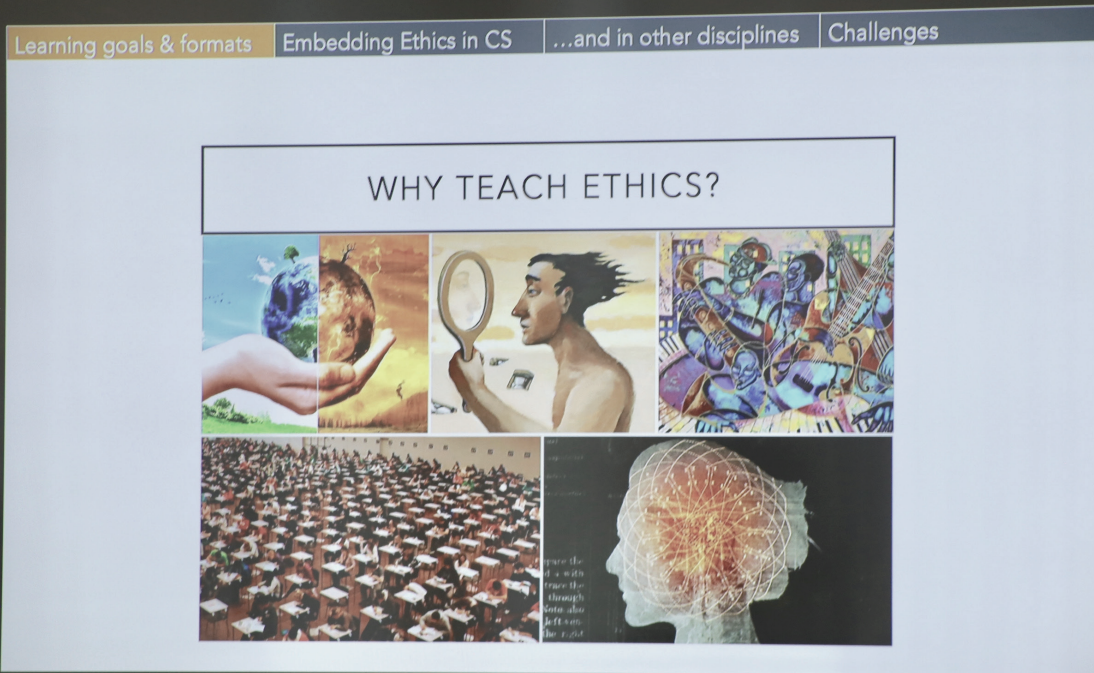


*EDMOND J. SAFRA  
CENTER FOR ETHICS*

# ANNUAL REPORT

2018-2019



*124 Mt. Auburn Street  
Suite 520N  
Cambridge, MA 02138*



*About the*

# CENTER FOR ETHICS



The Edmond J. Safra Center for Ethics seeks to strengthen teaching and research about pressing ethical issues; to foster sound norms of ethical reasoning and civic discussion; and to share the work of our community in the public interest.

Our goal is to help Harvard University expand its community of faculty, students, alumni, and personnel who are equipped to help establish and deploy norms of ethical reasoning and productive civic discussion and action. We hope that our contributions to public discussions on campus, in the country, and around the globe will break down siloes among disciplines and forms of expertise that currently hinder our ability to identify and pursue the common good. We curate and connect empirical, ethical, and policy research on themes ranging from digital technology and innovations in biotech to drug policy, civic education, political economy, and justice and human values. We are working to help restore the credibility of the university as a valued partner for civic discourse.

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## Letter from the Director

We have done phenomenal things together this year. With reading groups and focused convenings, we have accelerated a conversation on campus about future hiring in ethics across a number of schools. We have supported dozens of scholars at all levels in their important work, from undergraduate and graduate students to faculty and practitioners joining us as fellows. We have deepened the campus conversation about political economies and justice and walked with colleagues toward the finish line on their exciting book projects. We helped launch a sister **EthicsLab** in Yaoundé, Cameroon with Berggruen Fellow **Thierry Ngosso** and our friends at the **Berggruen Institute**, and worked with educators to co-design a year-long Grade 8 civic education curriculum for Massachusetts school districts. Looking to the future in multiple senses, we have helped convene campus-wide conversations on ethics and technology, and are collaborating with the **Berkman-Klein Center for Internet and Society** to build out a One Harvard collaboration in **Tech and Human Values**.

The foundation of all our good work is the wonderful intellectual and human community we support—our four fellows programs and all of our faculty affiliates. Among the many ways we had a chance to appreciate the vitality of our programs, one pleasure this year was terrific presentations at a Harvard Square book store for our “Ethics in Your World” series by Center affiliates **Christine Korsgaard** on animal rights, **Larry Lessig** on political equality, **Myisha Cherry** on apologies and forgiveness in public life, and **Meira Levinson & Jacob Fay** on educational ethics. Also special was our ground-breaking conference on **John Rawls**, which assembled in one place many generations of Edmond J. Safra Center fellows and others for a reconsideration of Rawls’ work and mapping out of future directions for liberal political philosophy in 21<sup>st</sup> century terms.

Our public lecture series pulled the community together as always, and featured our annual Lester Kissel Lecture in Ethics with **Linda Greenhouse**, on the Supreme Court’s threat to democratic society, and **Martha Nussbaum**’s Keynote for the Graduate Political Theory Conference, on working with and for animals.

Questions of the ethics of technology threaded throughout our lecture series this year, beginning with a compelling and thought-provoking presentation by economist **Glen Weyl** on his new book,



*Radical Markets*, a reimagining of the market economy to promote equality and collective action. We continued with this theme as we heard from computer scientist **Cynthia Dwork**, who invented differential privacy, on algorithmic fairness; from **Frances Kamm** on self-driving cars; and from California Supreme Court Justice **Mariano-Florentino Cuéllar** on law and technology. These questions of the ethical implications of technological and biomedical innovation are pressing, and we will address them fully and comprehensively beginning in the fall, when we will welcome a new fellows cohort focused on that theme.

Equally pressing is the question of how we educate young people to see and meet their own ethical and civic responsibilities. Our pedagogical work has been gathering steam for several years. This year in addition to substantial work in support of civic education reforms in the Commonwealth of Massachusetts, we supported the development of new General Education courses for Harvard undergraduates, cheered on as Philosophy and Computer Science built out an **Embedded EthiCS** curriculum that integrates ethics modules into many computer science courses, began to lay the groundwork for extending the Embedded Ethics principles to other parts of the university, wrapped up a study in partnership with Stanford and the University of South Florida on ethics education in higher education as part of the **National Ethics Project**, and topped it all with an Innovation in Ethics Pedagogy showcase at the end of the year.

We are immensely grateful to the **Edmond J. Safra Foundation** for its longstanding support of our work, as well as their recent support of our ethics pedagogy innovation. We are grateful to the **Berggruen Institute** for its support of our effort to build a global framework for our work. We are grateful to the **Sekyra Foundation** for supporting “Rawlsapalooza” and to the **Carnegie Corporation, Commonwealth of Massachusetts, Ford Foundation, Institute for Museum and Library Services, Mellon Foundation**, and **Miami Foundation** for supporting our impact initiatives, research on ethics and civics education, and Tech and Human Values. We thank in addition our long-time friend, **Eugene Beard**, for his commitment of many years to our graduate fellows program and an anonymous donor of a new endowment in support of our graduate fellows program.

Danielle Allen

August 2019

## Our Fellows

### Fellows-in-Residence

**Aaron Ancell**, Assistant Professor of Philosophy, Bentley University

**Jeff Behrends**, Lecturer in Philosophy, Harvard University

**Brian Berkey** (Berggruen Fellow), Assistant Professor in the Department of Legal Studies and Business Ethics, Wharton School at the University of Pennsylvania

**Mark Budolfson**, Assistant Professor of Philosophy, University of Vermont

**Deborah Chasman**, Editor-in-Chief at *Boston Review*

**Turkuler Isiksel**, James P. Shenton Assistant Professor of the Core Curriculum, Columbia University

**Sungho Kimlee** (Berggruen Fellow), Shuimu Tsinghua Scholar, Tsinghua University

**John Kroger** (Visiting Fellow), Former President of Reed College

**Jamie Martin** (Visiting Fellow), Assistant Professor of History, Georgetown University

**Thierry Ngosso** (Berggruen Fellow), Senior Research Fellow at the Institute for Business Ethics, University of St. Gallen

**Gina Schouten**, Assistant Professor of Philosophy, Harvard University

### Graduate Fellows

**Rachel Achs**, Philosophy

**Elettra Bietti** (Eugene P. Beard Fellow), Harvard Law School

**Sanford Diehl**, Philosophy

**Louis Gerdelan**, History

**Jacob Moses**, History of Science

**Charles Petersen**, American Studies

**Lowry Pressly**, Political Theory

**Gili Vidan**, History of Science

### Ethics Pedagogy Fellows

**Ashley Lee**, Harvard Graduate School of Education

**Brian Palmiter**, Political Theory

**Ronni Gura Sadovsky**, Philosophy and Harvard Law School

**Andrew Westover**, Harvard Graduate School of Education

### Undergraduate Fellows

Vedant Bahl, Jesse Barrera, Amanda Chen, Emily Fox-Penner, Natasha Gonzalez, Archie Hall, Christopher Hopson, Sidney Li, Daniel Lu, Joshua Moriarty, Adam Nahari, Paloma O'Connor, Sam Oh, Clarke Patrone, Apoorva Rangan, Sarah Rodriguez, Sarah Ryan, Lynnea Shuck, Abigail Simon, Lauren Spohn, Grace Sullivan, Mikael Tessema, Richard Wang, Jenna Wong

## Fellows-in-Residence

Danielle Allen and Eric Beerbohm, Co-directors

### Aaron Ancell

Aaron Ancell is Assistant Professor of Philosophy at Bentley University. Aaron's research bridges the gap between our democratic ideals and the actual state and practices

of contemporary democratic societies. In his dissertation, Aaron argued that prominent theories of liberalism and democracy wrongly neglect the social and psychological mechanisms that explain some of the most troubling features of modern political life such as polarization and partisan animosity. During his fellowship at the Center, Aaron finished

four papers that are now under review or forthcoming at various journals, and drafted three more. They cover subjects from the roles and obligations of corporations as sources of knowledge and expertise in the regulatory process; political polarization; and the need for feasible compromises on conscientious objection, now published in the *Journal of Medical Ethics*. Aaron participated in the MANCEPT Workshops in Political Theory at the University of Manchester and the Pacific Division Meeting of the American Philosophical Association in Vancouver.

### Jeff Behrends

Jeff Behrends is a Lecturer in Philosophy at Harvard University, and the new Director of Ethics and Technology Initiatives at the Edmond J. Safra Center for Ethics. During his fellowship year at the Edmond J. Safra Center for Ethics, Behrends advanced work on the ethics of machine learning techniques, with an article co-written

with **John Basl** on autonomous vehicles, which has been invited to appear as the lead article in a new volume on the ethics of autonomous vehicles. He also worked on a paper on the relationship between practical reasons and

reasoning, and a nascent project on principles of instrumental transmission. Behrends completed his PhD in Philosophy at the University of Wisconsin-Madison in 2013. He has since occupied positions in the departments of philosophy at Illinois State University and Harvard University. His published work

includes papers in applied political philosophy, normative ethics, and metaethics. Behrends's fellowship was supported in part by the Center for Research on Computation and Society.

### Brian Berkey

Brian Berkey is an Assistant Professor in the Department of Legal Studies and Business Ethics at the Wharton School of the University of Pennsylvania, and an associated faculty member in the Department of Philosophy at Penn. During his fellowship year, Brian completed work on eight research papers and made substantial headway on two more. He also traveled and gave ten talks and two commentaries at conferences, and presented his paper on sweatshops and exploitation at the Berggruen Workshop in Yaoundé, Cameroon. Finally, he co-organized a conference on "Business Ethics in the Digital Age," with **Mark Budolfson** and **Nien-hê Hsieh**, held at Harvard



Aaron Ancell

Business School. Brian earned his PhD in philosophy at UC-Berkeley in 2012, and was a postdoctoral fellow at the Center for Ethics in Society at Stanford before moving to Penn.

### Mark Budolfson

Mark Budolfson is Assistant Professor of Philosophy at the University of Vermont. He received his PhD in Philosophy from Princeton in 2012. He works on interdisciplinary issues in public policy and ethics, especially in connection with sustainable development goals, and collective action problems such as climate change and other dilemmas that arise in connection with common resources and public goods. While at the center Mark worked on projects on sustainable development and climate change economics, global ethics and international institutions, and individual reasons for action in collective action situations.

### Deborah Chasman

Deborah Chasman is Editor-in-Chief at *Boston Review*. She has decades of experience in book and magazine publishing and throughout her career she has focused on bringing the work of academics to the public sphere—experimenting with both old and new media, and working with both emerging and celebrated writers. Most recently she oversaw the transformation of *Boston Review*'s publishing model from a subscription-based magazine to a web-focused, membership-driven platform for ideas. After more than thirty years as a publishing professional, Deb's fellowship year gave her the first opportunity to step away from the day-to-day work of being an editor—demanding work that did not allow much room for reflection—to explore her own ideas and to write. She produced a paper entitled “Anatomy of a Decision,” a

case study in professional ethics drawn from her experience around the #MeToo allegations against *Boston Review*'s longtime fiction editor, **Junot Diaz**. Her paper will be published in the *New York Times Magazine*, and she has been approached by a book editor about expanding the

project. Finally, she conducted several interviews this year—with **Errol Morris**, **Yochai Benkler**, and **Cornel West**—around the topic of her original E.J. Safra Center proposal on ethics and the media, and these were published in *Boston Review*.

### Turkuler Isiksel

Turkuler Isiksel is the James P. Shenton Assistant Professor of

the Core Curriculum at Columbia University and teaches in the Department of Political Science. She earned her PhD in political science from Yale University and works primarily in contemporary political theory. She is the author of *Europe's Functional Constitution: A Theory of Constitutionalism beyond the State* (Oxford University Press, May 2016), which argues that the economically driven process of European integration has produced a supranational constitutional system that differs markedly from traditional rights-based and democratic models of constitutionalism. During her fellowship year, Turku drafted a new book on corporate constitutional and human rights claims. She gave a public lecture to the Research Group on Constitutional Studies at the Yan P. Lin Centre at McGill University; presented work at Georgetown University, the University of Wisconsin-Madison, the Association for Political Theory conference, and the American Society for Political and Legal Philosophy annual meeting; and worked on a few freestanding papers. These include an article on corporate human rights claims under the ECHR (forthcoming in the *Georgetown Journal of Law and Public Policy*, August 2019), a chapter on “democracy-eroding multilateralism” in the EU (forthcoming in an edited volume



Mark Budolfson, Nir Eyal, and Thierry Ngosso



by Nadia Urbinati and Michele Battini), and a co-authored project on the ethics of voting in authoritarian regimes. Finally, her 2016 book, *Europe's Functional Constitution*, came out in paperback from Oxford University Press.

### Sungho Kimlee

Sungho Kimlee studies ethics and political theory, both ancient and modern. He made great headway on his book comparing self-cultivation in ancient Greece, China, and India. In the course of researching for this book, he deepened his understanding of Christianity, Daoism, and Greek Philosophy, and improved his grasp of Buddhist spiritual practices and their inner logic, by practicing meditation regularly. Sungho presented a paper on the ethics of self-cultivation in Buddhism, Daoism, and Confucianism at the Beggruen Workshop in Yaoundé, Cameroon.

### John Kroger

John Kroger is Former President of Reed College. In addition to his year with us as a Visiting Fellow, John was also a Visiting Professor at Harvard Law School, and a Leader in Residence at the Kennedy School. He taught an experimental ethics course at the law school called "Creating a Life in the Law," which focused on what he calls "lifespan" ethics: how one chooses one's ethical beliefs; how one forms life projects in light of those beliefs; how one modifies those values and projects in the face of experience; and how one balances competing ethical priorities over time. He also taught a workshop/reading group at the Kennedy School (that was open to the entire Harvard Community) on prison reform. The three-part series addressed three main questions: (1) why is the current prison system ethically unacceptable; (2) how can we redesign the prison of the future to address some of these ethical concerns; and (3) how do we mobilize public opinion to help make our proposed reforms happen? The course produced several innovative ideas on ways to impact prison reform, and underscored the importance of building an alliance between the prison reform move-

ment and labor unions to build political momentum and strength for the movement.

### Jamie Martin

Jamie Martin is Assistant Professor of History at Georgetown University. His work this year during his Visiting Fellowship was dedicated principally to completion of his book manuscript, *Governing Global Capitalism in the Era of Total War*, which looks at the origins of the first international efforts to manage the world economy in the aftermath of the First World War. He also worked on two articles and a book chapter for an edited volume on post-war economic planning during the 1940s; the financial aspects of the Greek-Turkish population exchange in the early 1920s; and raw materials and international order, respectively. Some of his shorter writing projects included a review essay on the history of the Bank of England for the *London Review of Books*, which grappled with some of the political and ethical issues about central bank independence, and a new history of American venture capital. He also recently finished the final version of a book chapter, "Time and the Economics of the Business Cycle in Modern Capitalism," which will appear in the volume, *Power and Time*, edited by Stefanos Geroulanos, Dan Edelstein, and Natasha Wheatley, in spring 2020 from the University of Chicago Press.



Sean Gray, Bernardo Zacka, Jamie Martin, and Katrina Forrester

### Thierry Ngosso

Thierry Ngosso is Senior Research Fellow at the Institute for Business Ethics at the University of St. Gallen where he is writing a book on climate responsibility of firms as primary agents of justice. He is a political philosopher interested in global justice and more precisely in three important and interconnected contemporary issues in this field: climate change, human rights, and migration. He addresses global justice from both the State/Firm division of labor and the Western/non-Western perspectives. His research has therefore a strong focus on business corporations and on comparative philosophy. Thierry had perhaps the most exceptional fellowship year of his cohort, as he accomplished a decades-long dream to open the first academic ethics institution in Central Africa. In March, he launched the Yaoundé Ethics and Public Policy Laboratory (**EthicsLab**) at the Catholic University of Central Africa with a week-long event featuring the Berggruen Workshop and an International Conference, described at length later in this report. While most of his fellowship year was devoted to the work of pulling off this event, he did make great headway on his research regarding “The Health Care Obligations African Societies Themselves Have Towards their Own People,” and held two events at the Radcliffe Institute for Advanced Study on the topic.



Thierry Ngosso

### Gina Schouten

Gina Schouten is Assistant Professor of Philosophy at Harvard University. During her fellowship year, Gina wrote four papers that explore and defend a conceptual picture of political normativity that employs two distinct concepts of justice: an aspirational concept of justice that is one source of value of a social arrangement; and a verdictive concept that gives judgments about which social arrangements have most value, all things considered. Two of her papers defend this picture and contend that both luck and relational egalitarianism are correct only when understood

as answering different normative political questions. Her third paper explored the distributive demands of the ideal of mutual respect at the heart of relational egalitarian legitimacy, and the fourth uses this conceptual picture to contribute to a value-weighting question that lies at the heart of the debate between those who favor basic income and those who favor other forms of social support.



Danielle Allen and Eric Beerbohm with the Fellows-in-Residence

## Graduate Fellows

Meira Levinson and Mathias Risse, Co-directors

The fellows this year came from various schools and departments from around the university, and each of the fellows' work was so distinctive that each session took us for a new intellectual adventure. We always had fun discovering unexpected threads of connection across the year: issues surrounding privacy, trust, assessment of and accountability to others, technology, and regret all threaded their way throughout the year. We also had an ongoing conversation about the different ways historians and philosophers identify and reflect upon ethical concerns. This diversity of approaches and points of connection made our meetings lively and intellectually rewarding. As the fellows' reported themselves, they benefited from the research-friendly environment provided by the Center, and also, very much, from each other.

Coming to us from the philosophy department, **Rachel Achs** is writing a dissertation on the question of what warrants blame. One common answer to this question currently is that a person's judgment-sensitive attitudes—that is, mental attitudes such as beliefs, desires, or values—make her blameworthy, but Rachel instead argues that it is a person's choices that ground blameworthiness, and that we exercise more choice than is commonly believed. Her dissertation defends the view that we are blameworthy only for things that are under our voluntary control, but argues that many of our actions that seem involuntary are in fact under our control. To establish this view is to investigate the relationship among ideas about voluntariness, control, judgment-sensitive attitudes, desert, harm, value and blameworthiness.

The chapter Rachel presented in the fall was an attempt to defend the moral acceptability of a particular type of blaming, which she calls "guilt tripping." This is blaming that deliberately aims to cause emotional pain. In the spring semester, Rachel

presented a paper entitled "Blameworthiness and Constitutive Control." In that paper she engages in the debate about whether voluntary control is a necessary

precondition on being blameworthy. It was always a great joy to see Rachel in action: her philosophical talents are obvious, and she approaches new topics with a refreshing combination of curiosity and humility.

Our **Eugene P. Beard Fellow**, SJD candidate at Harvard Law school **Elettra Bietti** was at an exploratory stage of her dissertation work. Much of her thinking engages ideas about the "digital public sphere" and the role of platforms and technologies that facilitate and shape public discourse. If we recognize that technological environments shape cultural discourses and individual choices, how can we rethink the ways individuals can actively influence and determine their online existence? What is the role of property rights in online platform regulation?

Elettra's spring paper attempted to ground a move away from ownership and labor solutions to data governance and to rethink the platform economy and its impact on individuals and privacy more holistically. The



Lynnea Shuck, Gili Vidan, Emily Fox-Penner, Louis Gerdelan, and Sandy Diehl



Elettra Bietti

paper explored what rights users have to be compensated by or to share profits with platforms for the data and content they contribute. The starting point for her investigation was an argument that has



recently received much attention, to wit, that data should be treated as labor provided by individuals to platforms such as YouTube, Amazon and Facebook in exchange for a wage or other form of compensation. Elettra's work on the digital public sphere interacted in very stimulating ways with the work of some other fellows.

**Sanford Diehl**, a PhD student in Philosophy, is working on a dissertation about the normative significance of interpersonal justification. In particular, he is interested in two questions: (1) Which forms, if any, of the widespread human desire to be thought of in certain ways by other people (e.g., attended to, esteemed, praised, feared, respected, loved) are acceptable upon reflection? and (2) What difference does it make to the ethical character of our relations to other people that they are relations, specifically, to other subjects? His fall paper started down the path of addressing these questions by considering the topic of reciprocal love. In "Partiality and Being Loved,"



Gili Vidan, Louis Gerdelan, Roni Hirsch, and Elettra Bietti

Sandy analyzes the ethical features of mutual love within romantic, friendship, and familial relationships. He further developed these ideas in his spring presentation, hoping that the new framework would become part of the first chapter of his dissertation.

One of the joys of the graduate fellowship is watching fellows reconsider and generate new ideas in real time; his spring paper thus took up reciprocal love in

terms of "second-person" reasons. As he put it, "genuinely confronting the reality of another subject is not a matter of

one-sidedly perceiving and appreciating her with special care, as it might be for a work of art." Sandy's own approach to the seminar was consummately expressive of reciprocal respect and care; he listened intently, read incredibly carefully, and offered comments always in a spirit of humble, mutual scholarly and personal regard.

Historian and PhD student **Louis Gerdelan** transported us all into the world of early European disaster-ologists, including duke-outs among competing astrologers (and later between astrologers, churchmen, and "natural philosophers," or scientists) in the Renaissance and early Enlightenment. Louis completed his archival research before the fellowship started, having delved into an extraordinary range of sources (and languages!) across the British, French, and Spanish Atlantic empires. This meant he was able to concentrate during the fellowship year on writing his dissertation, "Calamitous Knowledge: The Languages of Disaster in the British, French and Spanish Atlantic Worlds, 1666-1765." His work in this area combines intellectual, cultural, environmental, and legal history with history of science and inquiry into people's moral understandings of disaster, suffering, sin, and humanitarian responsibility.

In the fall, Louis workshopped the second chapter of his dissertation, "The astrology of doom or the doom of astrology? Contests over the explanation and prediction of disasters in the Atlantic world, 1652-c.1686," and in the spring, his chapter "Charting the History of Misfortune: Early Disaster Collecting in the Seventeenth-century." Louis' appreciation for the coexistence of absurdity and profundity, good humor, and general enthusiasm made



Gili Vidan, Aaron Ancell, Lowry Pressly, and Charles Petersen



him a welcome contributor to the year-long seminar.

PhD student in the History of Science, **Jacob Moses** is writing a dissertation focused on the history of medical regret and remorse in the 20<sup>th</sup> and 21<sup>st</sup> century. He is interested in understanding changing conceptions of medical harm, focused in particular on moments in which specific surgical or other therapeutic interventions move from being seen as medical benefits or even necessities to being widely understood as harmful. Although Jacob initially thought of his audiences as being mostly those



Jacob Moses

interested in history of medicine, biotechnology, and bioethics, his chapter presentations both in the fall and spring confirmed the much larger impact of his work. In part, all of us as embodied beings were personally interested in how the medical profession, scientists, policy makers, and patients contest what kinds of assaults on the human body are appropriate to pursue the sake of “health.”

In the fall seminar, Jacob presented a paper on “Radical Regrets: Cancer Surgery, Prostate Specific Antigen [PSA] Testing, and the Role of Affect in Medical Reversals,” which focused largely on describing how PSA tests were framed within FDA hearings as having “unforeseen” and “unintended” consequences of incontinence and impotence, despite both being foreseen and foreseeable.

Jacob’s spring dissertation chapter focused on a similarly gendered and radically invasive phenomenon but among female patients: the simple vs. radical mastectomy. In “‘The Emotional Operation’: Post-Mastectomy Depression, Psychological Morbidity, and the Rise of a Consensus Mastectomy, 1950-1980,” Jacob undertakes the complex process of understanding mastectomies as various scientific, medical, affective, and ethical “ways of knowing” by the researchers, clinicians, and patients involved in breast cancer treatment. Jacob’s cheerful presence and multidisciplinary interests, including his deep commitments to taking both historical and philosophical approaches to understanding complex ethical challenges, were key to his always valuable seminar contributions.

**Charles Petersen**, PhD student in American Studies, worked on his dissertation titled “Meritocracy in America, 1930-2000.” His starting point is that whereas in recent decades, critiques of meritocracy have become commonplace, criticizing meritocracy in itself remains, for many, all but unimaginable. It is often said that if meritocracy exists anywhere on earth, it is in Silicon Valley. Charles’s dissertation, which he offers as the first history of meritocracy in the postwar United States, uses the methods of political, cultural, business, and intellectual history, and the research site of Silicon Valley, to follow the discourse of merit as it rose to power between 1945 and 2000. Using unprecedented access to the admissions archives of Stanford University, he tracks how universities went from finishing schools for the old bourgeoisie to forcing houses for the new professional managerial class.

The paper that Charles presented in the fall derived from several chapters, essentially amounting to an overview of the intellectual history of meritocracy in the mid-century United States, with hints at a new theory of the concept as well. His spring paper engaged with Silicon Valley’s self-understanding that it is the place where meritocracy “really” lives, and the many self-conscious attempts by Silicon Valley companies to develop an organizational structure that would go beyond traditional hierarchies to allow for a free flow of ideas. However,

according to the research to which Charles contributes, although firms claim to have “flattened” their management structures, this rarely if ever actually occurs.

**Lowry Pressly**, a PhD student in the Government department, is interested in critiquing and reconstructing contemporary legal, philosophical, and political approaches to thinking about privacy—with a strong dash of historical and literary insight thrown in for good measure. As a trained lawyer, published literary essayist, and political theorist, Lowry is perfectly suited for this work. In many ways, he is driven to combat the current culture of apparent complacency about the loss of privacy in both public and private spheres.

His fall dissertation chapter, “The Right to Be Forgotten,” explored the value of privacy through a detailed critique of the newly-established “right to be forgotten” in internet searches and other forms of digital inquiry. This “right” has been codified in European law and courts (in particular through the General Data Protection Regulation, or GDPR) and has spread globally in the past decade. In the spring, he presented a chapter on reticence, shame, and solitude. As with his fall chapter, “Privacy, Reticence, and the Common Good” was fascinatingly wide ranging. It started and ended with extended reflections on the TV show *Big Brother* and wove through commentaries on Martha Nussbaum, David Velleman, Hannah Arendt, Thomas Nagel, Diogenes and the Cynics, and many others. In every seminar Lowry pushed us all to consider the poetic, playful, and romantic aspects of human life; his deep care and even love for humanity in all our individual and collective foibles were moving, grounding constants throughout the year.

A PhD student in History of Science, **Gili Vidan** is working on a dissertation tentatively titled “Technologies of Trust: The Pursuit of Decentralized Authentication and Algorithmic Governance in the U.S., 1968-2018,” that unpacks a range overlapping political, economic, and ethical concerns around contemporary technological innovation. More specifically, she engages with approaches to the

question of how to solve the problem of trust in identifying and authenticating people and things, in a world increasingly mediated through digital technologies. She traces the rise of a discourse she called “trust in code” in late 20<sup>th</sup>-century and early 21<sup>st</sup>-century U.S., and the increasingly intertwined relations between that discourse and the development of public-key cryptography and electronic payment systems.

In the fall, Gili presented what she envisioned as the first substantive chapter of her dissertation, which engages with competing ideas about trust. Some scholars working in this domain have understood this as an inherently interpersonal act among a small collectivity, while others captured it in terms of a political culture of witnessing among a much broader collectivity. In response to this debate, Gili seeks to bring questions of political legitimacy and world-making into an epistemic-sociological debate. In the spring, she presented a draft of her second dissertation chapter, on the development of public cryptography in the 1970s. Gili’s wide-ranging interests, boundless curiosity and encouraging attitude contributed immensely to the success of our seminar.



Mathias Risse and Meira Levinson with the Graduate Fellows

## Ethics Pedagogy Fellows

Christopher Robichaud, Director

The **Ethics Pedagogy Fellowship Program** was developed with the Program in General Education and the Derek Bok Center for Teaching and Learning in order to revitalize ethics education at Harvard for the 21st century. This past year we sponsored 4 new Ethics Pedagogy Fellows—Ashley



Brian Palmiter, Andrew Westover, and Javier Caride

Lee, Brian Palmiter, Ronni Gura Sadovsky, and Andrew Westover—all of whom supported our work in course design. Their expertise and graduate

study ranged from political philosophy, to education, to computer science.

We successfully launched a new Ethics & Civics offering with my course, “Ignorance, Lies, Hogwash and Humbug.” I had previously offered a version of this course at the Harvard Kennedy School but adapted it with the Fellows to be taught as an undergraduate General Education course. The General Education version went live in Spring 2018, and enrollment was higher than anticipated at 160 students. I will offer the course again in Spring 2020 and open it up to even more students. Three more new courses in development under the Ethics & Civics tag will be taught in the 2019-2020 academic year: 1) “Race and Justice” to be taught by Professor Tommie Shelby; 2) “Social Responsibility and the American University,” to be taught by Professor Julie Reuben; and 3) “Tech Ethics,” to be taught by Professors Michael Sandel and Douglas Melton. Many faculty from the professional schools have also stepped forward to work with our team on course development in the coming academic year.

The year culminated in a three-day series of workshops that we dubbed the Ethics Pedagogy Showcase. I had the pleasure of modeling a simulation in ethics to open the event, and then the Fellows led workshops on subjects including: “Arguing Ethics in the Classroom Setting,” “Teaching Difficult Moments,” “The Ethics of Course Design,” and “Embedding Ethics Across the Curriculum” over the next two days. The Showcase ended with our colleagues from the Emerging Trends in Teaching and Learning Ethics (ETTLE) research team, who presented their work to date assessing the landscape of ethics pedagogy at Harvard.



Ashley Lee



Chris Robichaud with the Ethics Pedagogy Fellows



## Undergraduate Fellows

Arthur Applbaum, Director



Arthur Applbaum and Lynnea Shuck

Each year we warmly welcome a new cohort of talented Harvard College sophomores and juniors into the ranks of the undergraduate fellowship, and say goodbye with pride to our graduating seniors. The incoming fellows endure the spring ethics seminar under Arthur Applbaum's expert guidance, where they engage in both close reading and open argument as they develop the skill and judgment they need to write senior theses on normative topics. The fellows then continue on to the fall workshop with Danielle Allen, where they collaboratively present and revise their projects. As always, our eleven graduating seniors have led us into deep reflection through their senior projects. We wish them the best of luck on their next adventures.

### Sophia Caldera

Sophia Caldera concentrated in Philosophy with a secondary in Molecular and Cellular Biology, and her senior thesis was titled, "Rule-Following and the Possibility of Machine Understanding." Sophia will clerk for Judge David S. Tatel after graduation.

### Gene Young Chang

Gene Young Chang wrote his senior thesis—"The Cost of Democracy: Security vs. Liberty in South Korean History"—



Jonah Lefkoe, Gene Chang, and Danielle Allen

on how North Korea's existential military threat shaped South Korean democracy by influencing the ways in which South Korean political actors have thought about the tradeoff between national security and individual liberty. He also moderated a "What I Decided and Why" speaker series event with **Renan Ferreira Carneiro**, a former Undergraduate Fellow and now a state legislator in Brazil. Gene said, "it was an absolute pleasure to welcome Renan back to Harvard and to see that he was making strides in his plans to make a difference in Brazil through politics, which he had shared with us last fall during a workshop session." Gene has also been a student contributor to the Justice, Health, and Democracy Project during his time with us.

### Amanda Chen

Amanda Chen wrote her thesis in the History of Philosophy on early modern theories on the passions, and Descartes' ethics—in particular, his view of akrasia. Amanda Chen will be working for Bridgewater Capital, a major hedge fund, after leaving Harvard.

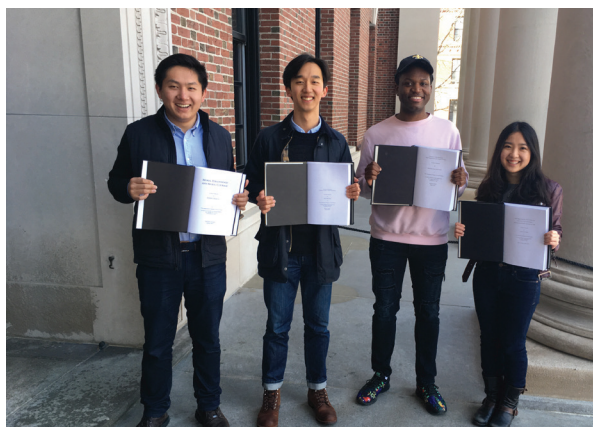
### Christopher Hopson

Christopher Hopson wrote an honors thesis titled, "A Stranger in Mine Own House: Racial Integrationism in the Shadow of Du Bois." It explored how 20th and 21st century discourses around racial integration in the United



Brandon Terry, Christopher Hopson, and Sarah Wu





Sidney Li, Gene Chang, Chris Hopson, and Lynnea Shuck submitting their senior theses

States have been profoundly shaped by the systematic treatment of integration offered by W.E.B. Du Bois. Chris notes that he “received invaluable feedback and advice” on his thesis through his fellowship.

### Jonah Lefkoe

Jonah Lefkoe wrote his senior thesis, “Defending the Open Door: The Promise and Perils of Economic Diplomacy in U.S.-China Relations, 1898-1922,” which explored the role of military and state-building investments in U.S.-China relations during an under-studied period in Chinese history. Jonah is going on to pursue a master’s degree as a Yenching Scholar at Peking University in Beijing, researching the relationship between international pressure, authoritarianism, and legal reform in China’s political development.

### Sidney Li

Sidney Li wrote his thesis, “Moral Personhood and Moral Courage,” on the reconstruction of Michel Foucault’s ethics from the four volumes of the *History of Sexuality*. In his research, he traveled to Paris and conducted research on never-before-seen documents in the Foucault archives. This helped him gain a comprehensive perspective on Foucault’s goals during his later life, especially how he sought to engage with traditional analytic philosophers. Sidney is going on to work as a Business Analyst at McKinsey & Company in Boston after graduation, in their Digital Practice.

### Matthew Mandel

Matthew Mandel won the Carrier Prize for his senior thesis on Kant’s ethical theory titled “The Normative Question: A

### Constitutivist Account of What We Should Do and Why.”

He received a Kissel Grant during the summer of 2018 to conduct research on Kantian non-ideal theory. He will work at AeroFarms, a startup that focuses on environmentally responsible urban farming, following graduation.

### Apoorva Rangan

Apoorva Rangan took us into the world of neurobiology and animal models to consider the ethics of anti-aging medical breakthroughs in her thesis, “Cells and Selves,” a cross-disciplinary project in stem cell biology and philosophy. Integrating her laboratory work with a normative question, she defined some of the goods that are at stake as we age and improved an intervention that



Apoorva Rangan and Dennis Thompson

could preserve or promote those goods. Apoorva had the opportunity to moderate a Decisions and Desserts conversation with former Surgeon General Dr. Vivek Murthy and Doctors for America Executive Director Dr. Alice Chen. The experience was an absolute privilege because she was able to ask her heroes how they made risky decisions in their journeys—for instance, Dr. Murthy’s decision to frame gun violence as a public health issue and Dr. Chen’s decision to be politically active as a physician. Their words moved her to consider ways to incorporate activism into her own future career in palliative care. After graduation, Apoorva will hold the Frederick Sheldon Fellowship to study immersion in end-of-life care in the Netherlands and U.K.

### Rebecca Sadock

Rebecca Sadock used her Kissel Grant to spend the summer of 2018 at the University of Cambridge, researching



Joshua Moriarty, Paloma O'Connor, and Clarke Patrone

for her thesis, "What Do the Unjustly Advantaged Owe in Unjust Societies?" She is moving on to be a legal assistant at White & Case's international arbitration bureau in Paris after graduation.

#### Lynnea Shuck

Lynnea Shuck wrote a thesis on "Climate Change, Conservation, and the Working Class: Charles Fourier's Environmental Theory and its Implementation in the United States in the 1840s." She moderated a conversation with Dr. Ellen Ochoa as part of the Decisions and Desserts series, in which she asked her about difficult ethical decisions she made as Director of the Johnson Space Center. Dr. Ochoa described

a time in which she stood in a minority of one, despite popular opinion, to save lives, which demonstrated the crucial work of ethics in the world of real decisions. Next year Lynnea will pursue an MPhil in Politics at Oxford, through the Clarendon Scholarship.

#### Sarah Wu

Sarah Wu wrote a senior thesis, "One Knowable World: Art, Community and Gentrification in Manhattan's Chinatown," in which she had the opportunity to apply new modes of thinking to a topic that has fascinated her as an immigrant who partially grew up in a Chinatown. Art is one of the main forms in which gentrification in Manhattan's Chinatown is manifested, yet it is also used by community activists to fight gentrification. Over the past year, through the process of writing the thesis, she had several assumptions upended as she explored how people balance competing ethical and cultural values, and how they conceive of the communities they belong to. This summer, Sarah will intern at the *Boston Globe* and then will head to Reuters in Hong Kong via an Overseas Press Club Foundation fellowship.



Arthur Applbaum, Danielle Allen, and Tweedy Flanigan with the Undergraduate Fellows





FOR COMPLETE EVENT INFORMATION, GO TO  
[HTTPS://HWPI.HARVARD.EDU/RAWLS-CONFERENCE/](https://hwpi.harvard.edu/rawls-conference/)

# INEQUALITY, RELIGION, AND SOCIETY: JOHN RAWLS AND AFTER

**JANUARY 24 - 26**  
**TSAI AUDITORIUM**

WITH  
KEYNOTE LECTURES BY  
THOMAS SCANLON AND  
CHRISTINE KORSGAARD

MAJOR SUPPORT FOR THIS CONFERENCE WAS  
PROVIDED BY **THE SEKYRA FOUNDATION** (PRAGUE),  
AND THE CENTER FOR POLITICAL PHILOSOPHY,  
ETHICS AND RELIGION AT CHARLES UNIVERSITY.

GENEROUS SUPPORT WAS ALSO PROVIDED BY  
THE EDMOND J. SAFRA CENTER FOR ETHICS,  
THE HARVARD UNIVERSITY DEPARTMENT OF  
GOVERNMENT AND THE HARVARD UNIVERSITY  
DEPARTMENT OF PHILOSOPHY.

## Rawls-apalooza

On January 24-26, 2019, we hosted a major conference on John Rawls called **"Inequality, Religion, and Society: John Rawls and After."** The conference was chaired by **Michael Rosen**, and featured keynote lectures by **T.M. Scanlon** and **Christine Korsgaard** and panels with EJSCE community members **Danielle Allen**, **Arthur Applbaum**, **Eric Beerbohm**, **Katrina Forrester**, **Andrew March**, **Gina Schouten**, **Tommie Shelby**, **Lucas Stanczyk**, and **Dennis Thompson**. The Harvard Archive also hosted a companion exhibit of Rawlsiana—including his undergraduate thesis from Princeton; the exhibit was curated by **Eric Nelson**.

Major support for this conference was provided by **Luděk Sekyra** and the Sekyra Foundation (Prague), and the Centre for Political Philosophy, Ethics and Religion at Charles University. Generous support was also provided by the Edmond J. Safra Center for Ethics, the Harvard University Department of Government, and the Harvard University Department of Philosophy.







## EthicsLab Launch in Cameroon

From March 19-23, 2019, a group of our faculty, fellows, and staff had the immense privilege of participating in the institutional launch of the Ethics and Public Policy Laboratory—**EthicsLab** for short—at the Catholic University of Central Africa (UCAC) in Yaoundé, Cameroon. EthicsLab is a major project of Berggruen Fellow **Thierry Ngosso**, who has been working toward this goal for ten years. The Center for Ethics

enthusiastically supported the development of the EthicsLab project over the course of this academic year.

**Danielle Allen** called it, “the most profound academic event I have

attended in my career. The event brought together African and non-African scholars of the highest intellectual caliber, and the intellectual depth of the discussions over the course of the conference opened up the possibility of field-changing collaborations around topics ranging from global political economy to corporate responsibility, and democracy and social cohesion.”

The Launch week was an intensive four-day, two-part event in Yaoundé, consisting of the Center for Ethics’ annual **Berggruen Workshop** and an international conference on the theme, “What Is the Importance of the Ethics Center for the University and Society?” The event brought together an impressive array of scholars, with half of the group from African countries and half from non-African countries. The conference program included keynote lectures by **Danielle Allen**, **Philippe Van Parijs**, **Alain Renaut**, **Rose Leke**, and **Godfrey Tangwa**, and the par-

ticipation of leading scholars from fourteen countries. The audience was primarily Cameroonian scholars and students from UCAC.

The Berggruen Workshop, featuring the three Berggruen Fellows from the Center for Ethics, opened the launch week events. The workshop featured a keynote address from **Mathias Risse**, Lucius N. Littauer Professor of Philosophy and Public Administration and Director of the Carr Center for Human Rights Policy at Harvard Kennedy School, with comments from **Nils Gilman**, Vice President of Programs for the Berggruen Institute, and **Ndidi Nwaneri**, Executive Director of the Association for Research on Civil Society in Africa (ARCOSA). It was followed by presentations by the three Berggruen Fellows: **Brian Berkey**, on the positive duties that multinational corporations owe to the global poor; **Sungho Kimlee**, on the ethics of self-cultivation in Buddhism, Daoism, and Confucianism; and **Ngosso**, on what African societies owe their own citizens in terms of health care. Each talk featured young African scholars as respondents.

The events marked the institutional launch of the EthicsLab, and represented the culmination of Ngosso’s diligent and visionary work over the past decade. His goal from the very beginning has been to establish a vibrant ethics and public policy research center that will serve as an African platform for research, education, and debates around critical issues of ethics and political theory. He has been driven by two convictions: (1) only African people will solve African problems in the long run, and (2) ethics and political theory are key to human and economic development in Africa, but they are overlooked. EthicsLab offers a tremendous opportunity for human development for the



Sungho Kimlee



Thierry Ngosso



Central African subregion at a time where it faces significant social and political problems. The region is not only one of the poorest in the world, but also the least-connected to the international academic system. By establishing an intellectually rigorous research center in Cameroon, Ngosso hopes to fight brain drain and retain top academic talent in the Central African region while also building deep connections to communities of non-African international scholars, particularly those in the North American and European university systems.

“The EthicsLab Launch Week at Yaoundé, Cameroon, was eye-opening,” Kimlee said. The African scholars “radically changed my understanding of the world.” The delegation from Harvard’s Edmond J. Safra Center for Ethics was the largest from a single institution and included faculty members **Danielle Allen**; **Mathias Risse**; and **Nien-hê Hsieh**, Associate Professor of Business Administration at Harvard Business School; and the three Center for Ethics Berggruen Fellows.

The EthicsLab launch event was presented with support from Harvard’s Edmond J. Safra Center for Ethics, the St.Gallen Institute for Business Ethics, the Berggruen Institute, the Hutchins Center for African and African-American Studies at Harvard, the Stanford Center for Ethics in Society, the Ethics Institute at Utrecht University, the University of Oviedo, the Max Planck Institute for the Study of Religious and Ethnic Diversity, and the Center for Research in Ethics at the University of Montreal.

For the more information about the EthicsLab, see [www.ethicslabucac.net](http://www.ethicslabucac.net).

### The Berggruen Fellowship: Global Ethics in Action

The Edmond J. Safra Center for Ethics extends sincere thanks to **Nicolas Berggruen** and the **Berggruen Institute** for their three-year support of our global ethics fellows through the Berggruen Fellowship. During these three years, we welcomed nine outstanding fellows who enhanced our understanding of practical ethics in a global context. The culmination and highlight of this collaboration was, without a doubt, the EthicsLab launch event in Yaoundé, Cameroon, in March 2019.

Our formal collaboration with the Institute may be ending, but because of their support over the past three years we have been able to strengthen our footing in global ethics, and have built long-lasting friendships across the U.S. and abroad. Our work in this space will continue, and for that we remain profoundly grateful.



Ingrid Robeyns, Fatoumata Keita, Danielle Allen, Tamo Atabong, and Mpho Tshivhase



Nils Gilman and Thierry Ngosso (photo by Bruno Verbeek)

## Innovation in Ethics Education

### Innovation in Ethics Education

Ethics education at U.S. colleges has undergone significant change in the past 30 years. Ethics courses and programming, once chiefly offered by philosophy and religious studies departments, have now spread widely across campuses. Meanwhile, rapid technological change has brought questions of ethics to the fore across nearly all domains of inquiry. While normative questions about the contours of individual and collective responsibility, privacy, truth, and intellectual property, for instance, have always been with us, prior answers to them have been disrupted. We now face the hard work of addressing that disruption by rebuilding our normative understandings of human flourishing, justice, fairness, efficiency, and so forth. And with this comes the urgent need to rethink how we can best educate future generations of students amidst these uncertainties.

In response, we have launched the Innovation in Ethics Education Initiative, a major initiative which builds on the foundation for pedagogical innovation in ethics that we have laid over the last three years with generous support from the **Edmond J. Safra Philanthropic Foundation**, the **Spencer Foundation**, and private donors. This past work has featured the creation of an Ethics Pedagogy Fellows Program



Eric Beerbohm, Chris Robichaud, and Arthur Applbaum

that is led by the Director of Pedagogical Innovation, **Chris Robichaud**, and the Curriculum and Pedagogy Manager, **Michael Blauw**, with the goal of expanding and improving ethics course offerings for Harvard's Program in General Education. Directly connected to these course improvement efforts is our related research project, Emergent Trends in the Teaching and Learning of Ethics (ETTLE) at Harvard, which has produced new ethics assessment instruments over the past two years.

The Innovation in Ethics Education Initiative leverages this prior work into an expansive effort to amplify and improve ethics education at Harvard and nationally through our partnership with the National Ethics Project.

### Work with the Program in General Education

In response to the Final Report of Harvard's General Education Review Committee published in January 2017, and in preparation for supporting general education as it prepares for renewal, we joined the Program in General Education to develop a new instructional apparatus around the new course "tags," and to tie support to the Ethics & Civics tag in particular. In the renewed General Education program set to launch fall 2019, all undergraduates will be required to take a course in Ethics & Civics. This category, which evolved from its predecessor "Ethical Reasoning," opens up exciting possibilities for courses that will address complex issues and pressing ethical questions on topics of current interest and importance to students. We have targeted three critical areas to improve Ethics & Civics offerings: new course creation, curriculum development support for existing course improvements, and new undergraduate ethics programming. All suggestions followed the recommendations of the Review Committee and sought to ensure the relevance, quality, and sustained success of the new General Education curricular structure.



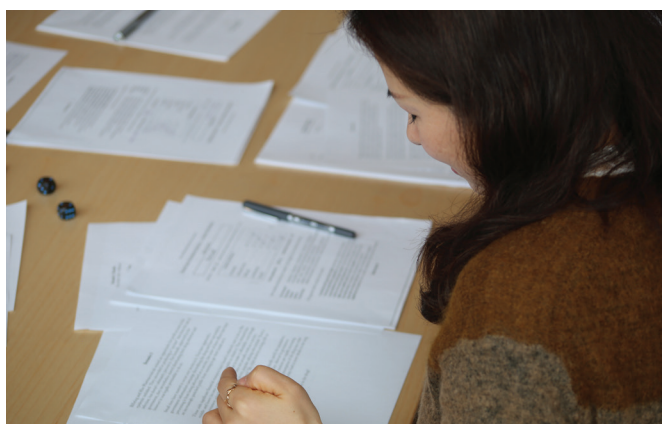
Our goal has been to create support structures for innovation and collaboration among departments and instructors from across campus in the service of the College's mission of providing undergraduates with an intellectually, socially, and personally transformative liberal arts and sciences education. The Program in General Education is at the core of Harvard's liberal arts mission. To enhance this central part of the undergraduate curriculum, we strove to connect our work—which promotes and facilitates interdisciplinary ethics research—to the hard work of high-quality course development and support for ethics courses that would meet the aspirations of the Program in General Education.

### Evaluating Ethics Education

One of the core objectives of this Initiative is evaluating the nature, scope and quality of ethics education at Harvard. Alongside our projects on course development, our Center has led the research project Emergent Trends in the Teaching and Learning of Ethics (ETTL) to improve our understanding of where and how ethics is taught across the University. This project has yielded a course identification tool and learning theory surveys directed at instructors and students. Preliminary dissemination of our first phase of research has sparked considerable interest. The Program in General Education is interested in exploring an expanded partnership with our research team that includes piloting our new assessment instruments for courses in Ethics & Civics, and also potentially adapting our surveys to evaluate the other three required competencies: Aesthetics & Culture; Histories, Societies, Individuals; and Science & Technology in Society.



President Derek Bok



Ronni Gura Sadovsky

## A National Civics Initiative

The fight against inequality requires rebuilding the field of civic learning and education in America. “A National Civics Initiative” from Harvard’s Edmond J. Safra Center for Ethics seeks to contribute to building the field of civic learning and education by focusing on one of the several pillars of that field: in-school K-12 civic education. The field of civic learning and education also encompasses out-of-school learning, program opportunities, and youth organizing. Collectively, these zones of activity build the pipeline for new generations of active civic participants. The K-12 space, however, has the distinctive role of being able, in principle, to reach all young people and to introduce them to the demands and rich rewards of civic participation.

After years of underinvestment, the K-12 civic education space is ripe for re-invention. Our Democratic Knowledge Project (DKP) has developed a strategy for reinvention that (1) fuses the best of traditional text-oriented civic education with a new civics agency-centered approach that is grounded in a diversity of perspectives and commitment to racial equity; (2) scaffolds youth in drawing links among past, present, and future as a routine feature of their engagement in civic learning; and (3) makes room for youth decision-making about what action projects to pursue and what connections to form with organizations outside of schools.

The Initiative has the full support of Harvard President, **Lawrence Bacow**, and Provost, **Alan Garber**. The DKP has built a strategy for rebuilding civic education, in partnership with teachers and school districts. The content of the DKP’s civics instructional materials and resources seek to scaffold learning and development in five areas: (1) agency; (2) responsibility and trustworthiness; (3) bridging skills; (4) political institutions and history and theory of democracy; and (5) U.S. history and history of American political thought in a global context. In other words, our strategy for civic

education bridges agency and capacity-oriented education with content knowledge. Our work on agency, responsibility and trustworthiness, and bridging skills overlaps with work in the area of socio-emotional learning. On the content side, we put historical primary sources front and center in our materials. Most importantly, we bring new, agency-centered pedagogic strategies to bear on the content component of civic education, including simulations, case method instruction, inquiry projects, videogames, and project-based learning, thus bridging two key domains in civic education.

We are initially bringing this approach to civic education to consulting work for school districts in Massachusetts as they seek to create a new 8<sup>th</sup> grade civics course, in response to 2018 reforms to the state’s educational standards. The DKP has co-designed an open source year-long Grade 8 Civics curriculum with the Cambridge Public School District: “Civic Engagement in Our Democracy.” In preparation for a 2019-20 implementation in eight Massachusetts districts, we provided professional development deep-dive trainings for educators in July, 2019 on Harvard’s campus.

You can follow updates on the DKP at [www.democratic-knowledgeproject.com](http://www.democratic-knowledgeproject.com) or @dkpHarvard on Twitter.

## Justice, Health, and Democracy

**The Justice, Health, and Democracy** project (JHD) examines pre-arrest and non-arrest diversion programs that redirect low-level drug users into treatment instead of jail as an effective means to advance criminal justice reform. Our goal is to move the needle in criminal justice and drug policy reform to center human health and well-being instead of punishment as the guiding paradigm.

In our second year, we expanded upon the work of our first year: (1) we continued to develop our institutional network across Harvard, adding in more faculty and graduate student members, and (2) moved our evaluation of the Police Assisted Addiction and Recovery Initiative (PAARI) model forward. Our evaluation partners from the Crime & Justice Institute (CJI) have moved into the second stage of their work.

CJI evaluators completed the secondary data portrait of PAARI's member sites and began a series of in-depth interviews with key local stakeholders in three representative PAARI partner locations to better understand how police-facilitated access to drug treatment programs was implemented across the selected sites. Interviewees included law enforcement leaders, sworn or civilian personnel responsible for running the programs, and key community leaders. The interview questions comprised three overarching concepts: (1) community context and background, (2) implementation of the programs, and (3) attitudes and perceptions about the program and addiction. Individual interview protocols were tailored for specific stakeholders at each of the sites.

In connection with this analysis, **Vaughan Rees**, a professor at the T.H. Chan School of Public Health, has begun a complementary evaluation of Plymouth, MA, from the public health and harm reduction perspective. He will also be conducting in-depth interviews with stakeholders

in Plymouth, notably substance users, to evaluate their relationship with the PAARI program and the town's new substance use treatment approach. Dr. Rees will use a mixed-methods approach combining custom-designed surveys and key informant interviews with PAARI-partner police staff, key community stakeholders in substance use prevention and treatment services, and local substance users, with the goal of generating an evidence-based toolkit to support future implementation efforts by police departments new to the PAARI network.

Finally, we participated in two one-day sessions on criminal justice reform and prison reentry in Washington, D.C. with congressional staffers over the year. Planning is underway to launch convenings on criminal justice reform in D.C. in collaboration with the American Enterprise Institute (AEI), and The Leadership Conference on Civil and Human Rights.

One of our high-level project goals has been to cross professional silos and bring together stakeholders to maximize the effectiveness of this kind of intervention through the university curriculum. We made great progress in this area on the Harvard campus: (1) a dynamic group of faculty and students from Harvard college and the professional schools comprises the JHD core team; (2) some faculty team members have integrated the JHD project questions into their teaching, and have developed new work based on their participation in this project. We increased our graduate student participants in our project this year, as well. Finally, we have connected with the Harvard Kennedy School's Bloomberg Harvard City Leadership Initiative to explore ways that JHD might contribute to their executive education program for city mayors and have begun collaborating with the Harvard FXB program at the T.H. Chan School of Public Health with their research on opioids.

# Events and Programming

## Public Lectures

September 27: Glen Weyl, "Radical Markets: Uprooting Capitalism and Democracy for a Just Society"

October 19: 12th Annual Graduate Conference in Political Theory with Martha Nussbaum, "Working with and for Animals: Getting the Theoretical Framework Right"

November 29: Cynthia Dwork, "Skewed or Rescued?: The Emerging Theory of Algorithmic Fairness"

February 7: Lester Kissel Lecture in Ethics with Linda Greenhouse, "The Supreme Court's Threat to Civil Society"

March 28: Frances Kamm, "The Use and Abuse of the Trolley Problem: Self Driving Cars, Medical Treatments, and the Distribution of Harm"

April 18: Justice Mariano-Florentino Cuéllar, "Tensions and Trade-Offs in Law, Organization, and the Design of 'Ethically-Aligned' Artificial Intelligence"

## Conferences and Workshops

September 28: *Belonging: The Challenges of Reentry* Conference

October 19: *Moral Leader Workshop on Ethics Education* at Harvard Business School

October 25-26: Workshop on the Polygenic Turn

October 25: *Charles Taylor: A Conversation with Michael Rosen*

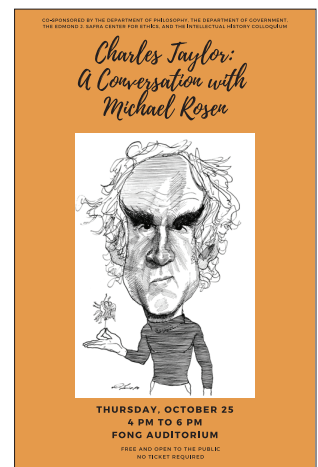
November 30-December 1: *Human Rights, Ethics, and Artificial Intelligence: Challenges for the Next 70 Years of the Universal Declaration of Human Rights*, co-sponsored with the Carr Center for Human Rights Policy and the Berkman Klein Center for Internet and Society

December 11: John Goldberg and Ben Zipursky Manuscript Workshop, *Recognizing Wrongs*

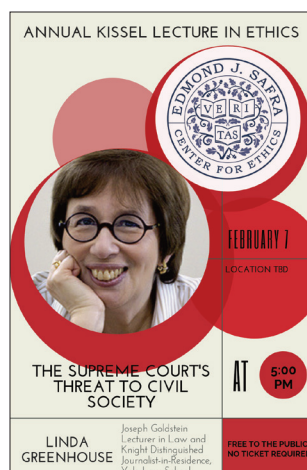
January 24-26: *Inequality, Religion, and Society: John Rawls and After*

March 4: Adom Getachew, "From Principle to Right: The Anti-Colonial Reinvention of Self Determination"

March 19-23: EthicsLab launch week in Yaoundé, Cameroon, featuring the Berggruen Workshop







April 11-12: *Business Ethics in a Digital Age: Technology and Other New Frontiers for Corporate Responsibility, Markets, and Society*, with Harvard Business School

April 19: *Risk, Luck, and Future People: A Workshop with Johann Frick*

April 23, 25, and 29: *Ethics Pedagogy Showcase*

May 10: Mathias Risse Manuscript Workshop, *On Justice: Philosophy, History, Foundations*

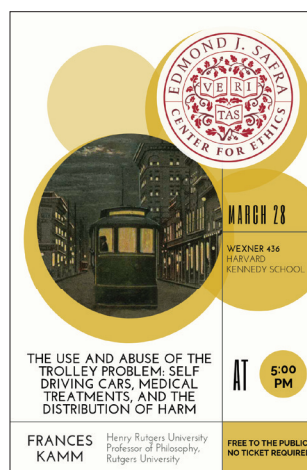
June 13-14: Professional Development for Civics Educators

June 20-21: Professional Development for 8th Grade Civics Educators

June 24-26: Political Economy and Justice Workshop, Part 2

July 17-18: Professional Development for Civics Educators

July 18-21: "What Was the American Revolution For?", a conference co-sponsored with the Society for Historians of the Early American Republic



## Ethics in Your World Book Series Co-sponsored with Harvard Book Store

September 11: Dolly Chugh, *The Person You Mean to Be: How Good People Fight Bias*

November 16: Christine Korsgaard, *Fellow Creatures: Our Obligations to the Other Animals*

February 1: Lawrence Lessig, *America, Compromised*

March 1: Myisha Cherry, *Unmuted: Conversations on Prejudice, Oppression, and Social Justice*

April 26: Meira Levinson and Jacob Fay, *Democratic Discord in Schools: Cases and Commentaries in Educational Ethics*



## Decisions & Desserts: What I Decided and Why Co-sponsored with the Phillips Brooks House and the Center for Public Leadership

September 28: A Conversation with Drs. Vivek Murthy and Alice Chen, moderated by Apoorva Rangan

April 5: Why I Ran for Office: A Conversation with Renan Ferrerinha Carneiro, Class of '17, one of Brazil's Youngest MPs, moderated by Gene Young Chang

April 23: Astronaut, Inventor, Leader, Engineer: A Conversation with Dr. Ellen Ochoa, Director, Johnson Space Center (2013-2018), moderated by Lynnea Shuck



## Appendix: Future Fellows

### Fellows-in-Residence

John Basl (AI Initiative Joint Fellow-in-Residence)  
Adom Getachew  
Roni Hirsch (Tel Aviv University Exchange Fellow)  
Greg Keating  
Meira Levinson  
Anna Lewis (Edmond J. Safra/HMS Center for Bioethics Joint Fellow)  
Attila Mráz (Tel Aviv University Exchange Fellow)  
Naomi Scheinerman (AI Initiative Joint Fellow-in-Residence)  
Jacob S. Sherkow (Edmond J. Safra/Petrie-Flom Joint Fellow-in-Residence)  
Allison Stanger (Inaugural Tech and Human Values Senior Fellow)  
Deva Woodley

### Graduate Fellows

Leah Downey  
Edmund Tweedy Flanigan  
Zoë Hitzig  
Gili Kliger  
Josh Simons  
William Tadros  
Hanne van den Berg

### Ethics Pedagogy Fellows

Javier Caride  
Maya Cohen  
Rachael Goodyer  
Ka Ya Lee  
Brian Palmiter

### Undergraduate Fellows

Vedant Bahl, Jesse Barrera, Emily Fox-Penner, Natasha Gonzalez, Archie Hall, Daniel Lu, Joshua Moriarty, Adam Nahari, Paloma O'Connor, Samuel Oh, Clarke Patrone, Sarah Rodriguez, Sarah Ryan, Abigail Simon, Lauren Spohn, Grace Sullivan, Mikael Tessema, Richard Wang, and Jenna Wong

## FACULTY COMMITTEE

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Selim Berker  
Nir Eyal  
Richard Fallon  
Archon Fung  
Nien-hê Hsieh  
Meira Levinson  
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Christopher Robichaud  
Tommie Shelby  
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Brandon Terry  
Lucas Stanczyk

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David B. Wilkins  
Christopher Winship

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Larry Rothstein  
Ludek Sekyra  
Anonymous  
The Berggruen Institute  
The Carnegie Corporation  
The Estate of Lester Kissel  
The Ford Foundation  
The Hewlett Foundation  
The Andrew W. Mellon Foundation  
The Miami Foundation  
The Spencer Foundation

## STAFF

Danielle Allen, *Director*  
Arthur Applbaum, *Director of Undergraduate Fellowships*  
Eric Beerbohm, *Co-director, Fellows-in-Residence Program*  
Meira Levinson, *Co-director, Graduate Fellowship Program*  
Mathias Risse, *Co-director, Graduate Fellowship Program*  
Christopher Robichaud, *Director of Pedagogical Innovation*  
Jess Miner, *Research Director*  
Mónica Tesoriero, *Director of Administration (through 2018)*  
Stephanie Dant, *Interim Associate Director of Administration and Finance*  
Vickie Aldin, *Events and Office Coordinator*  
Michael Blauw, *Curriculum and Pedagogy Manager*  
Emily Bromley, *Fellowships and Programs Manager*  
Emiliano Duran, *Finance Associate*  
Cherise Fields, *Assistant to the Director*  
Maclaine Fields, *BLISS Intern*  
Maggie Gates, *Strategic Communications and Special Projects Manager*  
David Kidd, *Postdoctoral Fellow*  
Maggie Lopes, *Temporary Director of Administration*  
Chaebong Nam, *Postdoctoral Fellow*  
Jean-Charles Zurawicki, *Temporary Events and Fellowships Assistant*

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