fewer than 200 courses and 6,000 students in 1975, to more than 600 courses and 14,000 students today; the creation of Harvard Extension School master's degree programs in the liberal arts that have graduated 2,000 individuals to date; and his service as editor of UCEA's "Continuing Higher Education Review" for the past 13 years.

Admired by his continuing education decanal counterparts around the world, Shinagel's contributions to his institution and UCEA are summed up by Mary McIntire, dean of Continuing Studies, Rice University: "Mike generously helps all who seek his advice or opinion. He encourages younger people in the field, not only by example, but by maintaining an active interest in their careers and accomplishments. He has succeeded so admirably at Harvard, in the community, and in the field ... we are fortunate to have him among us."

HKS ESTABLISHES PROFESSORSHIP ON THE INTERNATIONAL FINANCIAL SYSTEM

With the world's attention focused on global financial reform and responsibility, the Harvard Kennedy School (HKS) is establishing a professorship dedicated to addressing the challenges of the international financial system. Launched with gifts totaling \$4 million, the professorship is named for international financial consultant and HKS alumnus **Minos A. Zombanakis**, M.P.A. '56, A.M. '57. The Minos A. Zombanakis Professorship of the International Financial System will inaugurate a new area of interdisciplinary study at the Kennedy School.

The Zombanakis Professorship will support a professor and visiting professors of practice whose research and teaching illuminate major policy issues and challenges of the international financial system and serve as a platform for addressing the international monetary system and financial regulation, the role of multilateral institutions including

the International Monetary Fund and World Bank, and vehicles for international cooperation such as the G-20 (Group of Twenty Finance Ministers and Central Bank Governors) forum. The Harvard University Professorship Challenge Fund has provided a \$1 million matching contribution.

"Harvard Kennedy School is deeply grateful to Mr. Zombanakis and his many friends for this endeavor," said David T. Ellwood, Scott M. Black Professor of Political Economy and dean of HKS. "Addressing the global financial challenges of today is a top priority for policymakers throughout the world. In establishing this timely professorship, the Kennedy School will better prepare and teach future leaders and professionals as they grapple with the complexities of global markets, regulation, and international finance."

To read the full story, visit hks.harvard.edu/news-events/news/press-releases/pr-zombanakis-professorship-apr10.

STEVEN PINKER WINS GEORGE A. MILLER PRIZE IN COGNITIVE NEUROSCIENCE

Steven Pinker, the Johnstone Family Professor of Psychology in the Department of Psychology, was named this year's winner of the George A. Miller Prize in Cognitive Neuroscience, presented by the James S. McDonnell Foundation. Winners of the award are honored for a career of "distinguished and sustained scholarship and research at the cutting-edge of cognitive neuroscience," and for "extraordinary innovation and high impact on international scientific thinking."

Pinker, who conducts research on language and cognition, delivered the George A. Miller Lecture on April 18 at the annual meeting of the Cognitive Neuroscience Society.

ROSABETH MOSS KANTER HONORED BY GOOD HOUSEKEEPING MAGAZINE

Rosabeth Moss Kanter, the Ernest L. Arbuckle Professor of Business Administration



She was cited for her "groundbreaking research on the toll of tokenism, work/family conflicts, fostering diversity, and the creation of successful organizations," which "has helped women become stronger, more strategic leaders."

On April 23 she was honored with the 2010 International Leadership Award from the Association of Leadership Professionals at its annual meeting in Fort Worth, Texas.

— Compiled by Gervis A. Menzies Jr.

Professor Kanter was cited for her "groundbreaking research on the toll of tokenism, work/family conflicts, fostering diversity, and the creation of successful organizations."

Photo by Kris Snibbe | Harvard Staff Photographer

HOT JOBS

PROGRAM AND WEBSITE COORDINATOR, REQ. 20758BR, GR. 054

Harvard Law School, FT (4/20/2010)

OFFICE COORDINATOR, REQ. 20649BR, GR. 053

Harvard School of Public Health, FT (4/15/2010)

DIRECTOR OF BENEFITS AND PENSION FINANCIAL ADMINISTRATION, REQ. 20695BR, GR. 061

University Administration, FT (4/16/2010)

LEAD RECRUITMENT SERVICES CONSULTANT, REQ. 20546BR, GR. 058

University Administration, FT (4/7/2010)

SENIOR STAFF SCIENTIST - ADAPTIVE ARCHITECTURE, REQ. 20577R, GR. 060

Harvard Medical School, FT (4/15/2010)

Online ►► See complete opportunity listings at www.employment.harvard.edu or contact Employment Services at 617.495.2772.

HOW TO APPLY

To apply for an advertised position or for more information on these and other listings, please connect to our new system, ASPIRE, at www.employment.harvard.edu/. Through ASPIRE, you may complete a candidate profile and continue your career search with Harvard University. Harvard is strongly committed to its policy of equal opportunity and affirmative action.

JOB SEARCH INFO SESSIONS

Harvard University offers information sessions that are designed to enhance a job-seeker's search success. These sessions may cover topics ranging from preparing effective resumes and cover letters to targeting the right opportunities to successful interviewing techniques. Sessions are held monthly from 5:30 to 7 p.m. at the Harvard Events and Information Center in Holyoke Center, 1350 Massachusetts Ave., in Cambridge. More specific information is available online at employment.harvard.edu/careers/findingajob/.

at Harvard Business School and chair/director of the Interfaculty Initiative on Advanced Leadership, has been named one of the "125 women who changed our world" over the past 125 years by Good Housekeeping in the May 2010 issue (released April 13) for the magazine's 125th anniversary.

MEMORIAL SERVICES

A celebration honoring the life of Allan Richard Robinson, the Gordon McKay Professor of Geophysical Fluid Dynamics Emeritus in the School of Engineering and Applied Sciences, will be held at the Memorial Church on May 7 (2 p.m.). Robinson, died on Sept. 25, 2009, at the age of 76.

The celebration will be hosted by his family, and a reception at Loeb House will follow at 3:30 p.m. All who knew Robinson are welcome to attend the event.

For details and to RSVP, visit seas.harvard.edu/allan-robinson.

COMMENCEMENT NOTICE

Morning Exercises

To accommodate the increasing number of those wishing to attend Harvard's Commencement Exercises, the following guidelines are proposed to facilitate admission into Tercentenary Theatre on Commencement Morning (May 27):

Degree candidates will receive a limited number of tickets to Commencement. Parents and guests of degree candidates must have tickets, which they will be required to show at the gates in order to enter Tercentenary Theatre. Seating capacity is limited; however, there is standing room on the Widener steps and at the rear and sides of the theater for viewing the exercises.

Note: *A ticket allows admission into the theater, but does not guarantee a seat. Seats are on a first-come basis and cannot be reserved. The sale of Commencement tickets is prohibited.*

A very limited supply of tickets will be made available to all other alumni/ae on a first-come, first-served basis through the Harvard Alumni Association, 124 Mt. Auburn Street, sixth floor, Cambridge, MA 02138.

Afternoon Exercises

The annual meeting of the Harvard Alumni Association convenes in Tercentenary Theatre on Commencement afternoon. All alumni and alumnae, faculty, students, parents, and guests are invited to attend and hear Harvard President Drew Faust and featured Commencement Day speaker David H. Souter deliver their addresses. Tickets for the afternoon ceremony will be available through the Harvard Alumni Association, 124 Mt. Auburn Street, sixth floor, Cambridge, MA 02138.

For the full notice, visit hvd.gs/42614.

Online ► news.harvard.edu/gazette/section/campus-n-community/news-by-school

Around the Schools



Faculty of Arts & Sciences

Iconic musicals such as "Fiddler on the Roof" form the core of Carol Oja's course "American Musicals, American Culture," but students recently got an inside look at the contemporary scene through visits from composers Lin-Manuel Miranda ("In the Heights") and Joshua Schmidt ("The Adding Machine"). Oja is the William Powell Mason Professor of Music in the Faculty of Arts and Sciences.

"In a strange way, dealing with contemporary musicals and talking to their creators helps students put a new spin on the standard Broadway repertory," said teaching assistant Matthew Mugmon. "It puts into focus the fact that, like 'In the Heights,' musicals such as 'Show Boat' and 'West Side Story' were made by real people who were dealing with real issues."

Making music is also integral to Oja's course, and students are often invited to perform songs in class. "The performances are integrated into the professor's lecture on a particular musical," Mugmon said, "sometimes as a way to get the sound of the musical into the students' ears at the beginning of class, and sometimes to demonstrate a particular point. It really brings these shows alive in ways that YouTube clips and MP3s can't, and it gets the students involved with the material in a physical way, which isn't possible in many courses."

— Lesley Bannatyne



Harvard Kennedy School

Two documentaries from this year's Sundance Film Festival had an exclusive screening at the inaugural Gleitsman Social Change Film Forum at the Harvard Kennedy School (HKS).

Sponsored by HKS's Center for Public Leadership, the film forum on April 16 and 17 enabled top filmmakers to meet with leading public policymakers as well as student social entrepreneurs and activists hungry for a more in-depth understanding of the possibilities of film as a vehicle for social change.

The films showcased at the festival were "Countdown to Zero," which examines the risk of nuclear proliferation, nuclear terrorism, and accidental nuclear exchanges, and "A Small Act," which describes a ripple effect of generosity created by an anonymous gift to help educate a boy in Kenya.

Graham Allison, director of the Belfer Center for Science and International Affairs, and David R. Gergen, director of the Center for Public Leadership, participated in the panel discussions, as did former CIA covert operations officer and nuclear arms trade expert Valerie Plame Wilson.

If you have an item for Around the Schools, please e-mail your write-up (150-200 words) to georgia_bellas@harvard.edu.

Calendar

HIGHLIGHTS FOR APRIL/MAY 2010

See complete Calendar online ►► news.harvard.edu/gazette/section/calendar

su	m	tu	w	th	f	s
april/may		27	28	29	30	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

The deadline for Calendar submissions is Wednesday by 5 p.m., unless otherwise noted. Calendar events are listed in full online. All events should be submitted via the online form at news.harvard.edu/gazette/calendar-submission. E-mail calendar@harvard.edu with questions.

APRIL 29-MAY 2

Arts First 2010.

This four-day student arts festival involves more than 2,000 students in hundreds of concerts, plays, dance performances, and exhibitions. For details, call 617.495.8699 or see ofa.fas.harvard.edu/arts/.

Cheney) and an early D. W. Griffith short film, "Voice of the Violin," are screened with live orchestral accompaniment by the Harvard Pops Orchestra. Tickets are \$12 general admission; \$8 students and senior citizens. 617.496.2222, harvard-pops@gmail.com, hcs.harvard.edu/pops/.

◀ MAY 2

Harvard Pops Orchestra presents "The Phantom of the Opera."

Sanders Theatre, 7 p.m. Relive the silent film era as "The Phantom of the Opera" (1925, starring Lon

MAY 5

Can't Take It With You: The Art of Making and Giving Money.

Conference room B L4, lobby level, Belfer Building, Harvard Kennedy School, 79 JFK St., noon-1:30 p.m. Lewis B. Cullman, philanthropist, and Jennifer McCrea, senior research fel-



Photo of Mark Moffett by Jack Longino

low, Hauser Center for Nonprofit Organizations.

MAY 7

Piano Recital and Book Signing.

Pusey Room, Memorial Church, Harvard Yard, 7:30 p.m. Paul-André Bempéchat, affiliate, Center for European Studies, visiting scholar, Harvard Divinity School. The program will commemorate the anniversaries of Schumann and Chopin and include a work of Jean Cras (U.S. première), whose inaugural biography was launched by the soloist in November 2009. A signing of "Jean Cras, Polymath of Music and Letters" will follow the recital. Free admission. 617.495.5508.

▲ MAY 11

Life and Colony Size Among the Ants.

Harvard Museum of Natural History, 26 Oxford St., 7-8 p.m. Lecture and book signing by Mark Moffett, entomologist, National Geographic photographer. Free and open to the public. hmnh@oeb.harvard.edu, www.hmnh.harvard.edu.

◀ APRIL 30-MAY 25

"Grounded": Opening Reception.

Holyoke Center Arcade, 1350 Massachusetts Ave., 5-7 p.m. The combination of a mile of crocheted wire, antique thread, Icarian wings made of feathers, wax and obituaries, and the banal subject matter of sparrows reflects on life, death, and interconnectivity in the work of Jessica Watkins. Free and open to the public. www.jessicawatkins.com.



Harvard Rituals: Evening with Champions

With her spotlight purring like an old projector, Linda Yao '10 used a steady hand to follow the cast of famed figure skaters as they shaved graceful ribbons into the ice during "An Evening with Champions." "La Vie en Rose," sung by Louis Armstrong, played over the loudspeakers, and a kaleidoscope of light bathed the ice.

Over 40 years, the skating event has raised \$2.4 million for the Jimmy Fund of the Dana-Farber Cancer Institute. Brett Michael Giblin '11, who co-chaired the event, said, "I truly believe that the reason this weekend was such a rousing success, from the incredible skating to the nearly perfect execution, was due to the fact that our volunteers were able to keep the objective that they were working toward — helping children with cancer — in the forefront of their minds."

The event struck a personal chord with 2006 Olympics skater Emily Hughes '11, who first visited Harvard to participate in the event in 2006 to pay tribute to her mother, a cancer survivor. Hughes said, "I'm happy and excited that I can do this every year, and that it can go to a worthy cause. Cancer research has a more personal feel for me."

Photos and text by Kris Snibbe | Harvard Staff Photographer

Online ►► View photo gallery: hvd.gs/44522



◀ SEE RECENT COMMUNITY COVERAGE

This "tag" is an example of a QR code, a two-dimensional bar code that you scan with your smartphone (free scanning applications can be downloaded). It will direct you to an online Gazette story.

