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# HARVARDgazette

## New Gen Ed curriculum brings knowledge to life. Page 11





# Online Highlights



◀ **ROSENTHAL STEPPING DOWN**  
David Rosenthal, who has been director of Harvard University Health Services for 23 years and oversaw its modernization, is stepping down at the end of the academic year.  
▶▶ <http://hvd.gs/97209>



◀ **GOOD WORKS, AND FINE EXPERIENCE**  
Harvard students made good use last summer of the Presidential Public Service Fellowship Program, a new initiative that supports good works through financial grants.  
▶▶ <http://hvd.gs/97342>



◀ **THINKING GREEN, AND THINKING BIG**  
At the first Harvard Thinkers Green, six Harvard professors gathered at Sanders Theatre to seek big solutions for complex and potentially intractable problems such as climate change.  
▶▶ <http://hvd.gs/97957>

**HARVARD BASKETBALL MAKES HISTORY**  
For the first time in program history, the Harvard men's basketball team is ranked in the AP and ESPN/USA Today Coaches' national polls. The Crimson appears at No. 25 in the country in the AP rankings and No. 24 in the coaches' poll.  
▶▶ <http://hvd.gs/97481>

▶ **JAMES MCAULEY NAMED MARSHALL SCHOLAR**  
Harvard senior James McAuley was recently named a Marshall Scholar, a prestigious award that will allow him to study for two years at a university of his choice in the United Kingdom, likely Oxford.  
▶▶ <http://hvd.gs/97216>



◀ **HARVARD GRAD FROM SOUTH AFRICA NAMED RHODES SCHOLAR**  
Matthews Mmopi (left), a recent Harvard graduate from South Africa, has been selected as a Rhodes Scholar, and will join the four U.S. Rhodes winners from Harvard at the University of Oxford next fall.  
▶▶ <http://hvd.gs/97476>

Police Log Online ▶▶ [www.hupd.harvard.edu/public\\_log.php](http://www.hupd.harvard.edu/public_log.php)

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**HARVARD** *gazette*

Photos: (top left) by Justin Ide | Harvard Staff Photographer; (top right) by Chisom Obi-Okoye; (center) by Jon Chase, (bottom left) by Kris Snibbe | Harvard Staff Photographers; (bottom right) courtesy of Matthews Mmopi



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Ninety instructors and junior faculty members at Harvard Medical School have received fellowships from the Eleanor and Miles Shore 50th Anniversary Fellowship Program for Scholars in Medicine. The program provides grants for recipients to hire lab help or to gain protected time by easing clinical duties. Page 5



## COVER STORY

Harvard's Program in General Education tries to tie what students learn at the College to the lives they will lead after graduation. A hit with both students and faculty, Gen Ed has expanded to more than 400 courses in less than three years, and now includes some of the most popular classes on campus. Page 11



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Student who backs women's causes aims to make a difference in the next election by working in national politics. Page 16

**'E PLURIBUS DOMUS'**

The Eliot House Grille — affectionately named the "Inferno" for, among other reasons, its basement location — has never been hotter. Thanks to recent enhancements, the beloved social space is welcoming more students and serving up more fun and snacks. Page 17

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Victoria Budson always wanted to aid the cause of gender equality. As executive director of the Kennedy School's Women and Public Policy Program, she helps to develop leaders, too. Page 18

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Annual ceremony honors 142 longtime employees, keepers of Harvard's institutional identity. Page 19

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With both the men's and women's squash teams still undefeated, the teams look to capitalize on their momentum when the season resumes after winter break. Page 22

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# Baking in the details

**A LONG-TERM SEMITIC MUSEUM PROJECT** labors to conserve thousands of 3,500-year-old clay tablets that detail everyday life in an ancient city.

By Alvin Powell | Harvard Staff Writer

In the basement of Harvard's Semitic Museum, Alex Douglas looked at the pieces of baked clay in front of him, teasing out how they fit together into a small tablet, thousands of years old and marked with ancient cuneiform writing.

Finding a void in the reassembled tablet without a piece to fit into it, Douglas referred to a computer screen, where a photograph of the intact tablet was displayed.

"I want to make sure that wasn't me getting the mend wrong," Douglas said. "When I first took it out, there were a lot of pieces. I wasn't sure where they all went."

Douglas, a graduate student in the Department of Near Eastern Languages and Civilizations, is part of a long-running project at the Semitic Museum to conserve its unusual collection of thousands of clay tablet.

The project seems humble enough. A furnace on a table behind Douglas bakes a handful of the small tablets, just inches on a side. That is followed by two baths in de-ionized water, drying, and, for tablets whose internal moisture causes them to break in the process, reassembly.

"They're our responsibility, essentially forever," said

Adam Aja, the assistant curator at the museum and overseer of the project. "This is the best treatment you can do. They'll be as stable as any ceramic pot and can be handled."

Preparing tablets that are already thousands of years old to survive "forever" may warrant such a long-running project. The Semitic Museum has been baking tablets for 10 years and has another five or so to go, Aja said. The tablets themselves are part of an enormous collection of 5,000 clay tablets, some of them purchased, but most excavated in the 1920s and 1930s by a Harvard-led dig in the ancient city of Nuzi, near Kirkuk in present-day Iraq.

The tablets represent a unique record of the area 3,500 years ago, according to Anne Lohnert, a post-doctoral fellow in the Humanities Center who works two days a week translating tablets. Rather than a grand telling of history, most of the tablets are records of everyday life, sales receipts, real estate transactions, and adoption records.

"You get a picture out of these hundreds of texts of life in these times," Lohnert said.

Lohnert said she expected such a detailed accounting to be dull, but instead a rich picture of everyday life has emerged. Real estate transactions, for example,

required a member of the seller's family to be adopted into the buyer's family. The tablets also highlight details of the government and the tax system, of marriage contracts, of buildings that need repair, and also of the importance of the military. Many tablets detail the armory's inventory, warriors who died in battle, and even crippled horses.

"It doesn't have the filter of a king saying, 'I did this and that.' Here, it's the opposite. The king is absent," Lohnert said.

Lohnert said she has been struck by the prominence of women in the records and of how they could be hard bargainers. She was also struck by the sheer volume of the tablets, unusual for a city of Nuzi's size.

When they were created, the small, pillow-shaped tablets were left in the sun, which dries the exterior but can leave moisture in their thick middle. Over the years, some tablets were baked further, sometimes in a kiln set up in the field where they were excavated. That means the collection contains tablets in widely varying conditions, some baked, some not, some incompletely baked. Moisture remaining in the tablet can cause it to crack and crumble.

The baking project, designed by conservator Dennis Piechota, who remains an advisor, is intended to cure each tablet thoroughly and uniformly, and then soak it to eliminate any salts that could cause damage later. The kiln temperature is slowly raised to 675 degrees Celsius, held there for several days, and then slowly brought back down to room temperature. The tablets are placed in a fine metal mesh container before going into the furnace, to contain any pieces that may come off during the process and in the subsequent water baths. Any loose pieces are reattached by a cadre of trained students.

"You have to apply some artistry. It's not a simple task. It requires practice," Aja said. "It's about precision, not speed."

Douglas, in his second year of studying the Semitic language Akkadian, said he isn't fluent enough to read the tablets casually as he works but could parse them if needed. It's exciting, he said, to handle the original texts from an ancient era that he's studying in the classroom.

"It's fascinating work to do," Douglas said. "It's a chance to work with ancient artifacts up close."

"They're our responsibility, essentially forever," said Adam Aja, the assistant curator at the museum and overseer of the project.



Alex Douglas (above) examines the baked clay in front of him, teasing out how they fit together into a small tablet, thousands of years old and marked with ancient cuneiform writing.





# Relief for the weary

Ninety instructors and junior faculty members at Harvard Medical School have received fellowships from the Eleanor and Miles Shore 50th Anniversary Fellowship Program for Scholars in Medicine. The program provides grants for recipients to hire lab help or to gain protected time by easing clinical duties.

By Alvin Powell | Harvard Staff Writer

Like many in her generation, Elizabeth Mullen has been juggling caring for elderly parents and small children. But unlike many, Mullen, mother of four, is also both a physician and a junior faculty member at Harvard Medical School, meaning she has to squeeze clinical work, teaching, and research into her schedule.

“Almost everyone has family care issues but these are often most intense for junior faculty,” Mullen said. “Small children and elderly parents require and deserve much care. This takes time and energy, results in lack of sleep, and creates a constant struggle to manage the work-life balance.”

Luckily for Mullen, help is on the way. Mullen and 90 other instructors and junior faculty members at Harvard Medical School have received fellowships from the Eleanor and Miles Shore 50th Anniversary Fellowship Program for Scholars in Medicine. The program, established in 1995, was created to commemorate the half-century anniversary of the admission of women to Harvard Medical School. It recognizes that in today’s tough economic environment, where both partners in a relationship often work, the pressures of proving oneself as a junior faculty member come alongside the greatest demands on time from families.

“We were thrilled to see the breadth and depth of activities of this year’s Shore Fellows,” said Carol Bates, assistant dean for faculty affairs. “The Shore Fellowship celebration is a wonderful annual family event at which Dean Flier meets promising junior faculty representing our quadrangle and most of our affiliate hospitals and institutions. We look forward to seeing the results of these projects as candidates come forward for promotion in the coming years.”

It provides grants ranging between \$25,000 and \$50,000 that can help hire additional laboratory help or get pro-



Elizabeth Mullen is among the 90 instructors and junior faculty members at Harvard Medical School who have received fellowships from the Eleanor and Miles Shore 50th Anniversary Fellowship Program for Scholars in Medicine.



“This is a fantastic program. I was lucky to get it. Now I can spend more time on grant writing and further expansion of my research program,” said Sunil Chauhan, an eye researcher at Harvard-affiliated Schepens Eye Research Institute and an assistant professor at Harvard Medical School.

Online ►► The full list of fellows will be posted in January: [www.fh.hms.harvard.edu/faculty-resources/faculty-development/fellowships/50th-anniversary-shore-fellowships/](http://www.fh.hms.harvard.edu/faculty-resources/faculty-development/fellowships/50th-anniversary-shore-fellowships/)

Photos by Kris Snibbe | Harvard Staff Photographer

tested time by easing clinical duties. Since its founding, the program has awarded 721 fellowships.

“It’s just extraordinarily special to have some recognition of the external demands on your time and recognition that your family situation is part of who you are as a person,” Mullen said.

Mullen said she was recommended for the program by her clinical director, Lisa Diller, a professor of pediatrics and a physician at the Dana-Farber Cancer Institute, who was a Shore Fellow as an assistant professor.

Mullen, a specialist in child renal cancer, has been working to understand renal tumors and improve their treatment. She has conducted a study of the use of CT and MRI scans — which are expensive and require exposure to risky radiation — versus X-rays and ultrasounds in detecting a relapse in people with renal tumors. Preliminary results show that overall patient outcomes may not improve with the more advanced imaging, indicating that a lower-cost, safer option may be preferable.

Mullen said she plans to use the fellowship’s resources to remove herself from clinical time so she can conduct more in-depth analysis of subgroups of patients, and prepare a manuscript for publication.

For Sunil Chauhan, an eye researcher at Harvard-affiliated Schepens Eye Research Institute and an assistant professor at Harvard Medical School, the Shore Fellowship means being able to hire an additional postdoctoral fellow to help in the lab.

Chauhan, who trained as a veterinarian and did postdoctoral work in immunology, is using mouse models to investigate inflammatory disorders of the ocular surface, such as occurs in dry eye and corneal injury. His research primarily aims at developing strategies for therapeutic immunomodulation and promoting regeneration in the ocular surface disorders. Chauhan said he plans to use the Shore Fellowship to hire a postdoctoral fellow who can take on some of the laboratory work, so that Chauhan can concentrate on the months-long process of writing his first R01 grant — a major underpinning of many laboratory operations at Harvard — to the National Institutes of Health.

“This is a fantastic program. I was lucky to get it. Now I can spend more time on grant writing and further expansion of my research program,” Chauhan said.

# Arts plus academics



**MODERN DANCE INSTRUCTOR LIZ LERMAN** uses a Harvard semester to cross disciplines, deepen understanding, promote research, and increase knowledge.

By Corydon Ireland | Harvard Staff Writer

In July, modern dance legend Liz Lerman stepped down as director of the Dance Exchange, a Maryland-based company she founded 35 years ago.

But dance is all about movement, and Lerman came to Harvard this semester as a visiting lecturer in the Music Department and as the Josep Lluís Sert Practitioner in the Arts. “The timing was right,” she said.

“My presence was a kind of research” for her and for Harvard, said Lerman. What would it be like, she wondered, for a working artist to be at the University for so much time? And what would it be like for a modern dancer to spend so much time trying to integrate with other disciplines?

For Harvard, the result was wonderful.

“Inspiring and energizing,” said Lori Gross, associate provost for arts and culture. “Liz Lerman demonstrated how artistic practice can cross disciplinary boundaries to help students grapple with complex problems.”

Lerman, who is dancer-slim and electric with energy, led workshops on movement for courses in law, mythology, arts education, and more. She initiated a conversation series called “Treadmill Tapes” with Harvard experts in English, government, botany, art history, and other disciplines. (These 45-minute talks, conducted on side-by-side treadmills, are being edited down to a few minutes each.) She taught a course. And in November Lerman staged “Healing Wars,” a work in progress that will be part of a grander national artistic re-imagining of the Civil War during its sesquicentennial years.

In addition, she was just named a United States Arts Fellow.

Lerman was “an unqualified success” and an “extraordinarily dynamic presence,” said D.N. Rodowick, the William R. Kenan Jr. Professor of Visual and Environmental Studies. (He is also chair of the Department of Visual and Environmental Studies, which sponsors the Sert Practitioner program.)

Dancer Ted Johnson (left), a longtime artist with the Dance Exchange, in a scene on traumatic brain injury from the Nov. 19-20 “Healing Wars” installation. Liz Lerman (below) pauses between acts during a Dec. 3 student show at Arts@29 Garden.

In “Healing Wars,” dancers, actors, and musicians performed on every floor of the Carpenter Center for the Visual Arts, inside and outside. The audience members roved, following the action. It was theater that “showed off our wonderful Corbusier building in new and exciting ways,” said Rodowick. (The performers included Lerman’s two teaching assistants, Alli Ross, Ed.M. ’11, and Lauren Simpson, Ed.M. ’11, as well as noted actor Bill Pullman his wife, Tamara Hurwitz Pullman, a modern dancer.)

Integrating the arts with other disciplines was at the heart of Lerman’s four-month visit. It was familiar territory. In the past decade, she oversaw a series of collaborations at Wesleyan University designed to embody scientific ideas. (Her dance piece “Ferocious Beauty: Genome,” for instance, opened at Wesleyan in 2006.)

Those interdisciplinary experiments prepared her for this semester, she said, and may signal a future when practicing artists move in and out of Harvard — weaving their skills into multiple curricula.

That’s Lerman’s hope. “In schools where lectures are still the primary form of learning, this is all experiential,” she said of combining text and talking with movement. “We move, we talk, we discuss, we read, we talk, we move.” That creates “added forms in which you put knowledge,” said Lerman.

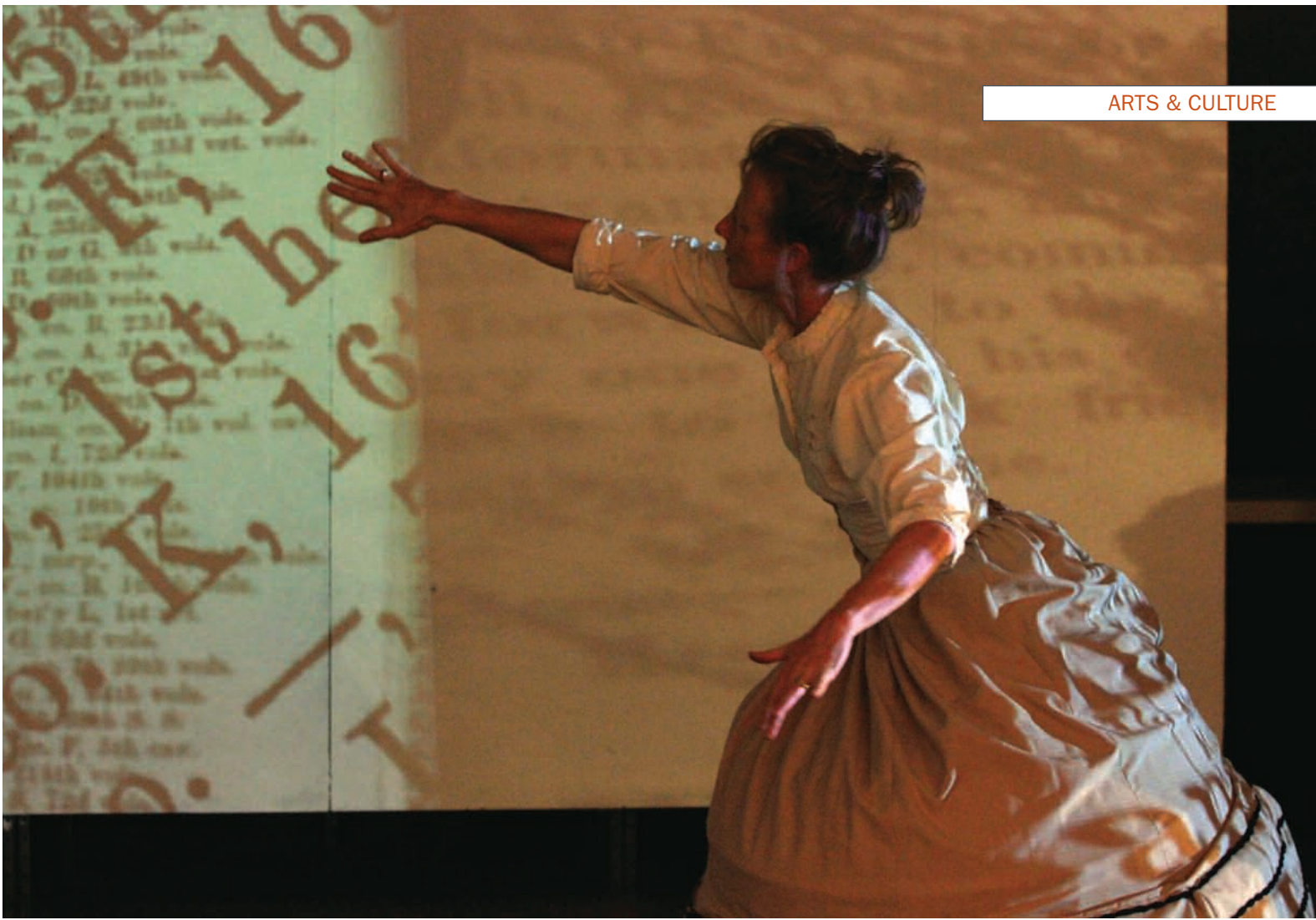
Considering any realm of inquiry “in terms of its shape, contour, and movement can be a powerful way of opening up new questions and perspectives,” said Laura Ricci, Ed.M. ’12, who studied with Lerman this semester. “I am amazed at how the dance and movement tools Liz has shared with us have opened up my thinking about my academic work.”

“Choreography can be used to increase knowledge in any academic field, again and again and again,” said another of Lerman’s students, Mariah Steele, a master’s degree candidate at Tufts University’s Fletcher School of Law and Diplomacy. “In particular, I appreciated her emphasis on ways of conducting research other than the typical recourse to written texts. Liz



Photos: (above) by Helen Shariatmadari; (right) by Meghan Dhaliwal | Harvard Staff Photographer





validated that researching oneself through movement or personal stories can reveal as much information as a scholarly article.”

In the class Music 101r: “The Choreography and Design of Partnership and Collaboration,” everyone had to perform a solo after the first four weeks, to demonstrate that rigorous, expressive movement can be integrated with reading and talking and other pathways to learning. Lerman calls the work of putting thoughts into movement “translating.”

“Working with Liz Lerman this semester has been one of my most difficult experiences at Harvard thus far,” said Bex Kwan ’14, who described her as “an artist and teacher who reveals the intellectual rigor of art.”

Dance and movement can bring something to every academic discipline, said Lerman, and eventually to the workplace. Consider these life lessons from the world of art-making:

■ **Listen in pictures.** Paying attention to a lesson or a conversation creates images in your mind. “And if you become aware of that, you’ll be better in most meetings. You’ll have more ideas, faster,” said Lerman.

■ **Listen to gestures.** Linking movement to thinking attunes you to messages beyond words. “You can pay attention in ways you wouldn’t pay attention.”

■ **Learn good leadership** and also “followership,” she said. “You need both. You have to know how to take initiative, and you have to know when to step back.” Lerman compared school and the workplace to the “ensemble experience” of an arts practice like dance.

■ **Invite other ideas.** If her course had one

theme, she said, it was: “Ask a big enough question, and you need more than one discipline to answer it.”

This semester, Lerman brought in four guest practitioners who stayed from three days to a week: Urban Bush Women ensemble founder Jawole Willa Jo Zollar; artist and architect Michael Singer; literary activist and poet Ethelbert Miller; and Room 404 Media designers Kate Freer and Dave Tennant.

Praising the resources that Harvard gave her, Lerman also deepened research into her Civil War project, which evokes an irony: that medical practice becomes more advanced during wartime.

“People often think about a special semester like this as a retreat,” said Lerman of her Harvard autumn. “Not me.”

Modern dancer Tamara Pullman (above) in a sequence from “Healing Wars” that featured Civil War letters. Her husband, actor Bill Pullman (left, acted as narrator (and sometimes a dancer) in the same show.

More Arts & Culture Online  
[news.harvard.edu/gazette/section/arts-n-culture/](https://news.harvard.edu/gazette/section/arts-n-culture/)



“The Snow Queen” has been reworked in an imaginative stage adaptation at the American Repertory Theater. [hvd.gs/98190](https://hvd.gs/98190)

# Using the bully pulpit

In his new memoir, former Harvard Medical School Dean Joseph Martin recalls a small-town childhood, an attraction to medicine, and the ups and downs of leadership.

By Sarah Sweeney | Harvard Staff Writer

## HARVARD BOUND

Joseph B. Martin has kept a journal since 1978. Some of the resultant leather-bound books hold minutiae — from records of lunch meetings to calls, musings, and spontaneous ideas. But other logbooks, deeply private, were never shared, so when he decided to write a memoir, he turned to the volumes in which he'd documented his life.

His book “Alfalfa to Ivy: Memoir of a Harvard Medical School Dean” “began as a family memoir,” said Martin, former dean of Harvard Medical School (HMS) and the Edward R. and Anne G. Lefler Professor of Neurobiology.

“My family ... emigrated from Switzerland to Pennsylvania to Canada, but my parents never took Canadian citizenship,” he said. “So I was born a dual citizen, which was very convenient to move back and forth across the border. I call myself an American with Canadian roots.”

“But as I kept writing, I started to develop thoughts about academic leadership — leading by listening — and I realized there were some lessons I'd learned along the way that might be valuable.”

Growing up in Duchess, Alberta, a remote Mennonite prairie town, gave Martin a humble, relatable quality that's unmistakable in his professional life and writing. There are passages in his book about his boyhood dog, and a near-death experience involving a fall from a horse. And Martin peppers the book with family photographs of the idyllic countryside he

roamed until going away to the University of Alberta at age 16.

“My teachers could see I was bored, and skipped me,” he said. Martin knew he wanted to be a doctor from the get-go. “My earliest memory,” he recalled, “is walking across a field when I was 4 or 5 years old and thinking, ‘I want to be a doctor, I want to help people.’ And I wasn't trying to escape my community, but I really had a passion, led, in part, by hearing the stories of the missionaries who came through our community from Africa, India, where they'd been working.”

By his own admission, Martin was an awful university student. “That first year, I went home for Canadian Thanksgiving, and I didn't want to go back. I was petrified. I flunked my first English paper, I flunked my first physics exam,” he said. “I thought it was all over. But by the end of the year, I was able to pick up and pass. I started medical school two years later, and by that time I was first in the class.”

Martin's career has taken him from McGill University to Massachusetts General Hospital (MGH) to the University of California, San Francisco (UCSF), where he served as chancellor. Harvard President Neil Rudenstine wooed Martin from UCSF to become dean of Harvard Medical School (HMS) in 1997, a job Martin made clear he never expected, nor necessarily wanted.

“At MGH, I'd observed the dean's role ... I thought it

was a terrible job. I said to my wife, ‘That's a job I'll never take.’ But as chancellor of UCSF, I missed the close relationships with students and faculty, and I was missing the fun of teaching,” he said.

Martin's deanship has been heralded for unifying a fragmented HMS, improving communication, encouraging collaboration, and diversifying departments, all while leading the School under three very different Harvard presidencies.

“I've read many academic memoirs, and I didn't want to write another one that pontificated about my accomplishments, but about the process of how you get things done,” said Martin. “Academic leadership is hard and erratic and complicated by the big egos that you work with, and some things go well and some things flunk. And I wanted this book to be a personal illustration of how those things arose, and were dealt with, and walked away from if they weren't working.”

Martin stepped down in 2007, after a decadelong tenure highlighted by Martin and his team successfully locating the gene for Huntington's disease, an extraordinary moment for him.

“One of my principles of leadership is that you do your best work within the first decade,” he said. “I've always felt that the leadership of the most effective sort is not ostentatious, it's not using the bully pulpit to advertise who you are, but to use your position to try to make the community in which you work a better place.”



Photo by Rose Lincoln  
Harvard Staff Photographer

Joseph Martin's deanship has been heralded for unifying Harvard Medical School, improving communication, encouraging collaboration, and diversifying departments, all while leading the School under three very different Harvard presidencies.



# Dateline: Classroom

**PULITZER PRIZE-WINNING JOURNALIST**, a Nieman Fellow, explains the dangers of his craft, and why he can't return to Pakistan.

By Corydon Ireland | Harvard Staff Writer

Pir Zubair Shah, a Pakistani journalist who shared the 2009 Pulitzer Prize for international reporting, is a Nieman Fellow at Harvard this year. He has a Green Card in his pocket, has a master's degree in foreign policy, and speaks seven languages, including Pashto, Punjabi, and Urmari, the language of his tribal boyhood. When Shah was a reporter for The New York Times, more than half of his stories appeared on the front page. And today (Dec. 15) is his 34th birthday. Life is good.

But things could have turned out differently.

In 2007, while reporting for Newsday, Shah set out for a village in his homeland of South Waziristan, the mountainous region in northwest Pakistan famed for its volatility. (It borders Afghanistan and harbors its own Taliban fighters.) Before reaching the village, he got a warning: Turn back.

Shah drove away, but then saw someone emerge from the darkness, a bearded man carrying a walkie-talkie and an AK-47. They looked at each other — the trim cosmopolitan journalist and the Taliban fighter — with recognition and shock. “We used to play together,” said Shah of their shared village boyhood. “This guy had now become a commander. He had found a purpose.”

It was a familiar story of fateful divides and divergent worlds in tribal Pakistan. “That’s what you want as a young guy — a vehicle, a gun, and some status,” said Shah. “I could have been the same.”

Instead, Shah was drawn to journalism after preparing for a foreign-service career — convinced that his mission was to report on a part of the world that is little understood. “No one knows anything about our area,” he said of the Waziristan region, which has a fierce warrior ethic and rugged terrain. “It’s all stereotypes.”

Even Pakistanis fear to go there now, and foreign journalists are banned, he said, adding, “No one had access. But I had access.” Shah slipped into the tribal areas to report on drone attacks, Taliban economic activity, police recruiting, Taliban terror campaigns in the Swat Valley, and the extrajudicial killings that he said followed a Pakistani military sweep of the same area.

Shah fled Pakistan last year, more afraid of reprisals from the government for his reporting than from the Taliban. “I can’t go back; it’s too dangerous,” he said. “You can’t protect yourself from the state. They’re everywhere. They go everywhere with impunity.”

In his years of reporting from Pakistan, Shah said the danger was continuous for reporters working along the fault lines of a politically volatile country. Fellow



journalists and friends of his were tortured, he said, and one was killed. In 2008, he was held by the Taliban for five days, released unharmed, and then detained by Pakistani government interrogators for three more days.

With all that behind him, there is for now Harvard, a place he never dreamed of being. “When we first arrived,” said Shah of his Nieman class, “we were told Harvard is a candy shop. After some time, I realized it’s true,” and he is taking advantage of its offerings.

This semester, he is auditing classes at the Harvard Kennedy School on media and politics; human rights tools for practitioners; and American foreign policy decision-making in Iraq, Afghanistan, and Pakistan. He also is taking a course on narrative writing to sharpen his storytelling. “Every moment I reported has a story behind it,” he said, but “English is not my language. It takes time.” His plan for next semester is to explore courses in law, business, and divinity.

While he learns, Shah is also willing to share. In November, he was a guest in two successive morning sessions of “The Voice of Authority,” a freshman expository writing class taught by novelist and veteran preceptor Jane Unrue. She’s a member of Harvard’s Scholars at Risk Committee and has a special interest in writers who are possibly endangered in their home countries.

“The questions were good,” said Shah, “what I would expect from real journalists.” Students asked him about trust, bias, competition, sources, social media, danger, and the personal costs of reporting from a

country like Pakistan.

He was especially quick to answer the last: His reporting cost him access to his homeland. “I am paying the cost of being outside my country,” said Shah.

But he added, “what I do will have a big impact in the long term.” For the world, the cost of not reporting accurately from a capricious and nuclear-armed Pakistan is too high, said Shah. “The consequences are so dire. You need to be informed.”

And the quality of international journalism “depends on the quality of local reporters,” he said. You have to know the language, follow the customs, and look the look. Some days, Shah dressed up for an embassy reception, but later donned a dastar and shalwar kameez to visit a local madrasah. “You can’t go with a clean shave and a tie and a suit,” said Shah of Islamic religious schools. “No one will talk to you.”

As a boy in tribal South Waziristan, Shah watched firefights, carried a gun at the request of his village elder father, and witnessed the dancelike battle cry that is a Pashtun custom. As a reporter, he took late-night calls from intelligence agents, sorted through missile fragments at attack sites, counted bodies and graves, interviewed suspected suicide bombers, came under small-arms fire, and watched drones chatter 5,000 feet overhead. (“They sound like bees,” he said.)

But in the November writing class Shah was glad to meet students who are free to study, exchange ideas, and live in peace. He said later, “I wanted them to be as innocent as they are.”

Pakistani journalist Pir Zubair Shah (center), who is a Nieman Fellow this year, spoke at a freshman composition class earlier in November.



# Rethinking work, beyond the paycheck

Eighty years ago, the idea that workers were purely rational beings motivated solely by money dominated American business. But a famous study known as the Hawthorne Experiments, led by two men at Harvard Business School, helped to found the human relations movement.

By Katie Koch | Harvard Staff Writer

*As Harvard celebrates its 375th anniversary, the Gazette is examining key moments and developments over the University's broad and compelling history.*

**I**f it's true that man cannot live by bread alone, perhaps an office worker's credo would follow: A man — or a woman — cannot work on a paycheck alone.

Often, perks both tangible and intangible make a job worth waking up for. A sense of accomplishment, pride in an organization, and the rare week off for the holidays (as most Harvard employees can attest) go a long way toward making workers more productive.

It seems intuitive now. But 80 years ago, the idea that workers were purely rational beings motivated solely by money dominated



in business schools and corner offices across America. If not for a famous study known as the Hawthorne Experiments — and the two men at Harvard Business School who led them — workers might still be seen as cogs in the machine.

From 1928 to 1933, Elton Mayo, a professor of industrial management at HBS, and his protégé, Fritz Roethlisberger, undertook a series of groundbreaking experiments at a Chicago factory that reshaped business research, reframed management education, and rewrote the gospel of work. Their novel approach to treating workers as complicated individuals, and in turn viewing organizations as complex social systems, laid the groundwork for the human relations movement.

The Hawthorne Experiments represented “a huge paradigm shift” in the nascent field of organizational behavior, said Jay Lorsch, Louis E. Kirstein Professor of Human Relations at HBS, who studied under Roethlisberger. Amid the crushing realities of the Great Depression, the study used empirical research to build a compelling case that a happy worker makes for a hard worker, and in turn for a more successful organization.

It all began at Western Electric Hawthorne Works, a Chicago complex that served as the manufacturing arm of AT&T. The plant housed more than 40,000 workers who assembled and inspected countless telephones, cables, and other communications equipment.

In 1924, Western Electric began conducting experiments to test ways of improving workers' productivity. Would brighter lights speed up production? Tests indicated not. Would rest periods, shorter hours, or a bonus for meeting quotas lead to higher output? Again, the company found no conclusive results.

Stumped, the Western Electric bosses turned to Mayo, who was already making a name for himself at HBS. A charismatic Australian, Mayo represented a new way of thinking about industry.

At the time, the theory of “scientific management” dominated



From 1928 to 1933, Elton Mayo, a professor of industrial management at HBS, and his protégé, Fritz Roethlisberger, undertook a series of groundbreaking experiments at a Chicago factory that reshaped business research, reframed management education, and rewrote the gospel of work. Mayo (above) looking at charts, 1946.

business schools. Many of its proponents were industrial engineers or former military men, trained to think in terms of strict efficiency. An organization, these thinkers argued, could be laid out and studied as rationally as a machine blueprint or a battle plan.

Mayo, on the other hand, was well versed in Freud and Jung and sympathetic to the human sciences, from anthropology and psychology to medicine. In fact, Roethlisberger, then a graduate student in philosophy at Harvard, first sought out Mayo not to work with him but in the hopes of receiving some counseling, according to Lorsch. The two became collaborators on a study of worker fatigue.

When he arrived in Chicago in 1928, Mayo quickly realized that Western Electric's lighting experiments were a dead end. Much richer data lay in the workers themselves. Soon, Mayo and Roethlisberger shifted the primary focus of the experiments to just six women who worked in the plant's relay assembly test room.

Mayo and Roethlisberger “walked into the plant saying, ‘We don't actually know anything, and therefore we need to record everything,’” said Michel Anteby, an associate professor of business administration and a Marvin Bower Fellow at HBS, who co-wrote an essay on Mayo and Roethlisberger's work

for a 2007 Baker Library exhibit about the Hawthorne Experiments. “You could call it systematic. You could also call it compulsive.”

Indeed, Mayo and Roethlisberger oversaw more than 21,000 interviews with their test subjects between 1928 and 1930. Like many Chicago workers at the time, most of the young women came from Eastern European immigrant families.

“She's the breadwinner of the family, housekeeper for her father and brothers, has brown hair, is vivacious,” read one entry. (The Baker Library has the records from the Hawthorne Experiments in its collections.) “Has been known to go directly from late-Saturday-night dance to Sunday-morning Mass.”

From stacks of interview transcripts and reams of resulting data, Mayo and Roethlisberger concluded that the women were motivated by an array of factors, from a desire to support their families to a sense of camaraderie they felt with their co-workers. Employees found their personal relationships with one another “so satisfying that they often did all sorts of nonlogical things ... in order to belong,” Roethlisberger wrote.

In 1933, amid economic turmoil and social unrest, Mayo published “The Human Problems of an Industrial Civilization,” but his (see HBS page 14)



# Gen Ed connects the dots of life

Harvard's Program in General Education aims to tie what students learn at the College



to the lives they will lead after graduation. A hit with both students and faculty, Gen Ed has expanded to more than 400 courses in less

than three years, and now includes some of the most popular classes on campus.



Students (clockwise from left) draw and measure the glucose of their blood in the "Molecules of Life" class; peruse early Bibles in "Introduction to the Bible"; and play music in "Aesthetic and Interpretive Understanding."

By Paul Massari | Harvard Staff Writer

Casual critics say college students can spend too much time with their heads in the clouds. John Huth, the Donner Professor of Science in Harvard's Department of Physics, agrees. To bring undergraduates back to earth, Huth created "Primitive Navigation," a course that teaches them to use nature's signposts to get from place to place. Students learn to navigate the campus using the type of sun compass that the Vikings relied on; to calculate distance by measuring their own steps, as the ancient Romans did; and to understand the movement of celestial bodies and the change of seasons in elemental ways.

"In this course, students not only learn about science in the classroom, but also by going out and doing things," Huth said recently. "We took them to the roof of the Science Center and had them identify the major stars. They watched the movement over the course of an hour to try and get that motion ingrained. It gives the knowledge meaning."

Huth's course is part of Harvard's Program in Gen-

eral Education, popularly known as Gen Ed, which tries to connect what students learn at the College with the lives they'll lead after graduation. A hit with students and faculty, Gen Ed has expanded to more than 400 courses since its launch in 2009, and now includes some of the most popular classes on campus, "Primitive Navigation" among them. The reasons for the program's early success are no mystery. Gen Ed offers innovative courses, taught by leading faculty, to small numbers of students.

"We launched the Program in General Education in order to help students connect academic modes of thought to the nonacademic lives that most of them will lead, and to do so in more explicit ways than we have done in the past," said College Dean Evelyn M. Hammonds. "The curriculum exposes undergraduates to the wide range of ideas and knowledge available here at one of the world's leading research universities. It provides students with the ability to think critically and to see a problem from many different perspectives. And we believe it helps students to become lifelong learners who will always

be interested in the world around them."

A deeper appreciation of the surrounding environment and a robust intellectual curiosity are two of Gen Ed's goals. But it turns out that a liberal arts education is also precisely the type of workout that a young adult's brain needs in order to develop critical faculties such as judgment and self-control. And the abilities to learn and think critically are skills that business leaders increasingly seek in 21st-century employees.

## THE HABITS OF THE MIND

In many ways, "Primitive Navigation" exemplifies the aims of the Gen Ed curriculum. The course purposely disorients students by presenting the familiar in fresh ways; it challenges them to look closely to discover what's going on behind the appearance of things; then it gives students the tools to find their way again.

"The curriculum is designed to create and instill certain habits of mind, certain ways of looking at



## Gen Ed

(continued from previous page)

the world that students can take with them wherever they go,” Jay M. Harris, dean of undergraduate education and Harry Austryn Wolfson Professor of Jewish Studies, said when Gen Ed was launched. “We recognize that most students will not be academics. But they will be citizens who are expected to participate in civic debate in an intelligent and informed way.”

Harvard undergraduates are required to take at least one Gen Ed course in each of eight study areas: aesthetic and interpretive understanding; culture and belief; empirical and mathematical reasoning; ethical reasoning; science of living systems; science of the physical universe; societies of the world; and the United States in the world.

A primary goal of the classes, according to Louis Menand, the Anne T. and Robert M. Bass Professor of English and American Literature and Language and co-chair of the Task Force on General Education, is to develop in students an awareness of the ideas and realities that lay behind the appearance of things.

“During my time on the task force, I heard several people say ‘It’s all about appearance and reality,’ ” Menand said. “That’s really what we do here. It’s about showing people that the way things seem is not the way they completely are, and giving students the knowledge and skills to see that on their own. This is true of pretty much every discipline.”

Abigail Lipson, director of Harvard’s Bureau of Study Counsel, said the skills that Harvard’s curriculum tries to develop in students — critical thinking, the ability look at problems from different perspectives, and to evaluate one’s own actions — are also the capacities that the young adult brain is trying to build.

“For example, in college we develop the ability to recognize, name, and articulate emotions and use them for information rather than simply a driving force,” she said. “A liberal arts education provides a context for exploring and exercising those kinds of capacities. It’s just what your brain needs.”

Lipson pointed to a 2005 article in the *Mental Health*

Letter of Harvard Medical School that cited late adolescence as a time when reasoning and judgment evolve in a way that is “crucial to emotional learning and high-level self-regulation.” The college years are the cognitive — as well as the educational — opportunity for a disciplined adult mind to emerge.

Gen Ed aims to prepare students for a life of change and complexity, rather than a specific career, a plus in an ever-changing economy, and a goal that contrasts with some educational trends emphasizing vocational training. In 2006, the American Association of Colleges and Universities commissioned a poll that asked business executives from hundreds of mid-sized firms, “How should college prepare students to succeed in today’s global economy?” When surveyors described a “particular approach to a four-year education,” one that provided “broad knowledge in a variety of areas of study” and that “helps students develop ... intellectual and practi-

cal skills ... such as communication, analytical, and problem-solving skills,” 95 percent of employers said it was either “very important” or “fairly important” that colleges provide this type of education.

“Most successful people in the business world will tell you about the importance of five things,” said Richard J. Light, Carl H. Pforzheimer Jr. Professor of Teaching and Learning at the Harvard Graduate School of Education and author of the book “Making the Most of College.”

“These are the ability to synthesize information; the skill of writing extraordinarily well; the ability to do research on many different topics; the ability to speak at least one foreign language (preferably more); and an understanding of other cultures. Where else but at a college like Harvard that offers a serious liberal education — and pushes undergraduates very hard — can a student really learn all those ways of thinking?”

### INTERDISCIPLINARY INNOVATION

Gen Ed classes are taught by scholars from nearly every faculty at Harvard, including the Business School, the Law School, the Medical School, the Kennedy School, and the School of Public Health. Stephanie Kenen, associate dean of undergraduate education and administrative director of the Program in General Education, said the opportunity to create courses that draw from different areas and to teach relatively small groups of students (the median class size is 43) already has attracted some of the Univer-



Gary Feldman gives a train demonstration in the Science Center.

Photos: (left) by Kris Snibbe, (above) by Jon Chase | Harvard Staff Photographers





Students pore over old texts (left) in “Introduction to the Bible,” taught by Ph.D. student Steven Rozenski, while in “Molecules of Life” (right), teaching fellow Sixun Chen lectures on diabetes.

tures of the class,” she said. “For example, the 3-D tour of Giza in the Visualization Center gave us an understanding of how all the monuments and tombs relate to each other physically that photos simply cannot provide.”

College officials are working to keep the Gen Ed curriculum vibrant, and point to the dramatic expansion of course offerings over the last two years. When the program launched in 2009, 238 classes had been approved for the program; by this fall, the number had grown to 416. Many are new courses, and others that were offered previously have been recast with a Gen Ed perspective.

“We want a curriculum that evolves with our students, so we have to refresh and renew it on an ongoing basis,” said Kenen. “Some courses are constructed in such a way as to retain their suitability for the program without much change over time. Others may not have as long a shelf life.”

#### GRADUATING TO THE FUTURE

To help meet the demand for new and engaging Gen Ed courses down the road, the Faculty of Arts and Sciences created the Graduate Seminars in General Education (GSGE). The brainchild of Professor Allan M. Brandt, dean of the Graduate School of Arts and Sciences, GSGE pairs faculty with graduate students in studying a topic at an advanced level and in creating an undergraduate course. Graduate students work on course themes, design, and pedagogy. If all goes well, the teaching fellows for a new Gen Ed course will be the same people who helped to design it.

“One of the ongoing challenges for the General Education curriculum is the need to develop genuinely new, innovative courses,” Brandt said. “The idea of making the course development process itself into a seminar for graduate students seemed like a natural win. It allows for a scenario in which faculty members set aside dedicated time for course development, benefiting from the intelligence and energy of graduate students in the process. And graduate students become engaged in substantive ways, helping to develop their own instructional and pedagogic abilities.”

Officials will continue to tweak Gen Ed in the years to come. Kenen said her group wants to make sure that the next three years go as smoothly as the past two. They will then evaluate the program, and move ahead.

“We want to make sure that we have enough — and the correct — courses in each area,” she said. “Right now, we’re also starting to ask, ‘How would we evaluate the curriculum?’ Things have gone remarkably well over the past two years, especially when you consider that we launched Gen Ed in the midst of the University’s financial crisis. We’ll take a look at where we are sometime around the five-year mark.”



#### SAMPLING HARVARD, IN ESSAYS

It is sometimes said that youth is wasted on the young. It also could be said that college sometimes is wasted on students, and that only after graduating does a former student come to appreciate learning. For those wishing to revisit the college classroom, or those who never had the opportunity, there is “The Harvard Sampler: Liberal Education for the Twenty-First Century.”

In the spirit of the General Education curriculum, this book of essays gives a taste of the modern Harvard curriculum. The authors, who are among the University’s most respected faculty members, invite visitors to explore subjects as diverse as religious literacy and Islam, liberty and security in cyberspace, medical science and epidemiology, energy resources, evolution, morality, human rights, global history, the dark side of the American Revolution, American literature and the environment, interracial literature, and the human mind.

The instructors, who include such premier scholars as Steven Pinker, Laurel Thatcher Ulrich, and Harry R. Lewis, summarize key developments in their fields in ways that both entertain and edify.

In the interim, Kenen directs anyone curious about the program — or just in need of a quick shot of general knowledge — to the rather addictive series of trailers created for many of Gen Ed’s courses (<http://vimeo.com/harvardgened/albums/sort:name>). There, a visitor can get a lesson on the ways that Jews and Christians interpret the Bible; learn about the development of children’s brains; and contemplate the circumstances of the winners and losers in the global economy, all in five minutes or less.

“Each short video is a snapshot of a course,” Kenen said. “Faculty members give a little introduction to the class, its aims, and how it meets the goals of Gen Ed. It’s a great way for parents, students, and others to find out about offerings in the curriculum.”

Photo by Meghan Dhaliwal | Harvard Staff Photographer

sity’s brightest scholars to Gen Ed.

“Once the program launched, faculty across campus began to see opportunities for new kinds of teaching and interdisciplinary work,” she said. “We began to see more courses being proposed. The curriculum provides opportunities and support for course topics that might not fit in particular Schools or departments.”

History, archaeology, and cultural studies come together in “Pyramid Schemes,” a course that explores the archaeological history of ancient Egypt. Course leader Peter Der Manuelian, Philip J. King Professor of Egyptology, said it is both challenging and rewarding to design a rigorous curriculum that is not too esoteric for the generalist.

“There is nothing like sharing the passion for one’s field with 170 interested undergraduates,” he said. “I enjoy watching students get excited about new pyramid construction theories, ancient religious schisms, explanations for the rise of complex society, and the mysteries of ancient Egyptian hieroglyphic grammar. Long ago, I learned that to focus only on the narrow confines of one’s discipline can lead to diminished interest levels across the board.”

Students give Manuelian’s course high marks, and have made it one of the most popular Gen Ed offerings. Margaret Geoga ’12 said the course combines visits to area museums with the innovative use of technology to give students a deeper understanding of what ancient Egypt was like.

“The technology turned out to be one of the best fea-



## HBS

(continued from page 10)



From the Western Electric Co. photograph album, pictured are women working in the magnet wire insulating department, ca. 1925.

manifesto did not immediately catch on. Six years later, Roethlisberger and William Dickson, another researcher on the Hawthorne project, wrote a summary of the experiments, “Management and the Worker,” that had more commercial success.

Even in the early 1950s, Lorsch recalled from his own education, many business schools were still teaching students “that motivation was all about money, the classic ideas of command and control.” But in the 1950s and ’60s, other scholars took up Mayo and Roethlisberger’s cause and succeeded in popularizing their ideas.

“The thing that was powerful and common in all of it was that human beings needed to be motivated,” Lorsch said. “They weren’t just working for money.”

Thanks to Mayo and Roethlisberger’s high methodological standards (then unusual in business research), the experiments had a broader impact on the social sciences. The “Hawthorne effect” — a term coined in the 1950s — describes the phenomenon of test subjects changing their performance on a test in response to being observed, as some Hawthorne employees did when they knew they were part of the study. Researchers now use randomized clinical trials, control groups in experiments, and other safeguards that attempt to weed out bias in studies.

The Hawthorne Experiments in major ways laid the foundation for the modern workplace. Human relations departments, employee engagement surveys, and hundreds of popular books on business psychology echo Mayo and Roethlisberger’s call to focus on the human side of industry.

“All research on work-life balance goes back to some of their insights,” Anteby said. “You wouldn’t carve out the workplace as a 9-to-5 environment that’s disconnected from the rest of your life.”

Not least of all, the Hawthorne Experiments can inspire anyone hoping to study organizational behavior, Anteby said.

“Almost 80 years later, you can go to [the Baker Library] and get a typed transcript of someone talking about her hopes, her life, coming to America, and how she’s trying to support her family,” he said. “It crystallizes what work is about, and the meaning of work.”



**To learn more about the 375th anniversary,** visit <http://375.harvard.edu> or scan QR code.



## Let the admissions begin

Early Action returns, with 772 admitted to Class of 2016.

**S**even hundred and seventy-two students have been admitted to the Harvard College Class of 2016 through the Early Action program, which was reinstated this year after a four-year absence.

“Their academic, extracurricular, and personal promise are remarkable by any standard, and it will be exciting to follow their progress over the next four years and beyond,” said William R. Fitzsimmons, dean of admissions and financial aid.

The Admissions Committee admitted fewer students than in the most recent years of Early Action, when between 813 and 902 were admitted from applicant pools that ranged from 3,869 to 4,214, slightly fewer than this year’s 4,231.

“Given increases in our overall applicant numbers over the past few years to nearly 35,000 last year, the Admissions Committee took great care to admit only those we were certain would be admitted in Regular Action,” said Fitzsimmons.

The admitted group is more diverse ethnically than any previous early cohort and is comparable with the current freshman class. Although it is difficult to make precise comparisons to previous years because of changes in federal requirements concerning collecting and reporting race and ethnicity information, 9.6 percent of admitted students this year are African-American, compared with 7.2 percent the last time Harvard had Early Action. There was a similar increase for Latinos (9.9 percent vs. 7.9 percent) and Native Americans and Native Hawaiians (1.7 percent vs. 1 percent), and a slight decrease for Asian Americans (22 percent vs. 23 percent). The current freshman class is 19 percent Asian American, 10 percent African-American, 10.2 percent Latino, and 1.7 percent Native American and Native Hawaiian.

It is still too early to determine the socioeconomic composition of the admitted group because many students have not yet submitted financial information.

“Preliminary information such as requests for application-fee waivers indicates that there could well be more economic diversity than in previous early cohorts,” said Sarah C. Donahue, director of financial aid. “We stand ready to help families that require financial assistance, including those that might be interested in a variety of fi-

nancing options.”

Admitted financial aid applicants will be informed of their awards as soon as they complete their forms. All applicants to Harvard, Early or Regular (Jan. 1 application deadline for March 29 notification) have access to Harvard’s new Net-Price Calculator (NPC), a simple, one-page application available on the NPC website that provides an estimate of a family’s eligibility under Harvard’s generous need-based financial aid program.

Families with annual incomes of \$65,000 or less and normal assets are no longer required to contribute to their children’s educational expenses. Those with incomes from \$65,000 to \$150,000 pay on a sliding scale up to 10 percent of annual income, and there is also need-based aid available to families with incomes greater than \$150,000. Home equity and retirement funds are not considered in the calculations, and students are no longer required to take out loans. More than 60 percent of Harvard students receive need-based financial aid and receive grants averaging more than \$40,000.

Applicants were notified of the Admissions Committee’s decisions on Dec. 15. In addition to the 772 admitted students, 2,838 were deferred and will be considered in the Regular Action process, 546 were denied, 25 withdrew, and 50 were incomplete. Early Action at Harvard is nonbinding for admitted students, who are free to apply to other institutions and need only reply to Harvard by May 1, the National Common Notification Date.

“Admitted students will hear a great deal from us over the months ahead,” said Marlyn McGrath, director of admissions. Faculty, staff, undergraduate recruiters, and alumni/ae will use phone calls, emails, and regular mailings to reach admitted students with information about Harvard. Many Harvard clubs will host local parties during the winter holidays and in April. All admitted students will be invited to Cambridge on April 21-23 for the Visiting Program.

“We want our admitted students to be fully informed about Harvard, as they make their decisions about which of the many fine colleges to which they have been admitted provides the best match for them at this important time in their lives,” she added.



# Creating the digital humanities

Jeffrey Schnapp, professor of Romance languages and literatures, is using his academic passions to explore and experiment with the emerging field of digital scholarship.

By Colleen Walsh | Harvard Staff Writer

It might seem strange that the man who touts the high-tech advances of the digital age also loves a good rotary phone and medieval manuscript.

But for Jeffrey Schnapp, whose work and passion exist largely at the intersection of disparate worlds, the three complement each other perfectly.

A yellow, doughnut-shaped telephone from the 1950s sits in his airy Harvard office, a nod to kitsch and culture. Nearby are old typewriters from the early part of the 20th century and cumbersome calculating machines that he uses to maintain the tactile feel of an earlier era under his fingertips. Older still are the folios that litter the floor, unbound sections from a catalog of the Roman Cassinate library of 1725.

A pioneer in digital humanities, Schnapp considers the Internet a tool that can illuminate ephemera, that can unlock scholarly possibilities and connections between the physical and the virtual, the modern and the ancient, and that can help to forge dynamic new forms of scholarship in the humanities.

"With the emergence of the Web as the defining public space of our era, the preconditions have become available to think boldly about reshaping the arts and humanities fields in ways that permit the building of bigger pictures," said Schnapp. "The Internet has the potential to bring scholarship out of the silos in which it tends to live into interdisciplinary, even societywide conversations."

The professor of Romance languages and literatures works to harness that digital drive, and is developing a multichanneled approach to scholarship with meta-LAB at Harvard, a new laboratory hosted at Harvard's Berkman Center for Internet & Society that weds technical innovation with scholarly experimentation. It also promotes the reinvigoration of traditional forms of scholarship through the use of new media and computational tools. Schnapp, who founded the lab last year, spearheaded a similar effort at Stanford University starting in 1999.

An example of a "bigger picture" taking shape at the

new lab is the Digital Archive of Japan's 2011 Disasters. In collaboration with Harvard's Reischauer Institute of Japanese Studies, the lab is building a user interface that will link separate digital archives into a type of "active public space." With public input, the archive aims to capture everything from images and print stories to text messages, websites, Twitter streams, and personal stories from the tragedies.

"It's an extraordinary opportunity to enhance our ability to work with large archival corpora and to think about models of preservation and access that very specifically exploit the powers of the digital realm," he said.



Schnapp's interest in merging different fields is no accident. He is a Renaissance man. He speaks six languages fluently. He is a medieval Italian scholar, a designer, curator, and occasional computer programmer. He is also a former semi-professional motorcycle racer, a pursuit that left him with a host of trophies that occupy a corner of his office, along with "a rich collection of broken bones, the inescapable downside of participation in motor sports."

In addition to his other duties, he is a fellow at the Berkman Center and a member of the teaching faculty at the Graduate School of Design.

He developed his passion for languages while growing up in Mexico City, where his father was working. He graduated from Vassar College with a degree in His-

panic studies and a minor in studio art, and received a Ph.D. in comparative literature from Stanford University in 1983.

While investigating a position as director of the humanities center at the University of Washington, he was struck by the rich connections the school was developing between its humanities-based research centers and the city's public institutions. The experience convinced him of the need to rethink the boundaries of academia.

"I realized we needed to reshape the public space as a place where forms of high-quality, cutting-edge scholarship could speak to audiences that will never buy a

scholarly monograph, not to mention pick up a specialized journal and read an article."

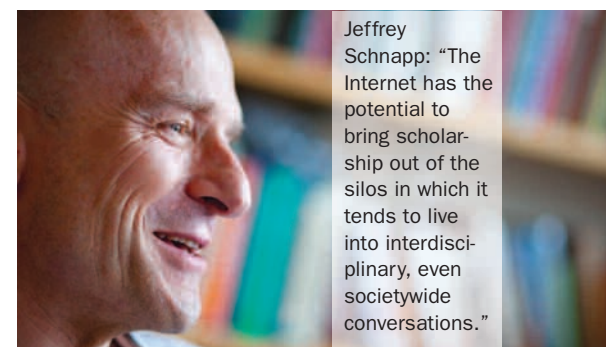
Ultimately, he brought that philosophy to Stanford and to the Stanford Humanities Lab, and to such innovative projects as the lab's HyperCities, a prize-winning Web platform that virtually connects visitors to a city's historical narratives. It was incubated at the Stanford Humanities Lab, and starting in 2004 further developed by Todd Presner and his team at the University of California, Los Angeles.

"It's impossible to tell the legion of stories that make up an urban reality; there's so many crisscrossing threads," said Schnapp. "As scholars, we are always forced to choose a slice."

But with HyperCities, visitors and scholars can have it all. Physical maps can be "layered historically" and used to organize materials involving the archaeological and architectural history of a city, the history of its people, its transportation grid, and its economy, all on one setting. The project "goes beyond the print-based model of scholarship, where we can tell those multiple stories and explore the places where they collide and crisscross."

At Harvard, Schnapp sees his mission as that of a catalyst who "can bring a less risk-averse culture to the humanities, and a more experimental ethos that is actively engaged with the task of modeling what knowledge should look like in the 21st century."

"What's needed," he said, "is a rethinking of the map of knowledge."





The bright desktop sticky notes with an hour-by-hour schedule, the color-coded Google Calendar open on my browser, and the running tally of deadlines all tell the story: I'm a planner. Of course, that's not to say that I always (or even often) stick to the plan. It's just comforting to have an idea of what I need to accomplish (and it's fun to procrastinate by putting together the lists). Seriously, though, I am not exactly a spontaneous person.

So how is it that in a few weeks, when most of my friends will be embarking on the once-in-a-lifetime experience that is senior spring, I'll be starting my internship for President Barack Obama's reelection campaign in Chicago? Leaving college a semester early was not part of my plan. (I finished most of my studies in seven semesters, will

Moreover, I gained invaluable mentors. I'm still in touch with Stephanie Cutter, an IOP fellow who currently serves as Obama for America's deputy campaign manager. And the expert IOP staff members are always willing to talk about their experiences and brainstorm ideas. I was able to put a face (well, many faces, really) to government, which made the political process more human and accessible.

As my interests developed, the IOP helped connect me with opportunities to put my passion into practice. I interned at EMILY's List, an organization committed to electing progressive female candidates to Congress, in Washington, D.C. I realized that hardly anyone was talking about the fact that women make up only 17 percent of Congress. When I asked about it, many of my friends claimed that they didn't

think feminism was relevant in today's world. I was shocked, and as I collected more data and stories through my role as a research assistant at the Women and Public Policy Program at the Kennedy School, I wanted to find avenues to change the conversation.

I found a place to do that at the IOP: the Women's Initiative in Leadership. Through the initiative, I heard stories about leadership from women like Harvard President Drew Faust, former Washington Post political editor Maralee Schwartz, and Barbara Kellerman, the James McGregor Burns Lecturer in Public Leadership. These stories have inspired discussions with my fellow students about our own experiences on campus and the challenges facing women today.

Furthermore, I have started to bring these discussions to the broader Harvard community. A few weeks ago, I helped put together a screening of "Miss Representation," a new documentary about women's misrepresentation in the media and subsequent underrepresentation in positions of power. This screening, which attracted about 200 students, proved to be the first step, I believe, in changing the conversation about women on campus. I've noticed that students feel more comfortable calling other students out when they make demeaning comments. (The ISawYouHarvard website features comments citing "Miss Representation" as a reason to judge female Undergraduate Council candidates by their platforms rather than by their looks.)

My experiences at Harvard have fueled my desire to strengthen women's voices and make society more accountable to women. And so it has dawned on me: Leaving Harvard to work with Women for Obama isn't exactly what my plan prescribed, but it is a natural next step after my seven semesters. Harvard has prepared me to leave Harvard, and this is an empowering feeling. While I have felt the disillusionment

that is permeating the country, I feel comfortable being both critical and hopeful at the same time.

I finally realized that the impulsiveness that felt so unsettling at first was just the culmination of a whole lot of preparation. In the last three and a half years, I have learned that it's OK to be spontaneous and to take a couple of steps off the expected life path. On the flip side, I'm able to be spontaneous because I've been lucky enough to figure out what excites me by talking to people about my interests and letting myself be inspired by their stories.

*If you're an undergraduate or graduate student and have an essay to share about life at Harvard, please email your ideas to Jim Concannon, the Gazette's news editor, at [Jim\\_Concannon@harvard.edu](mailto:Jim_Concannon@harvard.edu).*

## STUDENT VOICE



# Inspired by their stories

Student who backs women's causes aims to make a difference in the next election by working in national politics.

By Jyoti Jasrasaria '12

complete my senior thesis in history and literature this spring, and will return to graduate with my class.)

Recently, as I have consulted desperately with family, friends, and advisers about this departure, I have found myself gravitating toward Harvard's Institute of Politics (IOP). I began spending time there the first week of my freshman year. It is not only where I cultivated my passion for public service, but also where I heard from countless people that life is about doing what you love and taking opportunities as they come to you.

At a dinner for undergraduates, I met David Axelrod, a key Obama adviser, who spoke frankly about his career and emphasized the importance of working for causes and people in whom you believe. I tutored a Harvard staff member from El Salvador for his U.S. citizenship exam, which reminded me that I was privileged to be an American citizen.

Photo by Rose Lincoln | Harvard Staff Photographer



Eliot House resident Wesley Mann '13 (back left) celebrates a goal while playing foosball in the Eliot House Grille with Jordan Sessler '13 (from left), Devan Kennifer '12, Steve Tricanowicz '13, and Elena Pepe '13.

## ‘E Pluribus Domus’

**THE ELIOT HOUSE GRILLE** — affectionately named the “Inferno” for, among other reasons, its basement location — has never been hotter. Thanks to recent enhancements, the beloved social space is welcoming more students and serving up more fun and snacks.

By Paul Massari | Harvard Staff Writer

Ask Wesley Mann '13 what a typical Saturday night on campus is like, and he'll tell you it's a scene from the “Inferno.”

“When I walk into the Inferno Grille late, I usually see about 20 or so people staggering about, playing pool, foosball, watching SportsCenter reruns, and such,” he said. “But the best part is that most of the time, people who never talk to each other will bond over mozzarella sticks or how delicious the brioche rolls of the Domus Domus are.”

The Eliot House Grille — affectionately named “the Inferno” for, among other reasons, its basement location — has never been hotter. Thanks to recent enhancements, including leather sofas and chairs, a boss sound system, and dimmable lights, the beloved social space is welcoming more students and serving up more fun and snacks.

“Now the space is flexible and conducive to holding Stein Club, live music events, registered parties, and, perhaps most importantly, just attracting people on a weekend night to relax with whoever is there,” said Gail O’Keefe, co-Master of Eliot House. “Our grille managers are also really outstanding, and keep the food flowing well into the early-morning hours.”

The resurgence follows a fallow period for the grille. Hassles around setting up a new online ordering system kept the Inferno dark for much of the fall semester in 2010. In the spring, however, the management

passed to Jordan Sessler '13 and Elena Pepe '13, residents with a passion for the grille.

“I first came here as a freshman with my bloc mates after we had been assigned to Eliot House,” said Sessler. “We randomly stumbled across the grille. We got Oreo milkshakes and loved them. As soon as we had the chance to take it over, we did. As soon as we could get it open, we did.”

Sessler and Pepe said there was great enthusiasm for the grille’s reopening. Residents were delighted to have a place to go for snacks long after “brain breaks” were over. The grille serves a menu of high-calorie, high-cholesterol treats that would make a Sumo wrestler blush: milkshakes made with cookies ‘n’ cream ice cream; french fries; and deep-fried mozzarella sticks. For most patrons, however, there is only one must-have item on the menu.

“My favorite order is definitely the Domus Domus,” said Mann.

You may think you’ve had a double cheeseburger before, but Inferno regulars assert that you really haven’t until you’ve tried the Domus Domus. The grille uses top-quality beef and cheese, but the sandwich is really all about the roll, as Sessler discovered by accident this semester.

“When we did our first order of food for the year, it had been a while because we were gone all summer,” he said. “I couldn’t find buns on the online ordering

menu, so I just ordered brioche rolls. It turns out buns make the burger. They’re so good that people are often tempted just to eat the roll.”

With all due respect to the dominance of the Domus Domus, the most remarkable thing about the Inferno Grille is not what’s on its menu; it’s the space’s power to draw residents together. Sessler said that, soon after the Grille reopened, he saw people playing pool or foosball whom he had never seen speak to each other before.

“The Grille is a great place to bring the House together, and to bring different people together,” he said. “At Harvard, as you may know, there are so many different groups. There are the Final Club people. There are the really smart people. There are people who make their homes on athletic teams or social clubs and organizations. There are people who don’t go out on the weekends at all. There are people who go out to clubs and come back at 2 a.m. The grille is one of the few places on campus where all these groups come together.”

Pepe and Sessler are looking to leverage the recent enhancements to the Inferno to expand the grille’s patronage. There’s more seating than ever, so more students can join Mann for SportsCenter on one of the new leather couches in front of the high-def, flat-screen TV. With a roof-rocking JBL audio system and limitless selections on iTunes, the

world is the grille’s jukebox. Improved lighting makes it bright enough to spot the eight ball on the far side of the pool table, or dim enough for a late-night snack with a sweetheart.

“The improvements have definitely increased the number of people who stick around after ordering their food,” said Pepe. “It really helps build the community down here.”

Suzy Nelson, dean of students, said the grille plays an important role in the River House community, which made its refurbishment a priority for the College.

“Undergraduates are asking for additional social space that is not necessarily programmed, but that can serve as a place to drop in, enjoy friends, and meet new people,” she said. “The Eliot Grille provides options for late-night dining, and also offers students from the River Houses an area to socialize safely. We have given a lot of thought to increasing social space for students, and the recent improvements at Eliot House are good examples of these efforts.”

Mann said he has a “special bond” with the space and sees it as a place to relax, connect, and have fun amid the hectic Harvard experience.

“The grille truly is a melting pot of Harvard social spheres,” he said. “It’s really close to my heart — and we have really intense foosball games down there.”



# Helping women help themselves

Victoria Budson always wanted to aid the cause of gender equality. As executive director of the Kennedy School's Women and Public Policy Program, she helps to develop leaders, too.

By Katie Koch | Harvard Staff Writer

## STAFF PROFILE

When Victoria Budson was a college sophomore, her parents asked her what she planned to do with her life.

"I want to lead social movements," she told them. Slightly baffled, her father — one of several Harvard graduates in the family — responded, "Well, are you going to go to the Business School or the Law School?"

"Back in the '80s, saying you wanted to have a career in feminism was something of an unknown," Budson recalled one recent morning from her office in the Taubman Building. Little did Budson or her parents know that her passion for women's equality would in fact lead her to Harvard Kennedy School (HKS), where she has served as executive director of the Women and Public Policy Program (WAPPP) for the past 15 years.

By helping HKS faculty to craft policies and programs to help bring about gender equality in American politics and abroad, Budson has stayed true to her original cause. She even earned that parent-assuaging Harvard degree: In 2003, she became the first HKS employee to graduate from the School's midcareer master in public administration program while working full time.

"The work I do here is about closing gaps," Budson said. "People make laws out of their life experience. If women aren't represented, the most basic needs of women's lives won't be translated into good policy."

Budson, who grew up in Wellesley Hills, Mass., left home to attend Haverford College but developed back problems that forced her to return to her hometown. During her two-year recovery from spinal fusion surgery, she enrolled at Wellesley College, a change that led her to new thinking.

"I don't think one can ever understand how to build equality if one has never been someplace where one is put first," she said of her time at the women's school. Even the college's gym was a revelation. "I'd never been in a sports facility before in my life where the women's locker rooms weren't an addition."



By helping Kennedy School faculty craft policies and programs to bring about gender equality in American politics and abroad, Victoria Budson has stayed true to her original cause.

After graduating in 1993, Budson embarked on a career in politics. She soon became the first woman chair of the Young Democrats of Massachusetts and was elected to Wellesley's town meeting.

In 1996, she met Joseph Nye, then the new dean of the Kennedy School, who mentioned that HKS hoped to start a women's center. "I felt that I knew just what should be done," she said. Nye agreed, and hired her to be the first executive director of WAPPP.

At the time, the HKS faculty had one woman. When Budson called an introductory meeting with the School's female students, the group could fit comfortably in a single function room.

"I sat with these women — who were at a school of government, who thought enough of themselves to have applied to a school like Harvard, and who were successful enough to be admitted — and I said, 'How many of you are interested in running for public office?'" Budson recalled. "I got one hand."

Convinced the School could do more to help produce elected women leaders, Budson started From Harvard Square to the Oval Office, a program that trains 50 female students each year. The program hosts workshops with top political consultants on everything from media appearances to fundraising strategies, supports summer political internships, and gives its graduates a support network to tap into down the road.

"We help people go from having the idea to run, to having the skills and confidence and actually envisioning themselves as political leaders," she said.

Outside Harvard, Budson remains active in state poli-

## HOT JOBS

**ASSISTANT DIRECTOR, UNIVERSITY DEVELOPMENT OFFICE, REQ 25597, GR. 057**  
Alumni Affairs and Development, FT

**EXECUTIVE DIRECTOR, MULTI-REGIONAL CLINICAL TRIALS (MRCT) CENTER, REQ 25384, GR. 061**  
University Administration, FT

**PROJECT MANAGEMENT DIRECTOR, REQ 25380BR, GR. 061**  
Harvard University Information Technology, FT

### PART-TIME LECTURERS ON HISTORY AND LITERATURE

For information on applying see: [fas.harvard.edu/~histlit/HL-program.html](http://fas.harvard.edu/~histlit/HL-program.html). Deadline Jan. 13, 2012. Applications from women and minorities are strongly encouraged.

Online ► See complete opportunity listings at [www.employment.harvard.edu](http://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/](http://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/](http://employment.harvard.edu/careers/findingajob/).

tics and women's issues. She recently was elected chair of the Massachusetts Commission on the Status of Women, after being appointed by Gov. Deval Patrick. The Commission, an independent state agency, works to advance equality for women in all areas of life.

"My work here at Harvard is incredibly important, but [it] won't feed women who are hungry or shelter women who don't have homes," she said, although hopefully it will lead to policies that leave fewer women hungry or homeless in the future. The research and ideas coming out of WAPPP will improve systems over time, but Budson insists that women must get involved now, no matter how imperfect the political process.

"Structural change will take a really long time," she said. "I can't wait that long."





# 25 and years counting

## Annual ceremony honors 142 longtime employees, keepers of Harvard's institutional identity.

By Katie Koch | Harvard Staff Writer

After 25 years on the job as a mailroom staff assistant, Roger Joujoute has become a guardian angel of the Harvard Kennedy School — and he has just the story to prove it.

Back in the '90s, when he worked on the second floor of the Littauer Building, Joujoute developed a system for signaling to busy mail carriers standing on the ground level. If the mailroom needed a package to be picked up, Joujoute would hold up a large sign reading "Yes." If not, he'd hold up "No."

One day, however, a student came in and asked if he could have Joujoute's "Yes" sign. At the start of the school year, the young man explained, he had been standing in the Littauer atrium, asking God for a sign that he'd made the right choice in coming to Harvard.

"Sure enough, he was chatting with people, and he looked up," Joujoute recalled. "That day, fortunately for him, we had packages."

Joujoute isn't the only employee keeping watch over Harvard. In fact, he was just one of 142 faculty and staff honored at the 57th

annual 25-Year Recognition Ceremony on Dec. 1 for their long-running commitment to the University. With their combined 3,550 years of service, the newest members of the quarter-century club are the keepers of Harvard's living legacy.

"You are the institutional memory; you are the institutional identity," President Drew Faust told the crowd of more than 200 honorees, family members, and co-workers gathered at the Harvard Faculty Club. "It really behooves us to sit here and recognize what's important about continuity and about commitment and about deep engagement with an institution."

The honorees dined on a full buffet and open bar, chatted with Faust, and mulled their options for their 25-year gift (a crystal bowl garnered covetous looks, but the traditional engraved rocking chair seemed to be the most popular choice). Some signed up to share their tales with a representative from Harvard Stories, the University's new video history project.

"Today, for once, it's all about you," Mary Ann O'Brien, director of planning and program management for Harvard Human Resources, told the crowd.

The event drew a bit of nostalgia for simpler times. In the years since 1986, complete vacation has become a foreign concept, thanks to constant connectedness wrought by technology, Faust noted.

"Remember those little pink pads that said 'While you were out'? [Now] you're never out," she said to knowing laughter.

But if the times have changed, Harvard has evolved too, she said. It was only in 1989 that the first woman took a seat on the Harvard Corporation. When the honorees began working at Harvard during its 350th year, Prince Charles was the guest of honor at the anniversary celebration.

By contrast, this fall's 375th celebration was "a raucous, wet, multidimensional celebration ... that I think Prince Charles would have found

Roger Joujoute (left), mailroom staff assistant, with his son Jens at the Faculty Club recognition ceremony. President Drew Faust (below) recognized the honorees: "You are the institutional memory; you are the institutional identity."

quite alarming," Faust said wryly.

Harvard has greater gender, ethnic, and international diversity than ever, Faust said, an observation borne out by the mix of faces in the crowd.

"All these changes that you have witnessed; all these changes you have enabled and supported," she said. "I know that we'll be depending on you for the next 25 years, and I look forward to celebrating your 50th anniversary."

Indeed, many of the honorees wondered how time could pass so quickly. Susan St. Martin found her first job at the Harvard School of Dental Medicine (HSDM) via a Boston Globe classified ad, an experience that would likely seem foreign to her younger colleagues. Since then, she said, her co-workers have become a second family.

"We've all grown together, watched our children grow up and go to college," said St. Martin, now a patient services liaison in the teaching practice of HSDM.

Some recalled life-changing moments of their Harvard tenure. Wendy Chandler, a staff assistant in the Office of Community Affairs, called watching South African leader Nelson Mandela speak at Harvard in 1986 when he accepted an honorary degree "the highlight of my career."

For others, the 25-year milestone conjured bittersweet memories.

"I used to have hair when I started here," lamented Jaime Moreno, an animal quarters supervisor with FAS Animal Resources, who works at the Bio Labs. Still, when asked how Harvard has changed him, Moreno insisted, "I'm 25 years younger."

An elementary school teacher in his native El Salvador, Moreno got his Harvard job by chance. His brother was supposed to interview for the position but couldn't make it.

Handling rats, weasels, and other animals in the lab didn't phase Moreno — "the work was exciting and different" — but learning to work a desk-top did. "I was scared to touch a computer," he recalled. Over time, Harvard became an important part of his life.

"It's not just a place to work. It's also a place to be proud of," he said. "Where I work is where science begins. Our group helps to make life for humanity better."

For a moment, it almost seemed as if he'd forgotten Harvard was honoring him, rather than the other way around.

"From the bottom of my heart, I'm grateful," Moreno said.

Online ►► Photo gallery: [hvd.gs/97868](http://hvd.gs/97868)



Photos by Jon Chase | Harvard Staff Photographer





Andrea Henricks '13 (left), a mentor at the Harvard Allston Education Portal, and 10-year-old Nora Lyons made lava lamps, which they presented at a Student Showcase and Open House. The Harvard mentoring program pairs Allston-Brighton children in grades one to 12 with Harvard undergraduates in weekly sessions throughout the semester.

#### LIONEL RICHIE CHARMS STUDENTS, RECEIVES HUMANITARIAN AWARD

Award-winning superstar **Lionel Richie** came to Harvard on Dec. 5 to receive the Harvard Foundation's **Inaugural Peter J. Gomes Humanitarian Award** for his contributions to the Breast Cancer Research Foundation and his charity single "We Are the World." During his visit, Richie answered questions in a ceremony with Harvard College students and was treated to a dinner afterward, with performances by Mariachi Veritas, Harvard KeyChange, and the Kuumba Singers of Harvard College.



Lionel Richie (left) and S. Allen Counter during the awards ceremony. Richie received the Harvard Foundation's inaugural Peter J. Gomes Humanitarian Award.

the **A.S. Romer-G.G. Simpson Medal**, was given to **Alfred W. "Fuzz" Crompton** for his sustained and outstanding scholarly excellence in the discipline of vertebrate paleontology. Crompton is the Fisher Professor of Natural History *Emeritus* at Harvard University where he researches the neuromuscular control of all aspects of feeding in a wide variety of vertebrates.

"To me, 'humanitarian' means only one thing. It means lover of people, all people, for no other reason but for the fact that they're alive," said Richie.

To read the full story, visit <http://hvd.gs/97571>.

#### HARVARD PALEONTOLOGIST HONORED BY SOCIETY OF VERTEBRATE PALEONTOLOGY

The **Society of Vertebrate Paleontology** presented 19 awards in 14 categories at its annual meeting in Las Vegas. The society's highest honor,

For more information about the awards and winners, visit <http://www.vertpaleo.org>.

#### THREE GSAS AMONG WINNERS OF HHMI FELLOWSHIPS

Three **Graduate School of Arts and Sciences (GSAS)** students — **Nataly Moran Cabili**, Ph.D. candidate in systems biology, **Mehmet Fisek**, Ph.D. candidate in neuroscience, and **Le Cong**, Ph.D. candidate in biological and biomedical sciences — are among the 48 winners in a new fellowship competition from the **Howard Hughes Medical Institute (HHMI)** that awards full-time funding to exceptional international students in the third, fourth, and fifth years of their graduate programs in science and engineering.

Offered for the first time this year, the HHMI's International Student Research Fellowships will allow these talented students to devote their full attention to research at a critical time during their professional development. The awards serve a particularly important role, according to the HHMI, because much of the available funding for graduate education is reserved for U.S. citizens.

Learn more about the GSAS-HHMI fellows, [http://www.gsas.harvard.edu/fellowships/three\\_international\\_students\\_win\\_new\\_howard\\_hughes\\_funding.php](http://www.gsas.harvard.edu/fellowships/three_international_students_win_new_howard_hughes_funding.php).



Divinity School student Sonya Soni (upper left) is in a documentary titled "Keep a Child Alive," which airs on Showtime.

#### DIVINITY SCHOOL STUDENT IN DOCUMENTARY

**Sonya Soni**, a Harvard Divinity School student, is featured in the documentary "**Keep a Child Alive with Alicia Keys**," which airs throughout December on Showtime.

Soni, who is studying the moral economy of global health and human rights for orphaned children in India, said it is the work being done in South Africa with the nonprofit organization Keep a Child Alive, that is the focus of the film.

"Keep a Child Alive" addresses the health and social needs of HIV-affected orphans in both India and South Africa. The documentary portrays the journey of five students, including Soni, and the organization's co-founder, musical artist Alicia Keys, from the students' school campuses to the villages of South Africa.

For a schedule of show times, visit <http://www.sho.com/site/movies/movie.do?seriesid=0&seasonid=0&episodeid=139877>.





The Tazuko Ajiro Monane Prize recipients are Brittany Fay (left) and Hyun Ho Kim. The Noma-Reischauer Prizes in Japanese Studies were awarded to Ethan Bushelle (pictured) and Peter Bernard.



## TWO FROM HARVARD NAMED ACM FELLOWS

**Susan Landau**, a visiting scholar in computing science at the Radcliffe Institute, and **Herchel Smith Professor of Computer Science Margo Seltzer** were two of 46 people who were recently named fellows by the **Association for Computing Machinery (ACM)**. Fellows were recognized for their contributions to computing that have provided fundamental knowledge to the computing field and generated multiple technology advances in industry, commerce, health care, entertainment, and education.

"These women and men, who are some of the leading thinkers and practitioners in computer science and engineering, are changing how the world lives and works," said ACM President Alain Chesnais.

For a complete list of fellows, visit <http://fellows.acm.org/homepage.cfm>.

## HMS PROFESSOR LOUISE IVERS RECEIVES BAILEY K. ASHFORD MEDAL

Harvard Medical School (HMS) Assistant Professor of Medicine **Louise Ivers** was awarded the Bailey K. Ashford Medal by the American Society of Tropical Medicine and Hygiene.

Ivers, an infectious disease specialist at **Harvard-affiliated Brigham and Women's Hospi-**



**tal** and senior health and policy adviser at the nonprofit group Partners In Health (PIH), was presented the award by PIH co-founder **Paul Farmer** on Dec. 5 in Philadelphia. Farmer is the Kolokotronis University Professor of Global Health and Social Medicine at HMS. For more than eight years, Ivers has worked in Haiti, leading efforts to implement health and social justice programs, expand clinical services, conduct pioneering research, and respond to the 2010 earthquake and ongoing cholera outbreak.

To read the full story, visit <http://hvd.gs/97545>.

## STUDENTS AWARDED FOR JAPANESE STUDIES

**Peter Bernard** '11 and Graduate School of Arts and Sciences Ph.D. candidate in religion **Ethan Bushelle** have been awarded the **Noma-Reischauer Prizes in Japanese Studies**. The prizes are awarded to the best essays on Japan-related topics written by Harvard students and are sponsored by the Tazuko Ajiro Monane Memorial Fund and the Reischauer Institute of Japanese Studies.

**Brittany Fay** '12 and **Hyun Ho Kim** have been awarded the **Tazuko Ajiro Monane Prizes**, which are awarded each year to outstanding students of Japanese who have completed at least two years of Japanese language study at Harvard. The prizes were awarded on Dec. 9.

— Compiled by Sarah Sweeney

Louise Ivers (left) has been recognized for her work in Haiti. Ivers is a member of the Harvard Medical School faculty.

## OBITUARIES

### L. Fred Jewett

Former College dean dies at 75



L. Fred Jewett '57, former dean of Harvard College and a longtime University administrator, died on Sunday. He was 75. Jewett's career at Harvard spanned 35 years, during which he served as dean of admissions as well as the College's top administrator. In that time, he implemented more inclusive admissions policies, played a key role in the integration of Harvard and Radcliffe, and introduced randomiza-

tion to the process of assigning upper class students to the Houses.

"Fred Jewett was a pillar of the College for more than a generation," said Harvard President Drew Faust. "He profoundly shaped the undergraduate experience and was dedicated to opening Harvard to the most talented students, regardless of background. I'm deeply saddened by his loss."

To read the full obituary, visit <http://hvd.gs/97116>.

### Abraham Zaleznik

HBS professor emeritus, 87

Harvard Business School Professor *Emeritus* Abraham Zaleznik, a renowned authority on leadership and social psychology, died in Boston on Nov. 28 at the age of 87. At the time of his death, he was the School's Konosuke Matsushita Professor of Leadership.

As a member of the Harvard Business School (HBS) faculty for more than four decades, Zaleznik made important and lasting contributions as an innovative, prolific, and distinguished scholar, researcher, teacher, course developer, and author of 16 books and more than 40 articles.

To read the full obituary, visit <http://www.hbs.edu/news/releases/abrahamzaleznikobituary120111.html>.

### Paul Doty

Founder of Belfer Center, 91



Paul Doty, the founder of Harvard Kennedy School's Belfer Center for Science and International Affairs, died Dec. 5 at the age of 91.

Graham Allison, former dean of the Kennedy School and director of the Belfer Center, advised colleagues of Doty's passing: "Paul was a lifelong peacemaker, building bridges between Soviet and American sci-

entists and promoting nuclear disarmament since the 1950s — work that helped the Pugwash Conferences earn the Nobel Peace Prize in 1995."

To learn more about Doty, read his full obituary, and view multimedia, visit <http://belfercenter.ksg.harvard.edu/index.html>.



With both the men's and women's squash teams still undefeated, the teams look to capitalize on their momentum when the season resumes after winter break.



Squash co-captain Will Ahmed (above) sweats it out at a grueling practice. The women's team (left) has also been "training really hard," according to co-captain Nirasha Guruge (far right).

## Powerhouses in the making

By Sarah Sweeney | Harvard Staff Writer



It's reading period at Harvard, but squash practice is still in session.

On the Murr Center squash courts, puddles of sweat line the floors. Assistant coach Reg Schonborn orders his crew to run drills. "We can stand to get a little stronger, a little fitter," said Schonborn, a native of South Africa by way of Trinity College in Hartford, Conn., where he played as a student and then coached before joining Harvard in the spring of 2010.

The men's and women's teams are as yet undefeated, winning their last nine and seven matches, respectively. "We're competing pretty well, but we haven't been pushed too far yet," said Schonborn.

He's eyeing a game against his alma mater. Trinity, which holds the record for the longest winning streak in any intercollegiate sport in the nation, will be a tough matchup come January.

"As far as team weaknesses go, I can't think of any," said Mike Way, the inaugural Gregory Lee '87 and Russell Ball '88 Endowed Coach for Squash. "I really feel like we're going from strength to strength. We have a well-deserved confidence, a quiet confidence."

In Way's first year at Harvard, the women's team finished second in the league and the men finished fifth. The British-born coach is widely recognized as one of the best squash coaches around, and once coached

Jonathan Power, the 1998 world champion in the sport.

"A lot of last year was finding my feet," said Way. "Now I know the lay of the land. I have two assistant coaches now, and we're a very good fit, with our coaching abilities."

"He's doing a great job with us, and we're really lucky to have him, and all our coaches," said Nirasha Guruge, a senior economics concentrator from Sri Lanka, and the women's co-captain.

"Coach Way is an extremely focused, tactical coach," reiterated men's co-captain Will Ahmed, a senior government concentrator from Mill Neck, N.Y. "He pays a lot of attention to form and movement, and he's recruited good coaches alongside him."

"Having Mike at Harvard for the program is incredible. He can make every single one of us a better player," said co-captain Jason Michas, a junior from New York City. "But the games after break will really test us as a team."

Guruge cites strong team chemistry for both the men's and women's successes. "All the coaches say our chemistry is awesome," she said. "We all really like each other, and we have really good players in Haley Mendez and Amanda Sobhy."

Sobhy is a key for the women. "She's a phenomenal player. She plays with the boys, and is the No. 1-ranked junior player in the world," said co-captain Cece Cortes,

### ATHLETICS

who was undefeated as a player last season.

Cortes has been out injured this year with a torn hip labrum and strained hamstring. "I've been giving it a lot of TLC and rest," said Cortes, who expects to return to the court come January. "I really thought we had a chance last year, but our chances are greater now to have an even better team."

A Cambridge native and senior English concentrator, Cortes said that usually it's the luck of the draw when it comes to compatible personalities on the team. "But the men's and women's teams get along really well," she said. "That on- and off-court dynamic will really help us in the end."

As for the men, their ace is Ali Farag, a sophomore from Cairo, who is also the top-ranked junior player in the world. Farag and Sobhy are currently clearing eligibility, a league requirement after participating in high-profile tournaments.

After winter break, the men's and women's teams take on the University of Pennsylvania on Jan. 14, and a succession of other powerful teams, including Princeton, Yale, and powerhouse Trinity.

"We don't feel intimidated. We have the utmost respect for our competition," said Way, who will put the teams through a weeklong training clinic before resuming play. "We've got to take care of all the little things — nutrition, rest and recovery, hydration. Those little things tip the balance. They've got to come back fit."

"Our goals this year are realistic. We just want to win an Ivy title, and then the national title," said Ahmed.

"I'm excited to play the more difficult teams. We've been training really hard," said Guruge. "I'm excited to be pushed, to feel that excitement, that nervousness."

Online ►► Photo gallery: [hvd.gs/97945](http://hvd.gs/97945)

Photos by Jon Chase | Harvard Staff Photographer



# Calendar

HARVARD.EDU/EVENTS

HIGHLIGHTS FOR DECEMBER 2011/JANUARY 2012

See complete Calendar online ►► [news.harvard.edu/gazette/section/calendar](http://news.harvard.edu/gazette/section/calendar)

su	m	tu	w	th	f	s
				15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
1	2	3	4	5	6	7
8	9	10	11	12	13	14

The deadline for Calendar submissions is Wednesday by 5 p.m., unless otherwise noted. Calendar events are listed in full online. All events need to be submitted via the online form at [news.harvard.edu/gazette/calendar-submission](http://news.harvard.edu/gazette/calendar-submission). Email [calendar@harvard.edu](mailto:calendar@harvard.edu) with questions.

The Gazette will resume print publication beginning Feb. 2.

**Dec. 23.** "In Defense of Scrooge" from 1961: Broadcast of Professor David Owen. WHRB's annual Christmas Program, with carols, spoken word, and classical music for the season, including the late Harvard Professor David Owen's "In Defense of Scrooge" (a warm his-

tory of Christmas traditions), recorded and first broadcast by WHRB at Christmastime, 1961, plus Lionel Barrymore as Scrooge in Charles Dickens' "A Christmas Carol." WHRB, 95.3 FM, streamed at [www.whrb.org](http://www.whrb.org), 7-10 p.m.

**Dec. 16-29.** The Christmas Revels 2011. Sanders Theatre, various times. Regular: \$52, \$42, \$25 (partial view), \$10 (obstructed view); children 11 years and under: \$42, \$32, \$15 (partial view), \$7 (obstructed view). 617.496.2222, [boxoffice.harvard.edu](http://boxoffice.harvard.edu), [ofa.fas.harvard.edu/calendar/details.php?ID=42483](http://ofa.fas.harvard.edu/calendar/details.php?ID=42483).

**Dec. 17.** Henri-Georges Clouzot's "Woman in Chains (*La Prisonnière*)," Harvard Film Archive, 24 Quincy St., 9:30 p.m. Cost: \$9 general; \$7 non-Harvard students, Harvard faculty and staff, and senior citizens; free for Harvard students with valid ID. [hcl.harvard.edu/hfa/films/2011octdec/clouzot.html](http://hcl.harvard.edu/hfa/films/2011octdec/clouzot.html).

**Through Dec. 19.** Cradles to Crayons/Harvard Winter Clothing Drive. Harvard University is collecting new and gently winter clothing (kids' sizes 0-20 & Adult S,M,L); winter coats; winter shoes & boots (infant child sizes 0-13 & youth/adult sizes 1-10); socks and underwear (new only); and hats, gloves, scarves, and mittens. Donation bin located in the Events & Information Center, Holyoke Center Arcade,

1350 Mass Ave. 617.495.4955, [julie\\_moscatel@harvard.edu](mailto:julie_moscatel@harvard.edu).

**Dec. 21.** Winter Solstice Night at the Museum. Harvard Museum of Natural History, 26 Oxford St., 5-8 p.m. The Pinewoods Morris Men will perform the traditional Abbots Bromley Horn Dance at 6 p.m. At approximately 6:30 p.m., everyone will be invited to join a processional to Sanders Theatre, led by the horn dancers. See website for related Christmas Revels and admission info. 617.495.3045, [hmn.harvard.edu](http://hmn.harvard.edu).

**Through Jan. 8.** Three Pianos. Loeb Drama Center. Visit website for times, prices: [americanrepertorytheater.org/events/show/three-pianos](http://americanrepertorytheater.org/events/show/three-pianos).

**Jan. 9.** The Evolution of Big. Arnold Arboretum, Hunnewell Building, 125 Arborway, 7-8:30 p.m. Ned Friedman, Arnold Arboretum director. Free. First in a series of four lectures: Jan. 9, Feb. 6, March 5, March 19. 617.384.5277, [pam\\_thompson@harvard.edu](mailto:pam_thompson@harvard.edu), [my.arboretum.harvard.edu](http://my.arboretum.harvard.edu).



DEC. 17



## A look inside: Lowell House



### The season of giving, and receiving

"We are about to light the Yule Log," intoned House Master Diana Eck to the gathering of more than 400 Lowellians at the annual Yule Dinner.

"This is the time of year rich with sacred and secular observances. But these rites we observe tonight take us back to the ancient pagan soil beneath so many traditions: bringing greens into homes at midwinter, kindling lights and fires at the darkest time of year, and feasting at table with loved ones," said Eck, who is also Fredric Wertham Professor of Law and Psychiatry in Society and a member of the Divinity School faculty. "So deeply did New England's Puritans resist the celebrations of this season that Increase

Mather and his kin prohibited it and levied a 5 shilling fine against anyone found celebrating in this manner."

The diners were served by white-coated staff members who carved up roasts, replenished platters, and catered to special requests. Then, House masters at the high table summoned those same servers to the stage. One by one, they came forward, were praised for their steadfast contributions to the quality of House life, and were given gifts and hugs. Several were moved to tears, as they basked in the applause of the entire dining hall, and then returned the gesture, with givers and receivers applauding each other, in the true spirit of the holiday season.



Photos and text by Jon Chase | Harvard Staff Photographer

Online ►► [View photo gallery: hvd.gs/98262](http://hvd.gs/98262)