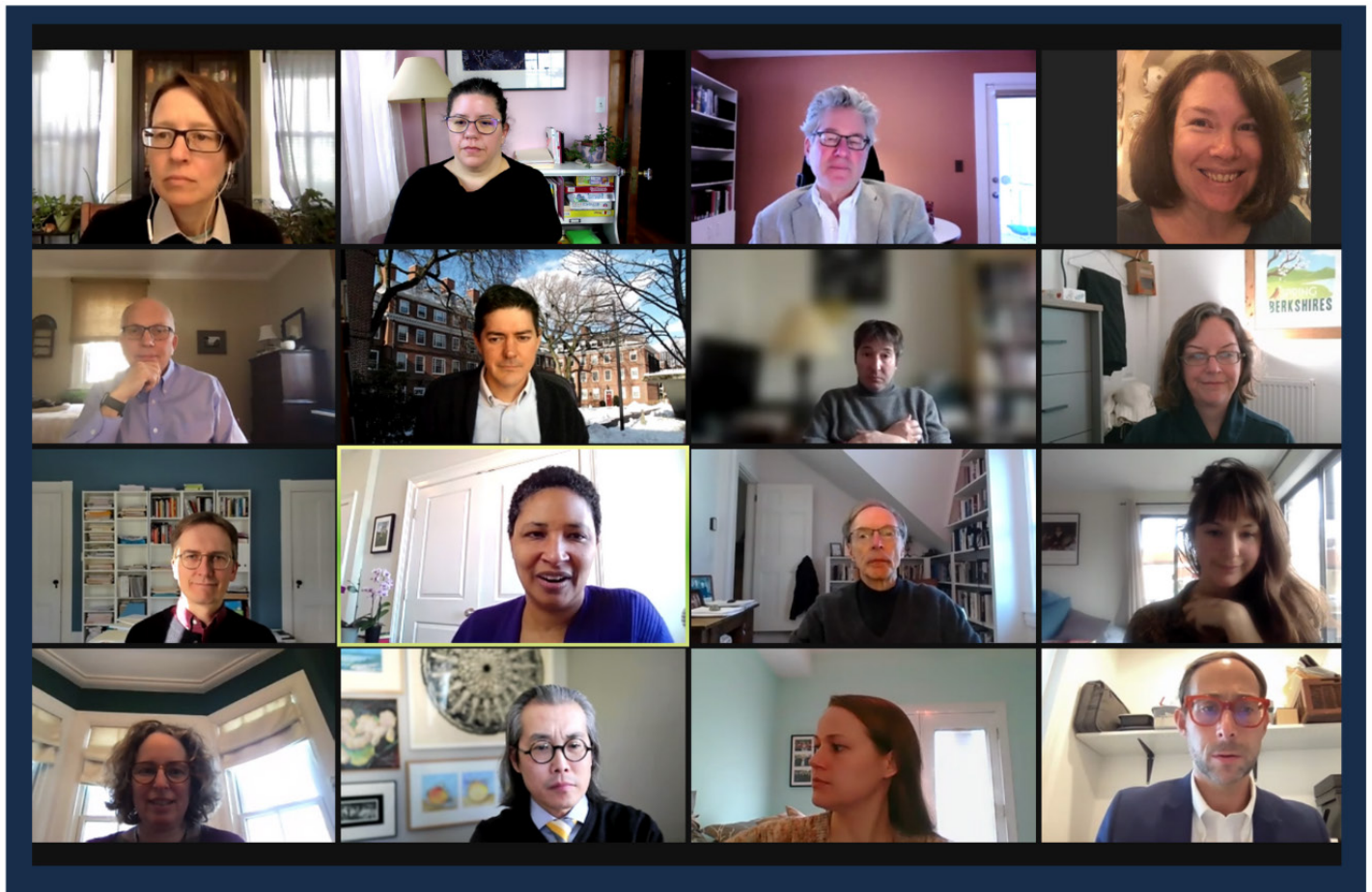


*EDMOND J. SAFRA
CENTER FOR ETHICS*

ANNUAL REPORT

2020-2021



Harvard University
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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 silos 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, justice, and democracy. 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

Dear friends,

This year was marked by collaboration. Despite the ongoing challenges brought by COVID and the fully remote academic year, I am proud of all that we were able to accomplish. As I said in the last annual report, I am continually inspired and encouraged by the members of our community and our collective pursuit of the public good. This year was no exception.



Harvard was fully remote last year, so we created a digital space for our fellows, research, events, and daily work. I am proud that we successfully continued our regular programming without disruption. I extend my gratitude to our fellows, faculty, and staff for ensuring that our efforts to foster an online community succeeded. Together you made an unprecedented year one of our most productive yet.

At the start of COVID, our Center pivoted our attention to a high-impact [white paper series](#) that influenced the national COVID-19 response. That work taught us a great deal about our research strengths and our potential to offer normative policy guidance. We were able to enter as quickly into the COVID policy debates as we did—with work that integrated public health, medical expertise, epidemiology, economics, philosophy, law, political science, sociology, and technology—because we have a pre-existing community of scholars accustomed to working across disciplines while always connecting normative analyses to empirical questions and contexts of practice.

The COVID response papers led us to work on infection prevention and control in schools (IPC) as the United States worked toward reopening schools. The IPC taskforce [issued a package of resources](#), including a roadmap for safe reopening, for school policy officials. Those resources have now been vetted and are included in the U.S. Department of Education's Safer Schools and Campuses Best Practices Clearinghouse.

Through fundraising and organizational planning, we are now at work building a sustainable infrastructure at the Center for such rapid response initiatives, to be carried out in collaboration with institutional partners at New America and the Brown School of Public Health. Our ongoing Justice, Health, and Democracy Impact Initiative (JHD), made possible by a generous grant from the **Edmond J. Safra Philanthropic Foundation**, will consist of infrastructure to stabilize the processes we developed this spring. Those processes support problem definition, agenda and objective development, personnel assignment, policy and tool development, and implementation hand-offs. The JHD structure and process will be used for problems that require a multi-disciplinary perspective and have urgent issues of ethics and human values at their core.

We are also hard at work centralizing and institutionalizing the exciting work in civics and ethics education happening in our community. The Design Studio at the Edmond J. Safra Center for Ethics is a hub for ethicists and educators, scholars and students, practitioners, policymakers, and leaders in the education sector to drive innovation in ethics and civics education. Together they can develop partnerships in edu-

cation research and curricular design, new education policy interventions, and new professional norms and practices for pedagogy. Its distinct value-add is expertise in and commitment to the integration of ethics and civics teaching and learning across three major axes:

- Across the full educational spectrum, from kindergarten through professional training, including graduate school, professional development, executive education, and lifelong learning in the form of HarvardX offerings;
- Across the disciplines, including the humanities, business, STEM fields, and professional schools (medicine, business, public health);
- And across personal and professional contexts—since ethics and civics learning apply across these domains.

Core projects within the Design Studio are the Democratic Knowledge Project (DKP) for K-12 civics, led by **Adrienne Bock**; Collegiate Curricular Innovation, led by **Chris Robichaud**; The National Ethics Project (NEP), led by **Jess Miner**; **Meira Levinson's** EdEthics; The Scientific Citizenship Initiative (SCi), led by **Angela DePace**; and Embedded EthICS, led by **Alison Simmons** and **Jeff Behrends**. The Design Studio as a whole is helmed by **Meira Levinson**.

As you may know, I will be on leave for the 2021-22 academic year on a public service leave. Long-serving EJSCE Faculty Advisory Committee member, Prof. **Nien-hê Hsieh** of Harvard Business School, will serve as Acting Director of the Edmond J. Safra Center for Ethics in my stead.

Nien-hê is the Kim B. Clark Professor of Business Administration and Joseph L. Rice, III Faculty Fellow at Harvard Business School. He serves as Co-Director of the JHD Impact Initiative and is a Faculty Associate of the Berkman Klein Center for Internet and Society.

His research and teaching aim to help business leaders and organizations determine and deliver on their responsibilities. He also studies what democratic values require for economic policies and institutions. He has written elegantly and incisively on a variety of topics, including worker participation in the management and governance of firms, the responsibilities of companies for human rights, the ownership of productive property, and choices involving incommensurable values. He is also a master teacher and, as many of you know, an exceptionally generous colleague.

Our fellowship programs, public events, and strategic initiatives will continue with their usual shape under **Nien-hê's** leadership. I am very grateful that he is willing to step up in this way at this time, and I know it will be a good and fulfilling year under his leadership.

As I look back at all that we achieved in the 2020-21 academic year, I am proud of our dedicated community. Thank you all for your hard work in these challenging times.

With gratitude,

Danielle

Introducing Acting Director Nien-hê Hsieh



Nien-hê Hsieh became Acting Director of the Edmond J. Safra Center for Ethics on July 1, 2021. We could think of no better person to interview to launch our new "Community Profiles" interview series this summer. On June 17th, Communications Assistant **Alexis Jimenez Maldonado** sat down with **Nien-hê** to learn more about his history with the Center.

Here is a brief excerpt from their interview. You can read the entire Q+A on the [Community Profiles page](#) on our website.

Alexis Jimenez Maldonado: You have been a part of the Center's ecosystem since 1997 when you were a graduate fellow, followed by a faculty fellowship in 2007, and then as a faculty committee member in 2017. There seems to be something drawing you back every decade. What keeps bringing you back to the Center?

Nien-hê Hsieh: You've probably heard this by now, but there's sort of a longstanding joke among those of us who are long-time affiliates that basically the Center keeps bringing us back because we still haven't gotten it right—we are not yet sufficiently ethical.

I've been very fortunate to be able to come back to the Center and to be here now as acting director. I guess ten years marks natural inflection points in one's academic career, so I think in some ways it reflects that rhythm. But more importantly, I'd say it shows how special of a place the Center is. There really aren't other places like it to do interdisciplinary work focused on ethics, from theory to practice.

I started as a graduate fellow in 1997 during the third year of my Ph.D. in economics. Before coming to Harvard, I studied political philosophy at Oxford as a graduate student. What the Center provided for me was a community of like-minded graduate students, as well as faculty and faculty fellows who were really concerned about ethical issues. It really was an intellectual home and a way to meet people across the University who I might not otherwise meet or be able to work with. In that sense it was really supportive, I learned a lot, and it created that sense of community.

My approach to ethical issues, discerning what the problems are and thinking about them within my scholarship, was really informed by my graduate fellowship in 1997.

AJM: Could you talk about your research, and more specifically your work and research within the Center over the years?

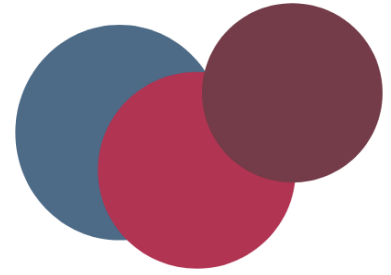
NH: If we were to frame it most generally, I was concerned with normative ethical issues in the context of business and economics. My early work, which was pursued at the Center, was around the role workers should play in the management and governance of the economic firms that they work in. I was interested in that question from the perspective of liberal egalitarian political philosophy; what can liberal egalitarian political philosophy have to say about how work should be organized or governed?

Most recently, I've become interested in democratic values and thinking about economic policies and ways we can organize and structure the economy. These are more general questions that have come up for me recently that tie into the mission of the Center now.

[Read the full interview here.](#)

Fellows-in-Residence

Danielle Allen and Gina Schouten, Co-directors



Sigal Ben-Porath

Professor of Education, University of Pennsylvania

During her virtual year at the Edmond J. Safra Center for Ethics, Sigal Ben-Porath completed a book manuscript that situates higher education institutions within the current context

of democratic erosion. The manuscript describes how tensions on the boundaries of speech in higher education institutions reflect and exacerbate polarization in the United States today, and how they can reverse these trends of polarization and democratic decline. She presented one chapter, on the epistemic crisis and the role of truth, at the E.J. Safra fellows seminar, with **Jacob Fay** and **Catherine Elgin** as commentators. In addition to completing the book manuscript, Ben-Porath wrote an article on Extremism and the PREVENT policy in the UK (to be published by *Educational Theory*) and a handbook chapter on Education and Free Speech. She published opinion pieces at the *Philadelphia Inquirer* and the *Washington Post*. She also spoke among other places at the University of Washington, Carnegie Mellon University, the National Center for Free Speech and Civic Engagement, UNC Program for Civil Discourse, University of Arizona, PEN America, McGill University, and the University of Lahore. She organized a conference and monthly speakers series on free speech at Penn's Andrea Mitchell Center for the Study of Democracy.

At the Center for Ethics, Ben-Porath had the opportunity to join the Intercollegiate Civil Disagreement series (lead by **Jacob Fay** and **Maya Cohen**). She organized a campus-wide talk in collaboration with the Office of Diversity, Inclusion, and Belonging on the subject of free speech and inclusion, in which she and **Sherri Charleston** hosted **Dean Erwin Chemerinsky** (Berkeley) and **Emerson Sykes** (ACLU).



Stephen M. Campbell

Assistant Professor of Philosophy, Bentley University

During this fellowship year, Stephen Campbell began work on a book, *The Ethics of Choosing Disability*, co-authored with **Joseph Stramondo**. The book

concerns situations where individuals must choose between disability and non-disability, whether for themselves or others. This encompasses choices made at the beginning of life (e.g. embryo selection, selective abortion), in the midst of a life (e.g. "corrective" surgeries), and at the end of life (e.g. advance directives, physician-assisted suicide). The aim of the book is to offer a systematic and critical assessment of the most popular arguments regarding the ethics of selecting for or against disability. In March, Stephen and Joseph presented one of their chapters, "Restricted Options and Open Futures," in a Center seminar, receiving helpful commentary from **Jennifer Hawkins** and **Joseph Millum**. They presented another chapter, "Ableist Attitudes" at Bentley University. Over the course of this year, they completed a book proposal and roughly a third of the book.



Linda Eggert

Having recently completed her doctorate, Linda Eggert found that the fellowship year provided a wonderful opportunity to consolidate the work from her doctoral research for publication and advance new work

on her second research project on the ethics of AI. She completed five self-standing papers: "Necessity and Other Defence," "Supererogatory Rescues," "Duties of Other-Defence and the Rescuer's Conundrum," "Self-Defence

Against Justified Threats,” and “Morality and Law in Armed Humanitarian Intervention.” All five papers are now under review. In addition, she recently completed a sixth paper, “Rights and Rules: Revisionism, Contractarianism, and the Laws of War” on Yitzhak Benbaji and Daniel Statman’s *War By Agreement: A Contractarian Ethics of War* (OUP 2019), to be submitted as part of a symposium in June. She also completed a first draft of a paper, “Moral Conflicts and Artificial Intelligence,” on the ethics of delegating moral decisions to AI, which she presented at the Faculty Seminar in February. This paper has also been accepted for presentation at the Society for Philosophy and Technology 2021 Conference in June 2021, where she presented a revised version.

She also advanced work on a second paper on the ethics of AI, “War in the Age of Algorithms: Morality, Law, and Autonomous Weapons Systems.” This paper has been accepted for presentation at the International Society of Ethics and Information Technology and International Association for Computing and Philosophy CEPE/IACAP Joint Conference 2021. Finally, she completed a first draft of a paper on compensation and proportionality, “Compensation, Proportionality, and Permissions to Harm,” which was presented at this year’s Graduate and Early Career Reading Retreat, hosted by the Stockholm Centre for the Ethics of War and Peace, in May. This paper was also accepted for presentation at the Joint Session of the Aristotelian Society and the Mind Association in July.

As a joint Fellow with the Carr Center for Human Rights Policy, Eggert participated in the Towards Life 3.0: Ethics and Technology in the 21st Century talk series and discussion groups and audited the course Philosophy of Technology: From Marx and Heidegger to AI, Genome Editing, and Geoengineering, taught by **Mathias Risse**. Given her research interests, she felt immensely fortunate to be able to participate in both the intellectual communities of the E.J. Safra Center and the Carr Center.

She was a member of the Fellows’ Reading and Discussion Groups, both of which presented welcome opportunities to spend time with fantastic colleagues outside the Faculty Seminar on a weekly basis. She was also delighted to participate in the research workshop on Digital Public Infrastructure in February, to support the Harvard Ethics Bowl team, and to

co-chair the seminar with **Seth Lazar**, which were all much appreciated opportunities to contribute to the virtual life and culture of the Center community. In addition, Eggert was an invited participant in a workshop on “Principles on Ethical and Responsible AI in Defence,” hosted by Oxford’s Centre for Ethics, Law, and Armed Conflict for the UK’s Centre for Data Ethics and Innovation March. She has also been co-authoring a book-length teaching curriculum for CertNexus’ Certified Ethical Emerging Technologist (CEET) certification, which is designed for professionals in emerging data-driven technology fields, including AI, data science, and the Internet of Things, to acquire foundational knowledge about ethics.

Eggert was awarded a Global Priorities Fellowship by the Forethought Foundation as a participant in the Global Priorities Institute’s Early Career Conference Programme this summer, and is due to begin an Interdisciplinary Ethics Fellowship at the McCoy Family Center for Ethics in Society at Stanford University in September. She would like to express her heartfelt thanks to the whole Center for Ethics team for having made this fellowship year so extraordinarily engaging under the most difficult circumstances. She genuinely felt at home in the intellectual community, and regrets only not having been able to meet, and collaborate with, members of the Harvard community in real life. She is all the more grateful to **Danielle** for her massively helpful guidance, **Emily** for all her help and continued support, **Jess** for her invaluable advice, and **Mathias** for being the most wonderful advisor. She is deeply grateful for all everyone has done, and looks forward to giving back to the center in the future.



Adam Hosein

Associate Professor of Philosophy,
Northeastern University

Adam Hosein found the Center to be an extremely helpful and supportive environment. He participated in multiple reading groups over the course of his fellowship year, all of

which were great learning experiences. His main output was to make substantial progress on his book manu-

script, *Discrimination, Inclusion, and Social Progress* (under contract with Oxford University Press). A lengthy section of the book discussing symbolic discrimination (along with examples involving policing, monuments, religious establishment, and so on) was written for the Fellows workshop and received extremely useful comments. A chapter he wrote on gender, freedom, and dress codes, was presented at the New School for Social Research and as a keynote address at the Oxford Political Theory Graduate Conference. He also completed two separate projects: a co-authored paper on antisemitism, which was accepted for publication in *Ethnic and Racial Studies*, and a paper on Brexit and immigration, which was accepted for publication in the *Journal of Practical Ethics*.

Adam is enormously grateful to the Center staff and his co-fellows for a very rich and rewarding experience, despite all of the traumas of the pandemic.



Mason Marks

Assistant Professor of Law,
Gonzaga University

During the fellowship, Mason Marks published or placed three full-length law review articles. One article, "Controlled Substance Regulation for the COVID-19 Mental Health

Crisis," was published by the *Administrative Law Review*, a highly ranked journal in the field. A second article, "Emergent Medical Data: Health Information Inferred by Artificial Intelligence," was published by the *U.C. Irvine Law Review*. This article was cited in a *Wall Street Journal* article about health data in September. In February, he placed a third article, "Biosupremacy: Big Data, Antitrust, and Monopolistic Power Over Human Behavior", in the *U.C. Davis Law Review*. In addition to his law review articles, he published a co-authored policy article in the peer reviewed journal *Ethics & Human Research*, which is titled "Governing AI-Driven Health Research: Are IRBs up to the Task?" This article was the product of a workshop he attended at the Oxford Big Data Institute with peers from the University of Oxford, McGill University, Tilburg University, and the University of Copenhagen. He also completed a book

chapter, "People are the Lifeblood of Innovation," which is forthcoming in the *Cambridge Handbook of Intellectual Property and Social Justice*.

In addition to academic scholarship, he published op-eds and reported articles in major news outlets including the *Los Angeles Times*, *Slate*, *Gizmodo*, and *The Hill*. He also published blog posts with Stanford Law School, Harvard Law School, the Harvard Law and Policy Review, and the Northwestern University Law Review. Moreover, his work was featured by ABC News, the *Wall Street Journal*, the *Telegraph*, the *Spokesman Review*, the *Harvard Crimson*, and the *Harvard Gazette*.

During the year, his scholarship helped shape state and national conversations regarding health law and technology, presenting his scholarship at twenty-seven symposia and other events.

He also served on several working groups that are developing standards for the regulation of artificial intelligence, and served as a peer reviewer for Cambridge University Press and the *Journal of Law and the Biosciences*. During the fellowship, he organized a total of seven events for Gonzaga and Harvard Universities, including a launch symposium for the Health & Technology Policy Project at Gonzaga, which featured leading health law scholars. In addition, he designed an academic panel that was accepted for inclusion in the 44th Annual Health Law Professors Conference in June and a symposium proposal that was accepted by the Duke Law Journal.



Iván Petrella

Iván Petrella joined the Edmond J. Safra Center for Ethics as a joint residential fellow with the Berkman Klein Institute for Ethics and Society after a decade working in politics in his native Argentina. He was an elected member of the legislature of the City of Buenos

Aires, Secretary of Culture in the Ministry Culture, director of Argentina 2030 (the President's table for identifying and assessing medium-term challenges and opportunities for

development), as well as part of the President's speech writing and campaign teams. Before politics, he was a tenured professor at the University of Miami.

At the Center, Iván's research focused on two questions of concern: on the one hand, what can liberation theology and liberation philosophy—Latin America's two most important 20th-century intellectual trends—contribute to current discussions in artificial intelligence? And, on the other, how must democracies adapt to respond to the triple threat of technological disruption, populism, and digital authoritarianism? In the process, he read widely, an impossible luxury when working in a national government, participated in two book reading groups with other fellows, joined the fellow hours of both centers, and established relationships he trusts will outlast his fellowship.

In addition, he taught a graduate-level seminar at Harvard Divinity School titled "Toward a 21st Century Liberation Theology: New Challenges and New Frameworks." This class enrolled 19 students from Harvard Divinity School, Harvard Law School, Harvard College, and Boston University, and explored how key 20th-century concepts—democracy, capitalism, colonialism, racism, geopolitics, even our "humanity"—are shifting and mutating given the technological disruptions of the 21st. Making the most of the Zoom format, students had the opportunity to ask questions of guests who joined for the final half-hour, including **Shoshana Zuboff, Latanya Sweeney, Kevin Esvelt, Ulises Mejias, Rafael Yuste, Mark C. Taylor, Steven Levitsky, and Alexis Wichowski**, among others.

As a side note, albeit an important one, Iván wants to stress not just the intellectual effervescence he was privy to at the Center (after all, one expects nothing less from Harvard University) but also the empathy and support from everyone involved. He was diagnosed with cancer, a lymphoma, early into his fellowship and underwent chemotherapy for several months. Now cured, and knocking on wood, he is certain of two things—he would have been more productive had he not been sick, and all that he was able to achieve is a testament to the incredible team that makes up the Center.



Adrienne M. Stang

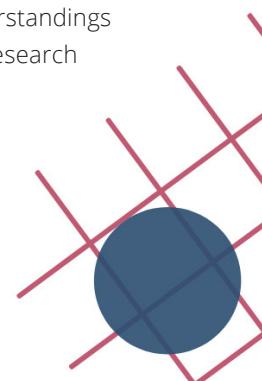
K-12 History and Social Studies Coordinator, Cambridge Public Schools

Adrienne's work focuses on culturally sustaining pedagogies and curriculum. As a Fellow-in-Residence, she led the creation of curricula for upper elementary students

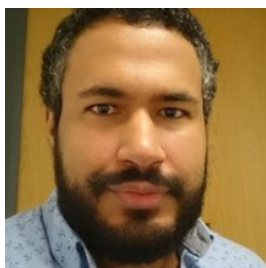
that center hidden narratives of people of color and other historically marginalized communities. A highlight of this work is "Expanding Liberty, Equality and the Suffrage (1776-1924)," which offers fifth grade students opportunities to connect the principles of the Declaration of Independence with later struggles for freedom and justice, including abolition, indigenous sovereignty, and women's rights. This curriculum will be published on the Democratic Knowledge Project's website and submitted to the online Educating for American Democracy resources hub. She directed other curriculum projects focused on Native American rights, past and present.

To support educators in teaching the histories of racism in truthful and developmentally appropriate ways, Adrienne conducted research in a broad range of fields, including history, psychology, anthropology, and education. This exploration resulted in a foundation for the pedagogical strategy of co-processing, by which educators help children make sense of painful histories and realities so that students learn narratives that are truthful, developmentally appropriate, and empowering.

This winter, Adrienne and **Danielle Allen** co-taught "Teaching the Hard Histories of Racism in the United States" at the Harvard Graduate School of Education. Adrienne is now writing a book based on the course syllabus. This spring, she shared her chapter on co-processing narratives of enslavement and abolition at the Fellows-in-Residence seminar. She also presented her work on American identities and relational understandings of race to the Democratic Knowledge Project's research team.



Visiting Fellows



João Fabiano

João Fabiano completed a doctorate in philosophy in applied ethics at the University of Oxford under the supervision of Julian Savulescu. He is currently a postdoctoral fellow at the University of São Paulo researching virtue theory, moral psychology, moral status, co-operation, and their implications for modifying moral dispositions with technology. Supervisors: **Julian Savulescu** (DPhil), **Roger Crisp** (DPhil), **Joshua Shepherd** (DPhil), and **Osvaldo Pessoa** (MPhil).



Natalie Kofler

Founder, Editing Nature
Senior Advisor, Scientific Citizenship Initiative

Natalie Kofler is a trained molecular biologist who now works at the intersection of science and society. Her work is fueled by a desire to transform scientific culture and make science more representative of the communities it's meant to serve. Towards this goal, she focuses on improving scientific training and curriculum, cultivating public dialogue and engagement, and creating more just and rigorous decision-making processes to steer responsible development of emerging technologies.

Natalie leads curriculum development and is a strategic advisor and for the Scientific Citizenship Initiative at Harvard Medical School. She is also the founding director of Editing Nature - a global initiative to steer responsible development and deployment of genetic technologies.

She is a leading voice in CRISPR and synthetic biology ethics and governance, authoring numerous publications on the topic, serving on expert panels, and contributing to

UN mandated documents. Her work has been highlighted by The New York Times, Science, Nature, NPR, CBC radio, Pacific Standard Magazine, and National Geographic. She served as a resident scholar in sustainability at the University of Illinois and a visiting scholar at The Hastings Center. She teaches Environmental Ethics and Justice at the Center for Biomedical Ethics at Harvard Medical School. She received her PhD in cellular, molecular, and medical biosciences and MS in human nutrition and metabolic studies from Columbia University and her BS in human anatomy and cell biology from McGill University.



Glen Weyl

Founder and Chair, RadicalX-Change Foundation
Principal Researcher, Microsoft Research New England

Glen Weyl uses ideas from political economy to develop social technology for widely-shared prosperity and diverse cooperation. He is Founder and Chair of the RadicalXChange Foundation and a Principal Researcher at Microsoft Research New England, where he advises Microsoft's senior leaders on the relationship between the global political economy and the future of technology. He was valedictorian of Princeton University's 2007 class, receiving an AB in economics, followed by an MA and PhD in 2008. He then spent three years as a Junior Fellow at the Harvard Society of Fellows and three years as an Assistant Professor at the University of Chicago before joining Microsoft Research. He was a Sloan Research Fellow 2014-2019. Following his 2018 book with **Eric A. Posner**, *Radical Markets: Uprooting Capitalism and Democracy for a Just Society*, his work has moved significantly beyond research and he increasingly helps mobilize activist groups, consults for governments and political parties, advises start-ups

(especially in the blockchain space), and collaborates with artists.

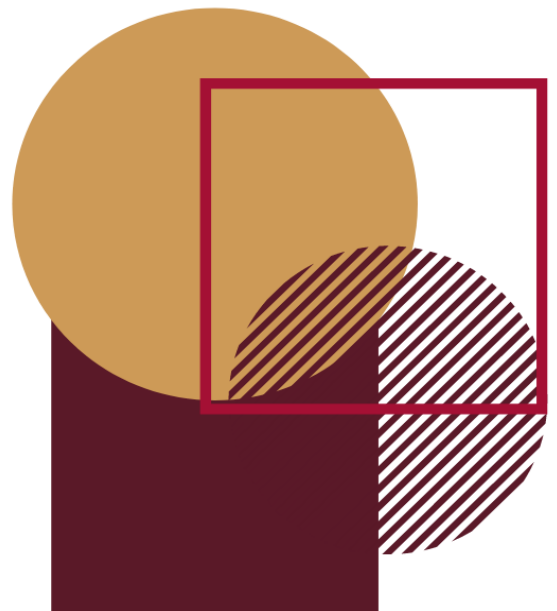


Michael Young

Resident Physician, Massachusetts General and Brigham & Women's Hospitals

Michael Young's current research examines the ethical dimensions and philosophical frameworks underlying standards of care in medicine, neuroscience and public health. He received his

M.D. from Harvard Medical School with Honors, Magna Cum Laude, where he was awarded the Rose Seegal Award for Research, the Henry K. Beecher Prize in Medical Ethics, and the Neil Samuel Ghiso Fellowship for Compassionate Medical Care. In 2013-2014, he completed a Student Fellowship in the Petrie-Flom Center for Health Law Policy, Biotechnology and Bioethics at Harvard Law School, and was a Fellow in the Department of Philosophy at Harvard University. He is the recipient of an Early Career Scholar Award from the American Society of Bioethics & Humanities, as well as the Pollard Prize from the Yale Interdisciplinary Center for Bioethics. In 2019, Dr. Young was selected as a member of the Academy of Neurology Palatucci Advocacy Leadership Forum. Prior to arriving at Harvard, Young completed an M.Phil in philosophy from the University of Cambridge as a Gates Cambridge Scholar, focusing on philosophical issues relating to medicine and the mind.



Graduate Fellows

Danielle Allen and Mathias Risse, Co-directors



Evelyn Boyden

Government

Evelyn Boyden is a PhD candidate in Government specializing in Political Theory. Her primary research interests concern the development of the concept of sovereignty, theories of political resistance and its justification, and conflicts between political

and ecclesiastical authority. Her dissertation tracks these themes in early modern political thought through the episode of James I's Oath of Allegiance and the Jesuit response it evoked. Her other research areas include theories of citizenship and civil liberties, the rise of technocracy, and the early modern roots of liberalism. Evelyn holds an AB in Government and Theology from Georgetown University.



Jovonna Jones

African & African American Studies and Women, Gender, and Sexuality Studies

Jovonna Jones' graduate fellowship year with the Center was enriching and productive. She was able to conduct archival research for her

dissertation, draft two chapters, and work on fellowship and job market materials. In the Fall, she shared with the group a chapter on Black women's housing and institution building in mid-20th century Chicago; in the Spring, she shared a chapter on the performance and politics of evictions in that same era. Since she was able to make significant progress on her dissertation during the graduate fellowship, she was prepared to apply for dissertation completion and post-doctoral fellowships. She was awarded the Thurgood Marshall Dissertation and Post-Doctoral Fellowship at Dartmouth College in their Program in Afri-

can & African American Studies, a two-year appointment during which she will complete her dissertation and teach a course on race, gender, and the built environment. Her Center colleagues offered critical feedback along the way, asking thoughtful and challenging questions about her archive. They ultimately helped her draw out some of the fundamental stakes of the project and its contemporary implications for equity, justice, and the role of housing and home in a democratic society.



Darien Pollock

Philosophy

During his time as a Graduate Fellow at the E.J. Safra Center for Ethics, Darien Pollock was able to complete two dissertation chapters, as well as portions of a draft for an upcoming book project. He also

gained a great deal from the various academic seminars hosted by the Center. Through these forums, he was able to explore topics beyond the scope of his primary field of philosophy and engage with scholars from a broad array of disciplines.

One of the most enriching aspects of his fellowship experience was having an opportunity to have meaningful conversations with the Center's director, **Danielle Allen**. Her advice has helped him learn how to form a more clear direction for his research. He is beyond grateful for the sincere effort she devotes towards the success of the graduate students she mentors.

In addition to these personal interactions, he also appreciated the Center exposing the cohort to various professional development skill-sets. Particularly, he enjoyed the sessions on academic publishing and marketing.

Overall, he believes he has grown not only as a graduate

student but also as an intellectual who cares deeply about ideas and the production of ethically centered scholarship. He wants to thank all of the faculty, staff, and students who contributed to such an invaluable academic experience.



Justin Pottle

Government

The Edmond J. Safra Center for Ethics provided Justin Pottle with a deeply enriching and generative intellectual community amid a difficult and uncertain time. As a fellow, he completed four draft chapters of his dissertation project. Two of those

chapters benefitted immensely from the thoughtful feedback and discussion in the Graduate Fellows Workshop. In the fall, he presented a chapter on the normative and epistemic stakes of competitive pressures on campaign rhetoric. In the spring, he presented a second chapter that developed a distinctive defense of local news media from democratic equality. Both were vastly improved by his cohort's rigorous and generous consideration and wide-ranging insight. Those conversations also enriched revisions to a chapter on John Dewey's institutionalist critique of propaganda over the fall, which was accepted for publication in *The Journal of Politics* this winter.

Alongside his academic work, the Graduate Fellowship supported his ongoing participation in the Center's Democratic Knowledge Project, with which he developed curricular resources on the peaceful transition of power amid the 2020 presidential election and assisted teacher support for remote learning. Additionally, he served as a consulting researcher and academic reviewer for the Educating for American Democracy initiative, advising the executive committee on state accountability systems and tribal education policy as well as reviewing partner-submitted resources for academic rigor. He wants to extend heartfelt gratitude for

the warm community of scholars and friends that made this unusual fellowship year a productive, energizing, and memorable one.



Rebecca Rothfield

Philosophy

Because of the pandemic—and Trump's disastrous presidency and coup threats—Becca Rothfield got a lot less done than she would have otherwise. She would surely have gotten even less done if the

fellowship had not freed her from teaching obligations, but even with time to devote to her research, she was distracted by depression and anxiety about the state of the world. She has never been good at working at home, and only got worse at it as she became more and more worried about Trump's handling of the crisis and attempts to subvert the election. The fellowship is the only reason she accomplished anything this year at all: the obligation to send two pieces of work to the group was invaluable. Because of the fellowship, she wrote one chapter of her dissertation and completed a chapter that will appear in the *Oxford Handbook of Art and Ethics*, both of which she revised in accordance with helpful suggestions from the group.

Ethics Pedagogy Fellows

Christopher Robichaud, Director



Maya Cohen

Maya Cohen is a third-year doctoral student at the Harvard Graduate School of Education in the Culture, Institutions, and Society concentration. Her research focuses on the civic formation of American youth, and the impact of political polarization

and geographic partisan sorting on American schools and students. She came to HGSE after a decade working with young people to advance issues of equity and unlock their potential as leaders. Prior to her doctoral studies, Maya worked at Northwestern University's Children and Family Justice Center (CFJC), collaborating with attorneys, community groups, currently and formerly incarcerated individuals, and their families to end life- and life-like sentences for youth in Illinois. Before joining the CFJC, Maya was a teacher and Assistant Director at The School for Ethics and Global Leadership in Washington, D.C., a semester program that aims to develop students into ethical leaders who make positive change in our world.

Maya was on the curriculum team for the Intercollegiate Civil Disagreement Partnership and was a co-leader of the Fellows seminar. Maya's final report of the inaugural year of the ICDP demonstrated the value and promise of our understanding and empathy-based approach to facilitating productive dialogue across political differences. It also demonstrated areas where we could improve our methodology, such as increasing interactive sessions and scaling back on lecture time as well as creating some opportunities

for in-person engagement when possible.

Caitlin Fitchett

Caitlin Fitchett is a PhD Candidate in Philosophy with research interests in moral philosophy and



the philosophy of action. Her dissertation focuses on the normative standards that govern practical deliberation, and that are binding for an agent who asks herself the quintessential question of practical deliberation—What should I do?—against the backdrop of a group action or potential group action. As a graduate teaching fellow at Harvard, Caitlin has taught courses on the ethics of public policy, economic justice, existentialism, and film and literature. Caitlin holds a BA (Hons) in Philosophy, Politics and Economics, and an MA in Philosophy, both of which are from the University of Otago, New Zealand.

Caitlin assisted in the launch of the Harvard's Ethics Bowl team [see page 22] and served as the team's coach, hosting weekly sessions with undergraduates to help them hone their skills in researching and articulating cogent responses to thirty ethics cases. With Caitlin's support, the team made it to the quarterfinal round at the national competition in their first year. She also compiled a manual for future coaches so that they have a guide toward the role and responsibilities of the coach.



Tatiana Geron

Tatiana Geron is a PhD student at the Harvard Graduate School of Education concentrating in Culture, Institutions, and Society. Her research occurs at the intersection of political theory, philosophy of education, and classroom practice. She's interested in teachers' moral agency and ethical

decision-making and what makes the classroom a unique environment for enacting justice. Before entering the doctoral program, Tatiana taught English Language Arts, Social Studies, and English as a Second Language in Boston and Brooklyn. Tatiana holds a BA in Political and Social Thought from the University of Virginia and a master's in teaching from the Boston Teacher Residency.

Tatiana worked closely with Professor **Meira Levinson** this past year in support of her Educational Ethics initiative. A major focus of this year's effort was directed at professional development for teachers struggling with ethical issues raised by the pandemic.



Rong Huang

Rong Huang is a PhD student from the Committee on the Study of Religion at Harvard, with a focus on the field of comparative religion. Her research deals with the interaction between East Syriac Christianity and medieval Chinese religions (Confucianism, Buddhism, and Daoism) during the Tang dynasty (618-907 A.D.). As a PhD student whose research

includes many theories about ethics, she loved engaging in lively discussions at the Center with those who study and teach in professional schools, gaining knowledge of current ways of practicing ethics, and learning how to better apply the ethical insights she has obtained from the theorists to real-world problems.

Rong audited a new General Education course that the EPF program helped to develop, "Who do you think you are? The ethics of identity," which was offered for the first time in spring 2021. Much of the EPF guidance and support with assignment design was well received by the students. Additionally, Rong reviewed a number of other Ethics Centers' websites and compiled a document of resources that these sites offer to help the EPF program avoid duplication as we build out an EPF web archive.



Cat Wade

Cat Wade is a seventh-year graduate student in the Philosophy department, working on algorithmic discrimination. Her dissertation advances an account of discrimination that explains disparate treatment as an instance of unjustified appraisal and disparate impact as unjustified differential harm. Using this account, she makes the claim that users of

social media platforms are susceptible to discrimination of either kind at the hands of the algorithms that curate the content

they receive. Her interests are political philosophy, particularly feminist and Marxist philosophy, philosophy of technology, and philosophy of mind.

Cat conducted an evaluation of the highly touted Embedded EthiCS program at Harvard with an eye toward assessing its scalability and opportunities to extend it to disciplines beyond Computer Science. She produced a 17-page report of her evaluation.

We extend our thanks and well wishes to our longtime colleague, **Michael Blauw**, who moved on from Harvard during the year. We are grateful for his role in building the Ethics Pedagogy Fellowship program. And we are delighted to have our Postdoctoral Fellow, **Jacob Fay**, who was a member of the inaugural class of EPFs, now expanding the program in new and exciting directions.

Undergraduate Fellows

Arthur Applbaum and Eric Beerbohm, Co-directors

Martino Boni Beadle

Martino Boni Beadle's experience with the E.J. Safra Undergraduate Fellowship this semester has been one of the academic highlights of his time at Harvard. As a Philosophy concentrator, his primary interest is in moral philosophy and the nature of normative agency. Walking through a different practical application in ethics every week during the spring seminar gave him the opportunity to read influential texts in this field ranging from Wertheimer on coercion, Frankfurt on free will, Scanlon on responsibility, Korsgaard on revolution, and Rawls (of course) on many different topics. This reading was supplemented by engagement with his peers through online posts and seminar discussions that offered a window into their various perspectives and interpretations on what was assigned for each given week. In this sense, his experience as a fellow can be distinguished from his average experience as a student in classes where a single narrative (philosophical or not) is presented by a lecturing professor. He found the seminar led by **Professor Applbaum** to be more centered on the collaborative development of ideas and philosophical understanding. The term paper offered a similar opportunity as they were continually workshopping and refining arguments with the feedback given to them during office hours and small group meetings. Able to pick any area in ethics or normativity to focus on, this project gave everyone a chance to delve into a topic they were passionate about and display their unique take on it in a presentation and Q&A session with the rest of the seminar. Overall, he would say that the experience this semester opened him up to a new sort of learning format very well suited to the study of practical ethics. He looks forward to future workshops and events in the coming years.

Marian Bothner

Over the past academic year, Marian Bothner was able to further hone her academic interests in moral and political philosophy with the support of the broader Center community. In the fall, she took part in the thesis workshop organized by **Professor Beerbohm**. As a junior, she took the opportunity to workshop a paper from her philosophy tutorial on contractualism and obligations to one's self. The comments were very helpful and helped guide her ongoing interest in deontological constraints and interpersonal justification. Alongside the formal workshop, the check-ins with the instructors provided her with more direction and reading lists which she pursued, and which have informed her intentions for the senior thesis. She also benefitted from the community of peers that she met through the workshop, several of whom she has taken courses with in ethics and political theory over the course of this school year. As a result of their shared involvement in the fellowship, she has been able to seek out their comments and insight when relevant.

Tzofiya Bookstein

Over the course of the Undergraduate Fellowship, Tzofiya Bookstein sharpened her ability to think critically about ethics and work through texts. The range of topics covered complemented one another in creating a foundation for political philosophy drawn from ethics. She appreciated the opportunity to read texts that had different perspectives from one another, and dissect their arguments both in and out of class. She also appreciated the cohort aspect of the fellowship. The collaborative environment of the class allowed them all to work together in understanding the material and refining their own views, especially through the discussion posts. The communal aspect of

learning especially proved valuable in the final projects. The presentation of everyone's final papers highlighted everyone's thoughtful preparation of their own arguments and careful analysis of others' projects.

One accomplishment from the Fellowship was the formation of the small discussion group. The students met weekly and created systems to review the arguments and texts up for discussion that week. Even in a virtual format, they were able to assist one another in absorbing the material. Another accomplishment was the paper. She really appreciated the multi-step approach and the opportunity to continually re-evaluate her work. The feedback she received from peers and teachers was tremendously valuable, as was the ability to focus on a specific goal.

Zavier Chavez

Overall, Xavier Chavez thoroughly enjoyed this fellowship. From the instruction and personal guidance from **Professor Applbaum** and **Priya Menon** to the highly engaging contributions and discussions sourced from the other students in the class, the seminar was a challenging yet rewarding experience. Personally, he feels as though he had written and argued some of his best philosophical interpretations and points during his time at Harvard, especially within the Philosophy Department. He enjoyed how practically grounded all the discussions in this course were, allowing him to employ some of the interpretive skills he's developed in his previous philosophy courses without accidentally falling into the hole of feeling aimless.

Specifically, he is proud of his final paper. He began with a point that he was passionate about—personal civic and political beliefs as a way to introduce difficult/overlooked topics in secondary schools—and create a well-flowing argument that illustrates the final point that he wanted to make. Though he had thought about the particular conclusion and motivating ideas in the paper in the past, he had never engaged with this to this degree. In doing so, he was able to flesh out some points that he had overlooked in his

preliminary thinking and consider new perspectives that ended up changing his initial considerations significantly. He is also very proud of the discussions his group-mates and he had in their small group, in which his group-mates contributed interesting ideas that challenged the arguments he sought to make. By the end of each discussion, he thought that they felt a lot more invigorated and prepared for the weekly writing assignment and seminar the next day.

Connor Chung

This was Connor Chung's first semester as part of the fellowship, and he admits that from the beginning, he was a bit apprehensive about how it would work in the age of Zoom. And yet, it was precisely this aspect which made it so enjoyable. In a semester where most of the traditional ways of meeting and connecting with fellow classmates were off the table, having the opportunity to be part of a close-knit community of really interesting people was truly an incredible experience, and he cannot be more grateful to have had the opportunity. He had taken a philosophy gen ed and a social theory class prior to this, but this was the most in-depth philosophy course, and first government department course, that he had ever taken. This was, in many ways, a challenge—while many of his classmates had extensive academic experience in these areas, it was very much outside of his comfort zone. But it was a very welcome one. He's especially proud of his growth when it comes to writing. The term paper, being probably the most in-depth work of academic writing he has produced thus far in college, was a fascinating experience to dive into the deep end on an interesting issue, and provided a chance for him to hone his skills in the realm of research, rhetoric, and philosophical analysis. He's also proud of the many fun conversations they had in pods and class, which provided an opportunity for him to really grapple with the text in ways he would not have on his own. All in all, he is deeply grateful to have gotten the chance to participate this semester, and looks forward to future years in the fellowship.

Ilana Cohen

This past year, Ilana Cohen took a leave of absence from Harvard to pursue her passion for achieving a future free from fossil fuels in the workforce amid the covid-19 pandemic. She worked full-time as a climate reporter/journalist and now as an organizer. Although the work she produced didn't directly relate to the Center or involve Center programming, she believes it will better inform and shape her continued studies of the ethics of climate change and environmental policy making upon her in-person return. She has also remained in touch with fellow Ethics community members (namely, the other fellows in her class), which has been a wonderful way to feel connected to the Center over the past year while they've been geographically distributed. She is greatly looking forward to returning to campus in person and officially resuming her work as a fellow in the fall.

Ali Jebari

Ali Jebari experience this year as an Undergraduate Fellow centered around **Professor Applbaum's** seminar. He feels like he has gained a solid understanding of the conceptual basis of various ethical terms (like agency, responsibility, legitimacy etc.). He now feels more comfortable using those concepts in papers and in more elaborate arguments. He thinks it was very helpful to take a seminar that spent a lot of time laying out a strong conceptual basis. During the year, he felt supported by everyone at the Center for Ethics, whether academically by the teaching staff of Gov94saf, or administratively, by **Emily**. He can say he feels part of a close-knit community of people who have the same academic focus, and he hopes that next year, he will try to interact a bit more with fellows that are outside of the Undergraduate Program.

The term paper that he wrote this semester was a great opportunity to think deeply through the topic. **Professor Applbaum** stayed with him on the phone for several hours, discussing the topic, and he feels very privileged and lucky to have had this kind of support. He would highly

recommend this program to any undergraduate with a strong interest in ethics, who is willing to dedicate a good amount of time to exploring the many opportunities the Program has to offer.

Michelle Kurilla

With the center's support, Michelle Kurilla's interests in contemporary literature and political theory connected more cohesively. The E.J.Safra undergraduate fellowship helped her better understand their intersection. As one of the only English and Government joint concentrators at the College, she found the support she needed to develop a thesis topic through the fellowship. **Professor Applbaum** and **Priya Menon** graciously offered reading suggestions, advice, and thought-provoking questions. In addition to the undergraduate fellowship class, she took classes on contemporary author and contemporary political theory research methods. Both of these classes were strengthened and supplemented by the normative puzzles discussed in the seminar. Outside of the classroom, she spent a significant amount of time thinking about the role of ethics in reporting and writing, especially in her role as an Executive Editor at the student newspaper. She led a team of 18 reporters, edited and fact-checked dozens of stories a week, and rewrote the news training curriculum. Conversations fostered through the fellowship undoubtedly influenced how she approached these challenges. Looking back on this spring, she is incredibly grateful for the knowledge imparted to her by **Professor Applbaum** and **Priya Menon**, and her peers. Looking forward to the fall, she is elated at the prospect of attending more speaker events, discussing paper topics in the workshop, and meeting everyone for the first time in person.

Isaac Longobardi

This year Isaac Longobardi focused his attention primarily on completing his thesis. His thesis was an exploration of home care through the lens of cleaning. He looked at how cleaning facilitates moral relationships between care workers and their clients both through the moral impera-

tives imposed by institutions but also through interpersonal negotiation of norms, goals, and meaning. He was also grappling with the question of virtue in a profession that has been thoroughly demoralized by rules and tasks. He wanted to understand how against the limitations these restrictions placed on care worker's moral agency, new moral potential might be developed in care work's material practice. He is honored to have received a Hoopes Prize for the project, as well as a Bowdoin Prize for an excerpted version of his chapter on cleaning the house.

Throughout the process, Isaac found the E.J. Safra Center to be incredibly supportive. That began with the opportunity to write a junior paper that allowed him to begin thinking through the central ethical questions and terms of his project. During the summer, while working as a home health aide, he benefited from the Kissel Grant in Practical Ethics. And as he began drafting his thesis the following term, he learned a lot from workshopping his writing with other undergraduate fellows, under the guidance of **Priya** and **Professor Beerbohm**, both of whom directed him to further readings that became core to his analysis. It has been an incredible privilege for him to be an undergraduate fellow this past year and a half. The program has given him new language and ways of framing his thinking around ethics he's doubtful he would have developed otherwise.

Julia Manso

Julia Manso was first drawn to the Edmond J. Safra Center for Ethics Undergraduate Fellowship not only because of its unique opportunity to discuss high-level theory with advanced applications and corner cases, but also to gain a deeper understanding of practical ethics that will guide her future studies in economics and policy. The seminar more than exceeded her expectations; the readings and weekly topics built upon each other while becoming more complex, the small discussion groups were a great way to connect with classmates while gaining a deeper understanding of each week's topics, and the seminars themselves were always fast-paced but also highly technical and analytical. The class definitely pushed her to be a more critical and discerning thinker about ethical topics,

and the semester ultimately culminated in her penning a 25-page paper about the ethical requirements of officials in the face of an illegitimate law—a topic she would never have chosen or been able to write about without the rigorous preparation of the seminar.

Ultimately, the seminar has helped fundamentally change the way she views policy and the economy, and she doesn't think either should be evaluated and studied separately. The course has affirmed her desire to make normative questions in each of these fields an integral part of her study plan, and she looks forward to continuing to cultivate the skills necessary for being a successful researcher and thinker in ethics, economics, and politics through the workshop with **Professor Beerbohm** in the fall.

Jill Sharples

Amidst the chaos of COVID, Jill Sharples decided to remain enrolled through the entire year. During this time, she had the opportunity to complete her senior thesis while working from Cape Cod in the fall and Kirkland House in the spring. She heavily relied on the normative background that she developed through the fellowship and her coursework in Social Studies. On the extracurricular front, she acted as the Harvard Undergraduate Ethics Bowl President [see page 22] and continued with Army ROTC. The ethics team competed in the regional competition and proceeded to the semi-finals of the national intercollegiate ethics bowl. In ROTC they had to cope with the challenges of the virtual environment but were able to conduct some field training and retain our esprit de corps. She is thankful for the opportunities provided through this fellowship and she looks forward to continuing her reflection on ethics in the army.

Jill was profiled in [an article about Harvard's ROTC members](#) in the Harvard Gazette in May, 2021.

William Swett

This was William Swett's first semester as an E.J. Safra Undergraduate Fellow and he has only good things to

say. He very much enjoyed the two talks he attended as an undergraduate fellow: the Larry Temkin Lecture on international aid organizations and the Kissel Lecture by Seana Shiffrin on free speech. Despite the Zoom format he found them highly engaging. Of course, the highlight of the semester was the undergraduate seminar, which he found also exceeded his expectations about what a Zoom seminar could accomplish. Because of **Arthur's** Socratic teaching style and the high caliber of the other students, there was never a dull moment in their discussions. He can only imagine what it will be like in-person next year. His final paper on reparations for housing discrimination was a chance for him to dive into a topic he knew very little about. And although he didn't plan to write his thesis on this topic, he is glad he got the chance to explore a new area of applied ethics. Overall, it was a great semester.

London Vallery

London Vallery sincerely and thoroughly enjoyed her first semester in the fellowship! The seminar with **Professor Applbaum** was engaging, the events throughout the semester were interesting and entertaining, and the classmates in her cohort that she got to meet were absolutely brilliant. As someone who was new to the field of ethics, she definitely appreciated the wide variety of topics that were covered in the seminar. She felt like she was able to get a strong grounding in the most fundamental of questions in ethics while also applying them to very real and relevant situations around the world that she could identify with. The seminar was also structured in a way that she genuinely felt comfortable contributing to the discussions and presenting her arguments, even if these were her first times interacting with some of these topics.

She sincerely enjoyed hearing so many thoughts that countered her own initial understandings of these issues within ethics. This semester revealed a lot of biases and assumptions that she had been carrying as truth and she deeply valued each and every moment she was shocked this semester. And she was shocked quite a bit! She found herself often leaving class reeling with questions, concerns, ideas, and additions about the new arguments she'd

heard. She was lucky to have some of her classmates living in her dorm whom she would chat with in the dining hall line about what they'd just covered, and she felt so grateful to be able to work with such brilliant students. Housemates that she must've passed hundreds of times before were now the ones racking and stretching her brain over issues she didn't realize meant so much to her.

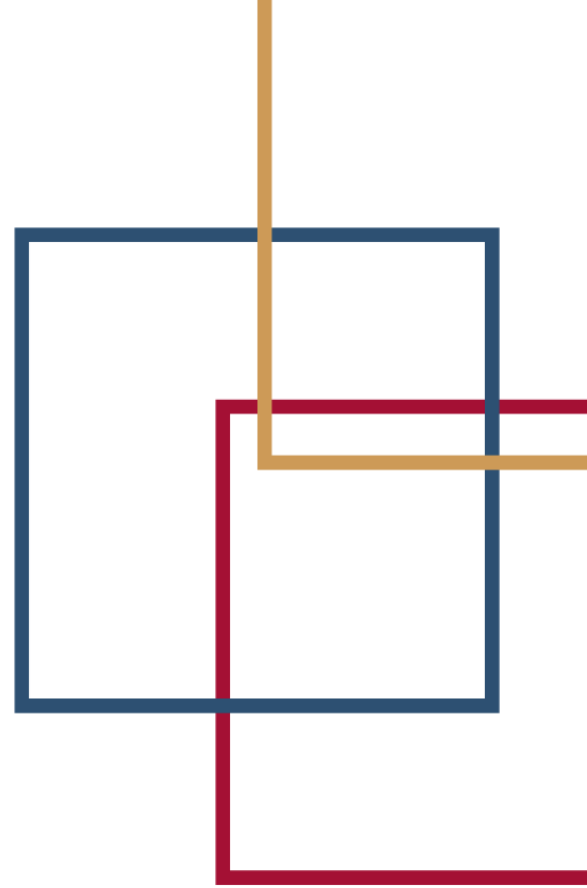
Ultimately, she most appreciated how challenging she found this semester to be. Not through workload, but in identity, awareness, and humility. She was humbled quite a bit throughout the readings and discussions and she is forever grateful for that. Throughout her weekly meetings with some of her classmates, she quickly learned that it was okay to answer questions with more questions and that thinking you had a firm answer often meant that you were in for a humbling experience down the line. This semester made her think more about her field and career, her past beliefs, what she expected of others, and how she saw herself acting ethically. She is sincerely so excited to continue working and speaking with her cohort and all of the scholars connected to the center, she's pleased to have gained new peers and friends, and is waiting in excited anticipation for her next embarrassingly humbling experience.

She's always been so grateful for this opportunity, but it's truly exceeded her expectations.

Satoshi Yanaizu

Satoshi Yanaizu sincerely appreciated two unique aspects of the Fellowship this semester. First, the E.J. Safra undergraduate seminar introduced him to crucial concepts in normative philosophy, such as freedom and legitimacy, which will surely help his intellectual journey for the remainder of his college years. He particularly liked how the seminar was structured with a lot of small assignments and active discussion on Canvas. His final paper of the course aimed to consider the legitimacy of the state recognition of marriages from the lens of Rawls's public reason. The seminar informed his thinking towards selecting the topic of his senior thesis, in which he hopes to synthesize his interests in international politics and international justice. Second,

other undergraduate fellows continued to be a source of inspiration during the seminar and other Center-related events. They posed poignant questions and encouraged deeper engagement with the course material and ethics in general. He strongly looks forward to continuing his activity as a fellow next semester and having more in-person interactions among the Center's wider community.



HARVARD ETHICS BOWL



Photo by Aaron Ye / Harvard Gazette

The Harvard University Undergraduate Ethics Bowl (HUEB) was founded in 2020 by undergraduate fellow, Jill Sharples, and has been supported by the Center since its inception. HUEB was established by a group of Harvard College students with the aim of providing a forum in which students can discuss complex and controversial ethical issues openly and with intellectual honesty and humility. Topics discussed have included freedom; whether it's permissible to consume art made by sexist or racist artists; what kind of power employers should have to dismiss employees for the things they do outside of work; and climate justice.

During the 2020-2021 academic year, HUEB competed at the North East Regional Competition and also attended the National Intercollegiate Ethics Bowl Championship. In contrast to debate, which rewards teams for efficiently dismissing opposing ideas, ethics bowl teams are rewarded for asking nuanced questions of the opposing team and for suggesting improvements or modifications to their case.

To learn more, please read this article about [the Ethics Bowl](#) from the Harvard Gazette in December, 2020.

Intercollegiate Civil Disagreement Partnership

The Intercollegiate Civil Disagreement Partnership (ICDP) was a new addition to the Center in 2020-21. Growing out of the 2019-20 Discussions Across Difference (DAD) effort, the ICDP trained students to lead conversations across political difference through a partnership between five institutions of higher education: Harvard, Stanford, California State University, Bakersfield (CSUB), St. Philip's College, and Santa Fe College.

As its name suggests, the ICDP is truly a partnership. Leadership of the program is distributed among its members equally, with primary contacts at each school working in concert to plan, adapt, and execute a collaborative vision of the program. Our structure recognizes the funds of knowledge that each partner institution brings to the collective whole.

The ICDP was led by Postdoctoral Fellow **Jacob Fay** and the Center's Executive Director, **Jess Miner**, and was supported by Ethics Pedagogy Fellow **Maya Cohen**. **Collin Anthony** (Stanford), **Michael Burroughs** (California State University, Bakersfield), **Andrew Hill** (St. Philip's), and **Ann Thebaut** (Santa Fe) completed the leadership team for the partnership.

The ICDP reflects an awareness that we can be more effective together than on our own. The partner institutions are intentionally and purposefully diverse. They include a mix of public and private institutions; two-year and four-year institutions; a historically Black college with a strong focus on education for military veterans; colleges that are primarily Hispanic-serving; and two institutions known for high research activity.

Eight fellows were selected from each school. Harvard College fellows in the program were **Claudia Cabral**, **Salma Elsayed**, **Kareem King**, **Colin Gray-HoeHN**, **Claire Oby**,

Paige Proctor, **Natalie Sherman-Jollis**, and **Jonathan Zhang**.

Starting with a two-day launch program in October, the fellows met biweekly throughout the year on Zoom. During the biweekly seminars, ICDP fellows learned facilitation strategies from Fay, Anthony, and Cohen. **Lilliana Mason** (University of Maryland) met with students in the spring to give a guest lecture on polarization and sectarian attitudes in American politics.

In the fall, fellows attended two lecture events hosted by CSUB and practiced leading conversations about the event topic with other fellows after each event. In the spring, fellows attended two events, a lecture by **Dr. Ibrahm X. Kendi** hosted by CSUB and a panel on strategies to address the climate crisis hosted by the Center as part of the Civil Disagreement Series that included **Benji Backer**, **Noël Bahktian**, **Julian Brave NoiseCat**, and **Francis Rooney**, moderated by **Rebecca Henderson**. Each of the two spring lectures was followed by an opportunity for fellows to lead conversations about the lecture topic for peers from outside the fellowship.

Survey data collected from the fellows indicated the program was a resounding success. For example, fellows described the value of learning to ask questions in hot moments, the importance of listening to others, and how the trainings grew their confidence in having conversations with those who think differently.

"I feel like I learned to be more comfortable in situations where debate is occurring. After working with the program, I feel like I can better handle intense arguments... [and] I have learned to take in and absorb thoughts and opinions others have based on their life experiences."

- ICDP student fellow

Justice, Health, and Democracy Impact Initiative

This year we expanded our Justice, Health, and Democracy Impact Initiative (JHD) into a partnership with New America and the Brown School of Public Health. Building on the tremendous success we achieved with our COVID-19 response in the spring of 2020, the new JHD has formalized a flexible, responsive model designed for integrative policy-making.

Public policy in the U.S. is at an inflection point. Existing policy is dated and inadequate for America's problems of inequality and social injustice. Policy-making is often disconnected from the communities it is meant to serve. Expertise is siloed and fails to address intersecting problems of public trust, health equity, justice, democratic participation, and political economy that are central to a thriving society. Too often policy-makers begin by assuming trade-offs rather than by clarifying overarching objectives and seeking maximum alignment among them.

With the JHD, national experts work directly with local leaders to clarify overarching policy needs and objectives anchored in ethical principles, and to develop practical approaches to a new social contract that improves people's lives.

The model is multidisciplinary and responsive to local issues. It connects expertise to on-the-ground need with rapid "orient-do-learn-do" cycles of research, policy implementation, and locally-driven innovation.

The integrative policy-making model works. Over the course of several months in early 2020, and again in 2021, the JHD team and a network of nationally recognized experts, mayors, and other local leaders led an effort that integrated multidisciplinary expert resources with practitioner need to craft effective responses to the COVID-19 pandemic. The result was clear, accessible guidance to local leaders on how to target and suppress COVID-19

more effectively in their localities, including in schools to keep them safe for in-person learning.

The model delivered converged public health technical advice, metrics, and key performance indicators for the COVID-19 response, providing needed clarity to public health officials and the public. It produced a range of recommendations and policy supports that can be tailored to a locality's characteristics and experience with the disease. These included two policy roadmaps on pandemic resilience and disease suppression, strategy briefings, a technical advisory manual, and data tools designed for practitioner use.

Informed by local leaders' needs and the experiences of their communities, the model's recommendations were adopted at every level of government from the U.S. Conference for Mayors and the National Association of City and County Health Officials to the National Governors' Association, the House and Senate, and the Department of Health and Human Services and the Department of Education.

Our model is one of national experts working with leader practitioners to design effective policy supports for local implementation and national scale. This requires analyzing how different jurisdictional levels can contribute to overarching objectives in a harmonized fashion.

We applied our innovative model on infection prevention and control for U.S. schools, based on CDC guidance on the safe return to in-person schooling. Our task force of education, healthcare, and epidemiological experts worked to take the what of infection prevention and control in schools and outline who does it and how to do it. We convened webinars over the summer to disseminate Task Force learnings and tools, including Covid Collaborative, the National Association of County and City Health

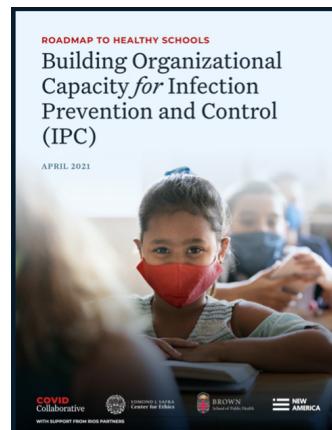
Officials, and the National Association of School Nurses, in addition to sharing the work with administration officials in the Department of Education, the CDC, and the executive branch.

We created a toolkit that includes a [Roadmap to Healthy Schools](#), a practical guide to school-based infection control and the roles and responsibilities of local stakeholders; a consensus statement on CDC guidance, issued by leading scientists convened by the task force's organizers; and a use of funds advisory memo for how states might allocate resources toward infection prevention and control. The resources are designed to help integrate effective infection prevention and control measures in schools, which can keep transmission of COVID-19 near zero, even with community spread.

As the school year begins across the U.S. and the Delta Variant is causing another surge of infections, these resources are needed now more than ever. Our task force and toolkit has had important impact for the nation-wide reopening of schools, and is now included in the U.S. Department of Education's Safer Schools and Campuses Best Practices Clearinghouse.

The model is now focused on core challenges facing America's communities as they rebuild following COVID-19. It spans issues that are central to a thriving society including justice reform and equity, public health, political economy, and governance.

We extend our deep gratitude to the Edmond J. Safra Philanthropic Foundation, whose generous support has made this project possible. Additional support has been provided by The Hewlett Foundation, The Rockefeller Foundation, and Galaxy Gives. We thank them.



The Design Studio

Our constitutional democracy is at a crossroads, facing deep partisan and philosophical polarization. Understanding of and trust in our democratic institutions are dangerously low and misinformation is higher than ever. Universities must take a leading role to revive ethics and civics education, and educating for democracy, across the educational spectrum, including both K-16 and lifelong learning. Universities need to create new institutional partnerships that will fundamentally change how the foundations of democratic knowledge—ethics, civics, history, and more—are transmitted to students of all ages. We must engage learners in domains that have become unfamiliar and restore trust in our institutions as stewards of a healthy democratic culture. We seek to develop their capacity to act ethically and in support of democracy across the multiple contexts of their lives. This has never been more pressing.

The Design Studio at the Edmond J. Safra Center for Ethics brings together ethicists and educators, scholars and students, practitioners, policymakers, and leaders in the education sector. They leverage the capacities of the Design Studio hub to develop partnerships in research and curricular design, new public policy interventions, and new professional norms and practices. Its distinct value-add is expertise in and commitment to the integration of ethics and civics learning across three major axes:

- The full educational spectrum, from kindergarten through professional training, including graduate school, professional development, executive education, and lifelong learning in the form of HarvardX offerings;
- The disciplines, including the humanities, business, STEM fields, and professional schools (medicine, business, public health);
- and personal and professional contexts—since ethics and civics learning apply across these domains.

We have built a strong reputation as an innovative leader in the fields of ethics and civics. By collaborating with a wide range of partners in the education sector, we can foster young peoples' capacity for agency, reflection, values-based decision-making, and healthy participation in constitutional democracy, civil society, and work and the professions. The time is right to revive the way that ethics and civics is taught at the University and across the nation.

Meira Levinson is stepping into the role as Faculty Director for the DKP Design Studio, succeeding Danielle Allen, the Founding Director.

In addition, the Design Studio is led by a Faculty Advisory Committee. This will be chaired in 2021-22 by **Jane Kamensky** (Jonathan Trumbull Professor of American History at Harvard and Pforzheimer Foundation Director of the Schlesinger Library on the History of Women in America, Radcliffe Institute for Advanced Study). That committee (also including **Angela DePace**, **Alison Simmons**, **Jeff Behrends**, **Chris Robichaud**, and **Jess Miner**) is made up of pedagogy project leads from across the University, including the Kennedy School of Government, the Harvard Medical School, and the Faculty of Arts and Sciences.

The Design Studio supports innovative ethics and civics learning initiatives, originating all across the University, that are dedicated to teaching people how to think through and work collectively on hard issues. We serve as a hub for faculty-led efforts to work with partners to co-design and implement innovative ethics and civic education curricula, educator professional development offerings, assessment tools, and policy frameworks. Faculty-led projects are underway for K-12 learning, undergraduate and graduate learning, professional development, and life-long learning. Our goal is to develop informed, engaged, and compassionate citizens who know how to work together effectively in a shared democratic society. Doing so requires us to learn to act ethically where we are, regardless of our profession, especially in a distributed society such as ours.

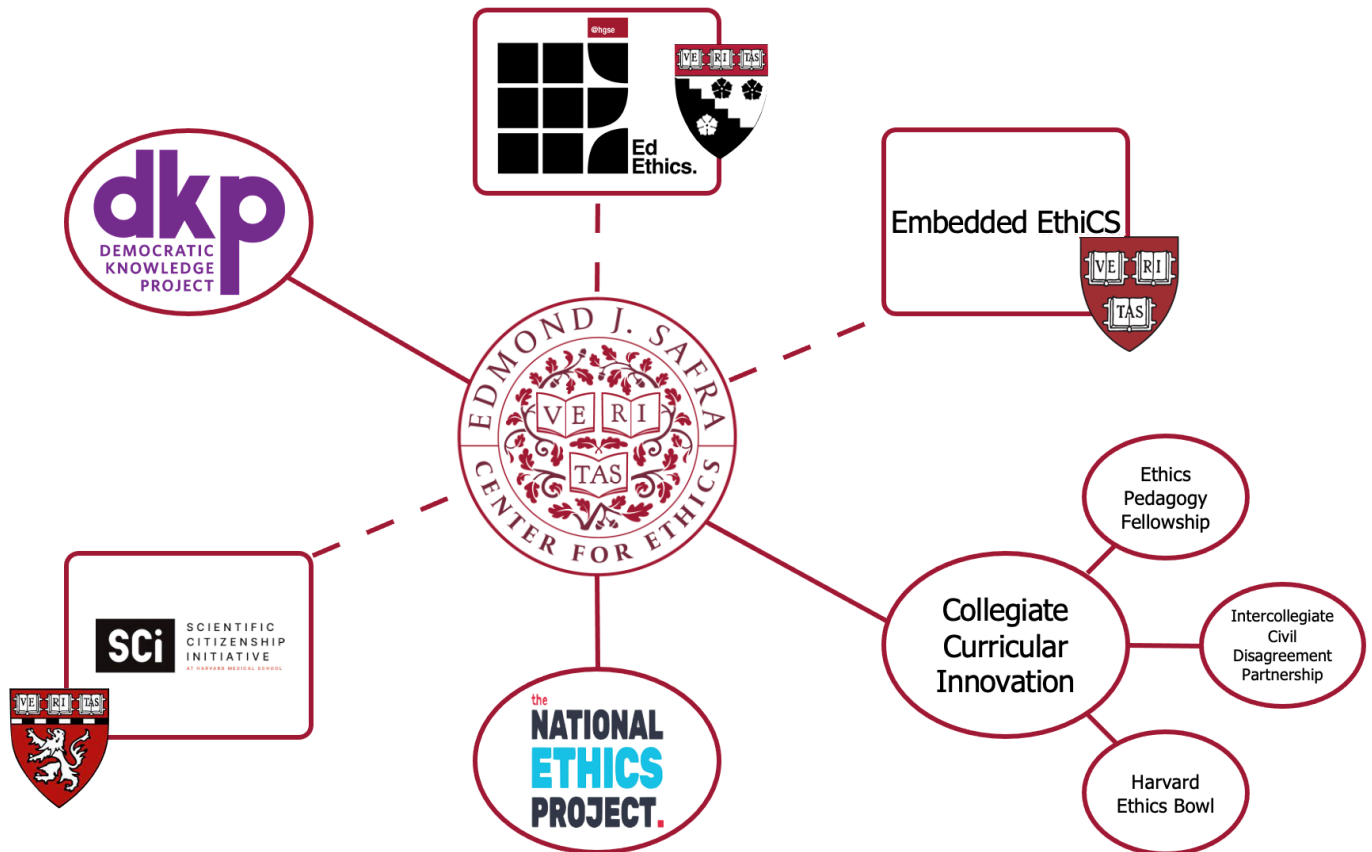
Successful ethics education and civic learning simultaneously inspire, enlighten, and empower. Students need to develop motivation for reflection and participation and an attunement to where ethical issues and dilemmas present themselves. They need to build an understanding of the workings of constitutional democracy and a robust sense of personal agency.

Any ethics or civic education curriculum that can meet the significant needs facing people in conditions of rapid technological change will deliver “deeper learning,” built

on mastery of disciplinary content, development of a decision-maker or civic identity integrated with positive social emotional learning (SEL) growth, and acquisition of deliberative and civic skills that can be creatively deployed. These are the overarching goals of DKP curricular design projects.

Current Design Studio Supported Projects are:

The Democratic Knowledge Project (DKP), founded by **Danielle Allen** and led by Adrienne Bock, has built a strategy for rebuilding civic education, in partnership with teachers



and school districts across Massachusetts, by integrating the best historical and civic scholarship and action-oriented approaches to learning into the curriculum. The DKP is a K-12 civic education provider that offers curriculum development resources, professional development workshops for educators, and assessment tools and services—all in support of education for constitutional democracy.

Collegiate Curricular Innovation, led by **Christopher Robichaud**, leads the way on curricular innovation at the undergraduate and graduate level at Harvard through the Ethics Pedagogy Fellowship program. The Fellows partner with faculty to revamp current courses or design new courses that meet the Ethics & Civics requirement for Harvard College's General Education curriculum and incorporate active-learning projects. This project has also developed the first Intercollegiate Civil Disagreement Partnership in the nation in collaboration with state universities and community colleges. Finally, the Collegiate Curricular Innovation Project helped to launch and now supports Harvard's Intercollegiate Undergraduate Ethics Bowl team.

The National Ethics Project, led by the Center's Executive Director, **Jess Miner**, is a consortium of researchers, educators, and practitioners from different disciplines and a range of higher education institutions, founded by the Edmond J. Safra Center for Ethics. The project researches where and how ethics is currently taught at universities and whether university aspirations align with ethics offerings. Team researchers identify barriers to ethics education, share effective techniques for ethics instruction, and cultivate projects and tools that promote ethics teaching and learning nationwide.

EdEthics, led by **Meira Levinson**, is building a global field of educational ethics, modeled after bioethics, that will offer real-time training and support to school and district personnel, foster ethical policy formation and evaluation, and develop theory that is both rigorous and relevant to key questions in education policy and practice.

Embedded Ethics, led by **Alison Simmons** and **Jeff Behrends**, is a program that integrates custom-designed ethics modules into a range of courses across the University. This program is an expansion of Embedded EthiCS, a successful collaboration between the faculties of Philosophy and Computer Science at Harvard University that introduces ethics curriculum into existing CS courses.

The Scientific Citizenship Initiative at Harvard Medical School, led by **Angela DePace**, is seeking to ensure that scientific research training and practice incorporate civic engagement as a professional responsibility and method for learning key skills for professional success, such as leadership, ethics, and communication.

Humanities and Liberal Arts Assessment (HULA), based at the Harvard Graduate School of Education's Project Zero and led by our Chief Assessment Scientist, **David Kidd**, has developed new evaluation and assessment tools for humanities teaching and learning. HULA has worked with dozens of public humanities programs to illuminate their work using empirical social science methods; it has contributed to innovative research to understand and improve ethics education at colleges and universities; and it has conducted research to establish valid research tools and assessments needed to support deeper civic learning.

The Democratic Knowledge Project



[The Democratic Knowledge Project](#) (DKP) is the anchor project for The Design Studio. DKP is an expert in partnering with K-12 school districts, leaders, and educators to co-design, test, and redesign innovative curricular and instructional resources in civic and history education. To date, we have co-developed curricular materials and resources, and related professional development supports, for students from fifth grade through high school across the state of Massachusetts. The DKP K-12 has the goal of delivering the highest quality learning opportunities, supportive of the development of civic agency, to all students. We aim for diversity and flexibility in the delivery of those opportunities to be responsive to the learning contexts and social backgrounds of all students, and to build on the widely varying assets that students bring to the classroom, while supporting all students in the areas of greater challenge for them. We have aligned our resources with Massachusetts state standards, including both history/social studies and English Language Arts to also support literacy skills development.

Through a partnership with the Cambridge Public Schools, we began working in 2019 to co-identify curriculum design challenges present in new state standards, framework, and legislation for a yearlong 8th grade civics course and began the process of co-designing a curriculum to meet those challenges, standards, and requirements. Together, we developed six units with 150 lessons, including formative and summative assessments in support of high impact instruction. Over the next two years, we expanded our co-design partnerships to include over thirty educators in 13 more districts, reaching a diverse student population of over 2,000 students across Massachusetts to further pilot the curriculum.

The DKP was [recognized by the Massachusetts Department of Elementary and Secondary Education](#) (DESE) for the high quality of its 8th grade curriculum, “Civic Engagement in Our Democracy.” The DKP’s curriculum was one of only four core civics curriculum materials of nearly 100 reviewed found to meet DESE’s expectations for high quality.

DESE engaged The Rennie Center for Education Research

and Policy to oversee a review process of materials, including recruiting nine experienced civics educators to serve as teacher advisors. Teacher advisors met regularly to review and rate curricular materials on the following criteria:

- Authentic, meaningful tasks
- Culturally responsive pedagogy
- Support for all students
- Usability

The DKP was the only Civics Curriculum of the four selected that was able to meet three of four criteria.

We are incredibly proud of the recognition of the curriculum, which would not have been possible without the partnership of over thirty educator partners in 14 districts across the Commonwealth over the past several years. Without their partnership implementing the curriculum in their classrooms, providing the DKP with input and feedback, and iterating with them on the redesign, the curriculum would not be as strong as it now is.

We have simultaneously developed professional development programs and coaching to support these educators. The curriculum and professional development supports are evaluated by our research team, and iteratively re-designed via partnerships between the DKP team and educators.

The DKP is a lead organization for the [Educating for American Democracy \(EAD\) initiative](#). The EAD initiative provides a roadmap and tools to make civics and history a priority for the nation to rebuild its civic strength and meet the modern challenges we face. Initially sponsored by the National Endowment for the Humanities and the U.S. Department of Education, the Roadmap reflects the work of hundreds of ideologically, philosophically, and demographically diverse historians, political scientists, and educators. The Roadmap proposes a new inquiry-based approach that integrates history and civics and proposes seven themes and related questions students should encounter over their course of their K-12 education to be a prepared and engaged citizen.

The National Ethics Project

[The National Ethics Project](#) is a research consortium led by Stanford and Harvard's ethics centers, University of South Florida, University of Texas at Austin, and DePauw University. The Harvard-led research team is spearheaded by **Jess Miner** and **David Kidd**, in collaboration with post-doctoral fellow **Martino Ongis**, longtime graduate researchers, **Ka Ya Lee** and **Drew Chambers**, and undergraduate researchers, **Jeremiah Kim** and **Alexander Chen**. Harvard's team expanded its work this past year and secured additional grant funding from the Public Interest Technology University Network for a major project on [Evaluating and Assessing Tech Ethics Education](#).

For our general work investigating the landscape of ethics education, we launched projects in three areas: designing and deploying a system of ethics indicators, developing a data-driven version of our ethics course identification tool, and creating new methods for mapping the semantic space of ethics.

Ethics Indicators

The research team based at the Edmond J. Safra Center for Ethics has focused this past year on developing a new system of ethics indicators. The indicator system provides information regarding 1) the extent to which a given university requires ethics class(es) for the general education program and 2) the university's commitment to advancing ethics in academic and non-academic settings by establishing ethics centers and offering ethics-related activities (e.g., annual ethics lectures, university-wide ethics initiatives). Out of the 1,940 US institutions that grant bachelor's degrees, the team has coded 1,829 schools (94%) thus far.

The indicator project opened the door to several further endeavors. First, with the indicator data that the team collected, we wrote a foundational paper on the landscape

of ethics education and the general education programs in major US universities, which has now been submitted for publication. Our findings suggest that 1) most schools (approx. 70%) in our sample do not explicitly require ethics as a part of their general education curricula; and 2) a school's religiosity and research status are positively associated with explicitly requiring ethics instruction for its undergraduate student body.

Second, the indicator project helped the team systematically identify outliers, making it possible to examine further the potential barriers to offering ethics education and promoting ethics on campus.

Third, the team utilized the current dataset to help develop a user-interactive map of 1) ethics centers across the nation and 2) universities whose general education programs offer or require ethics classes. The team anticipates the map to make it possible to visualize the activities regarding promoting ethics on U.S. university campuses.

Lastly, the coding process allowed the team to help create Ethics Spotlight on the National Ethics Project's website and introduce exemplars of ethics education and activities across the U.S.

Ethics Course Identification Tool - Version 2.0

The original NEP search tool uses a dictionary-based weighted search of course titles and descriptions in university catalogs to identify courses addressing a wide range of ethical issues. This tool facilitates rapid representation of ethics-related courses across the university. The original dictionary includes over 300 discrete terms selected by NEP members that are weighted based on an iterative process of adding or removing terms and adjusting their weights depending on their identification of relevant or ir-

relevant courses. However, it is often the case that people discuss ethical content without explicitly using ethics-related words, and reliance on word lists constructed by experts risks excluding broader and more diverse ethical systems. This gap calls for the need to complement an expert-based approach with other approaches.

To address these limitations, we developed a novel approach to identify courses addressing ethical issues using a semi-automatic method based on word embeddings. First, we extracted course descriptions from twenty-three university and college catalogs with Carnegie Classification, a process that resulted in the creation of a corpus of almost sixty-three thousand course descriptions. Next, we used the word2vec software to map word associations in this corpus. The word2vec software relies on the idea that related words appear close to one another in text passages. For example, the words protect and safety are likely to appear close to one another in texts because they are conceptually related. Word2vec uses a very large text corpus to estimate the prototypicality of target words to a set of seed words. Finally, we used the resulting word embedding model in combination with Distributed Dictionary Representations (DDR), a method that takes a list of words characteristic of a concept and uses these words to generate a continuous measure of similarity between that concept (in our case, ethics) and any other piece of text. With this we were able to calculate the ethical loading of every course description in our corpus.

This approach not only facilitates the rapid identification of a large, representative sample of ethics-related courses, but also allows for the identification of ethical content even when ethics-related words are not explicitly used. Another advantage is that the resulting scores are not directly informed by pre-determined expert criteria, but by ‘natural’ linguistic patterns mapped out from an original corpus. As proof of its validity, we observed moderate correlations between the ethical loadings we obtained with this approach, the scores obtained with the original NEP search tool, and other conceptually-related measures of language morality. Dictionary-based methods, however, could not identi-

fy many ethics-related courses because their titles and descriptions did not contain explicit ethics-related terms (such as the words ethics and moral). On the other hand, our NEP Search Tool 2.0 was capable of identifying courses where ethics-related content was discussed more implicitly and subtly. Potential applications of this approach range from advancing the understanding of ethical representation to quickly identifying ethical content in course catalogs and other academic materials.

Ethical Orientations of Institutions, Departments, or Disciplines

The development of the NEP Search Tool 2.0 enabled us to explore whether different institutions of higher education, departments, and academic disciplines hold different ethical orientations—that is, if they have a unique approach to discussing ethical issues. To this end, we extracted from our corpus of course descriptions the prototypical language (also called the “semantic space”) used around ethics in three academic disciplines—business, engineering, and philosophy—and we started to compare emerging themes and factors. Although we have not had the time to deeply analyze this data, we obtained preliminary evidence suggesting that the semantic space of these departments is significantly different.

**NATIONAL
ETHICS
PROJECT.**

Events and Programming

Public Lectures and Workshops



November 19: S. Matthew Liao, "[Research in AI and Healthcare: Towards a Substantive Ethical Framework](#)"

December 10-11: Graduate Symposium in Political Theory, "The Ethics and Practice of Dissent"

February 11: Inaugural Mala and Solomon Kamm Lecture in Ethics with Larry S. Temkin, "[Being Good in a World of Need](#)"

March 4: Lester Kissel Lecture in Ethics with Seana Shiffrin, "Not Fit to Print"

March 15: Seth Lazar, "What's Wrong with Automated Influence?"

April 9: "[Civil Disagreement Series: Responding to the Climate Change Crisis](#)," with Benji Backer, Noel Bakhtian, Julian Brave NoiseCat, and Francis Rooney



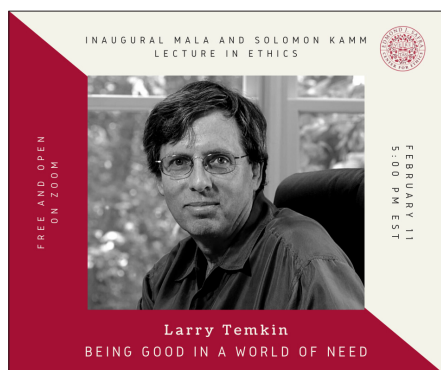
Ethics in Your World Book Series Co-sponsored with Harvard Book Store

September 18: Danielle Allen and Rohini Somanathan, *Difference without Domination: Pursuing Justice in Diverse Democracies*

October 9: Mathias Risse, *On Justice: Philosophy, History, Foundations*

March 26: Manon Garcia, *We Are Not Born Submissive: How Patriarchy Shapes Women's Lives*

May 7: Lawrence Blum, *Integrations: The Struggle for Racial Equality and Civic Renewal in Public Education*



Co-sponsored events

September 25: "Can We Rebuild Social Cohesion in the U.S.?" co-sponsored with CASBS in partnership with The American Academy of Arts & Sciences and Weave: the Social Fabric Project at the Aspen Institute

September 28: "Our Common Purpose: Voting by Design," with Danielle Allen, Michael Murphy, and Sarah Whiting, co-sponsored with the Harvard Graduate School of Design

October 1: "The King Is Dead/Long Live the King: Rethinking Martin Luther King, Jr.'s Legacy in the Era of Black Lives Matter," co-sponsored with the Carr Center for Human Rights Policy

October 5: "UnMuted: Conversations on Prejudice, Oppression, and Social Justice with Myisha Cherry," co-sponsored with the W.E.B. DuBois Research Institute

October 8: "10 Years On: Lessons from the Cholera Epidemic in Haiti," co-sponsored with the Human Rights Program at Harvard Law School, the Harvard Humanitarian Initiative, the FXB Center for Health & Human Rights, the Carr Center for Human Rights Policy, and HLS Advocates for Human Rights

October 22: "Contemporary Authors in Bioethics: Alondra Nelson and *The Social Life of DNA: Race, Reparations, and Reconciliation after the Genome*," co-sponsored with the Center for Bioethics

March 17: "Privatizing Public Health: A Panel Discussion," co-sponsored with the Petrie-Flom Center for Health Law Policy, Biotechnology, and Bioethics

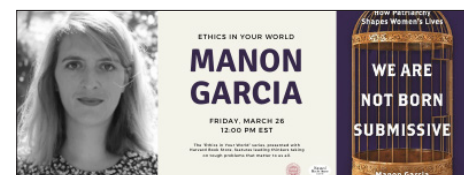
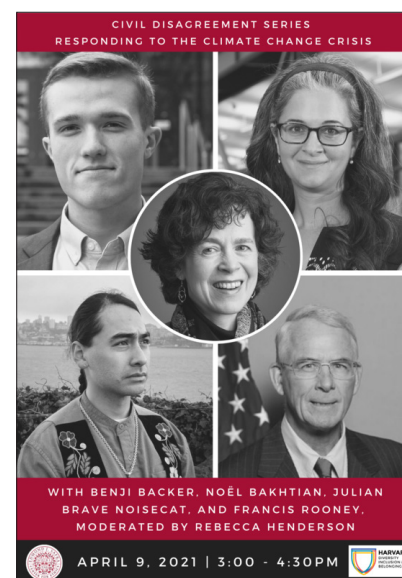
March 24: "Addressing the Overdose Epidemic: Substance Use Policy for the Biden Administration," with the Petrie-Flom Center for Health Law Policy, Biotechnology, and Bioethics

April 6: "COVID-19 Crisis in Prisons, Jails, and Detention Centers: Historical Perspective and Global Context," co-sponsored with the Harvard Global Health Institute

April 20: "Free Speech & Mutual Respect: The First Amendment, Social Justice, and Inclusion," co-sponsored with the Office of Diversity, Inclusion, and Belonging

April 28: "Vaccine Passports: A Path to the New Normal?," co-sponsored with the Petrie-Flom Center for Health Law Policy, Biotechnology, and Bioethics

May 4: "Decarceration as a Public Health Strategy: Stopping the Spread of COVID-19," co-sponsored with the Harvard Global Health Institute



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