



Weatherhead Center
FOR INTERNATIONAL AFFAIRS
HARVARD UNIVERSITY

CENTERPIECE

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HARVARD UNIVERSITY



INSIDE

Message from the Director
In Conversation with
New WCFIA Director
Melani Gammett
Community-Based
Education in Afghanistan

ALSO

Of Note
New Books
Research Group Updates
New Faculty Associates
Events

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CONTENTS

Message from the Director
2

Of Note
3

New Books
4

Community-Based Education: Relationships between the Local and 'Beyond the Local'
By Bibi-Zuhra Faizi
6

Photos: Events
10

In Conversation with New WCFIA Director Melani Cammett
By Michelle Nicholasen
12

New Faculty Associates
15

Research Group Updates
16

In Memoriam
19

Epicenter News
20

Cover: Cosmopolitan Kabul attracts Afghans and others from around the region, fast becoming a global city with corresponding economic, political, and educational challenges.
Credit: Abdulmoiz Islami

This page: Center Director Michèle Lamont.
Credit: Dave Nelson

Message from the Director



It has been a true privilege and honor to serve as acting director and director of the Weatherhead Center since 2014. I am absolutely delighted that Melani Cammett will be stepping into this role in July. Melani is the Clarence Dillon Professor of International Affairs in the Department of Government, with a secondary appointment in the Department of Global Health and Population at the Harvard T.H. Chan School of Public Health. She knows the Weatherhead Center well, having served as acting director last year when I was on leave, as well as on the steering committee and the executive committee, and as the chair of The Harvard Academy for International and Area Studies. Her research interests in comparative politics, development, religion and ethnicity, and the Middle East intersect with many ongoing activities at the WCFIA. I am confident that she will bring creative new ideas to the Center and will be a wonderful and inspiring leader.

As I wrap up my term as director, I feel particularly thankful for the support and energy of the talented WCFIA staff, as well as for the trust and wise advice I have received from the executive, steering, and advisory committees. We have accomplished a great deal, thanks to sustained collaboration and consensus building, the support of University and FAS administrators and deans, and the daily guidance of the WCFIA leadership team.

Following an external review early in my term, we initiated several important changes. We created the biweekly Weatherhead Forum, where Center affiliates and visitors present their research; this meeting addresses an important need for community building and intellectual exchange. The forum has met nearly fifty times since 2017, and several of the most recent sessions brought in over 200 participants. We also reconfigured the Weatherhead Scholar Program to foster collaboration between roughly twenty-one annual visiting professors, practitioners, and postdocs. In addition, we now sponsor six research clusters that cultivate intellectual risk-taking through multidisciplinary research—and bring together faculty, students, and visitors. Finally, we expanded our communications team and social media presence and have worked diligently to promote the Center and our affiliates' publications to the community.

In addition to these structural changes, we are proud of our commitment to—and collaboration with—our faculty and students in the following ways:

- Over twenty-five Faculty Associates contribute to our peer review process and help us distribute close to \$900,000 in support of student research annually.
- A multidisciplinary steering committee contributes to evaluating faculty proposals and provides wise counsel on policy matters.
- The Center integrates faculty from a wider range of schools and departments, while supporting methodological pluralism.
- We contribute to promoting a supportive, safe, and welcoming workplace for students and faculty alike, navigating a significant crisis while fostering a strong collective identity.
- The Center remains very active through the pandemic; we hosted a great many events and conferences and managed to take advantage of a few new opportunities.

What is ahead for the WCFIA now, as the country and the world slowly reopen? Though the University has pointed to early August for our return to campus, it is still unclear what that return will entail. Uncertainty about office occupancy, community density, and hybrid remote/in-person events will remain for some months. As a truly international research center, we face challenges in getting visas, bringing people (back) to campus, and sending scholars to do field work. We hope to bring new students and scholars to Harvard while simultaneously supporting current researchers.

And what is ahead for me? I will certainly miss my daily interactions with WCFIA staff and core faculty. I will continue to participate in Center events, to lead the Research Cluster on Comparative Inequality and Inclusion, and to serve on the executive and steering committees. But I also look forward to teaching and to completing my first trade book, *What We Value: Redefining Worth in the Second Gilded Age* (under contract with Simon & Schuster and Penguin). I'm eager to cochair the advisory committee for the 2021 United Nations Human Development report, which will deal with social resilience and inequality and inclusion during unsettled times. I also plan to have lots of lunches with interesting colleagues!

Thank you again for your collective trust and collaboration over these past seven years. These were rewarding times and I will certainly remember them fondly.

Michèle Lamont, Weatherhead Center Director

Benjamin Enke Named Sloan Fellow

Faculty Associate **Benjamin Enke**, assistant professor of economics at Harvard University, is one of 128 early-career scholars who received a 2021 Sloan Research Fellowship. Awarded by the Alfred P. Sloan Foundation, the fellowship recognizes the achievements of promising scientific researchers in the US and Canada and helps financially support their research over two years.

Tom Osborn Wins TED Fellowship

Tom Osborn, former Undergraduate Associate and Harvard '20, joins the 2021 class of TED Fellows. The TED Fellows program celebrates its twelfth year with a network of 512 Fellows from 100 countries. TED Fellows are selected for their remarkable achievements, the potential impact of their work, and their commitment to community building. Osborn is the founder of Shamiri, a youth-led organization providing mental health care solutions to teens across Kenya, where clinical depression runs rampant among young people.

Kathryn Sikkink Elected as a Fellow of the American Academy of Political and Social Science

Every year, the American Academy of Political Science (AAPSS) inducts a cohort of fellows in recognition of their contributions to the advancement of science and deepening of public understanding of human behavior and social dynamics. Faculty Associate **Kathryn Sikkink**, Ryan Family Professor of Human Rights Policy at Harvard Kennedy School and Carol K. Pforzheimer Professor at Radcliffe Institute for Advanced Study, is one of five fellows recognized this year for her work on international norms and institutions, transnational advocacy networks, the impact of human rights law and policies, and transitional justice.

Daniel Agbiboa Wins IAS Fellowship

Faculty Associate **Daniel Agbiboa**, assistant professor of African and African American studies at Harvard University, was selected to be a fellow at the Institute for Advanced Study (IAS), School of Social Science, at Princeton for the academic year 2021–2022. Each year, approximately twenty-five scholars are selected as members in the School of Social Science, and the theme for next year is "Political Mobilizations and Social Movements." Agbiboa will spend the year working on a forthcoming book on the #EndSARS movement against police brutality in Nigeria.

James Sidanius Receives APA Distinguished Scientific Applications Award

Faculty Associate **James Sidanius**, John Lindesley Professor of Psychology in Memory of William James and professor of African and African American studies at Harvard University, received the 2021 APA Award for Distinguished Scientific Applications of Psychology. Every year, the award is given to a person who has made "distinguished theoretical or empirical advances leading to the understanding or amelioration of important practical problems."

Elizabeth Spelke Receives APS Mentor Award

Faculty Associate **Elizabeth Spelke**, Marshall L. Berkman Professor of Psychology at Harvard University, is one of four recipients of the 2021 Association for Psychological Science (APS) Mentor Award, which recognizes psychology researchers and educators who have shaped the future directions of science by fostering the careers of students and colleagues. Spelke has helped dozens of mentees launch careers rooted in unique, rich research questions and is known for her expertise on the cognitive capabilities of young children.

Joshua D. Kertzer Wins Karl Deutsch Award

Faculty Associate **Joshua D. Kertzer**, Paul Sack Associate Professor of Political Economy at Harvard University, is the recipient of the 2021 Karl Deutsch Award for his significant contribution to the study of international relations and peace research. Named for Karl Deutsch, the award was established in 1981 to recognize scholars in international relations under age forty, or within ten years of defending their dissertation.

Paul Kosmin Wins Guggenheim Fellowship

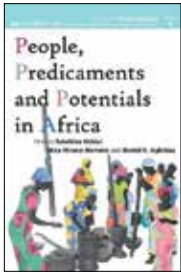
Faculty Associate **Paul Kosmin**, assistant professor of the classics at Harvard University, was awarded a 2021 Guggenheim Fellowship to write a new book on *The Ancient Shore*. The Guggenheim Fellowship Program, established in 1925, awards approximately 175 individuals every year to those with exceptional capacity for productive scholarship or exceptional creative ability in the arts.

Sheila S. Jasanoff Elected into American Academy of Arts & Sciences

Faculty Associate **Sheila S. Jasanoff**, Pforzheimer Professor of Science and Technology Studies at Harvard Kennedy School, is one of the newest members elected into the American Academy of Arts & Sciences. Every year since 1780, the Academy recognizes exceptionally accomplished individuals across a wide range of professions and disciplines. Jasanoff joins a cohort of more than 250 other artists, scholars, scientists, and leaders in the public, nonprofit, and private sectors.

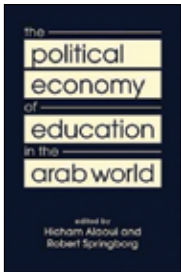
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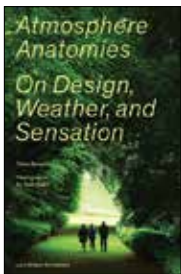
People, Predicaments and Potentials in Africa
Edited by Takehiko Ochiai, Misa Hirano-Nomoto, and Daniel E. Agbibo

African Books Collective | Weatherhead Center Faculty Associate Daniel E. Agbibo is an assistant professor of African and African American studies at Harvard University.



The Political Economy of Education in the Arab World
Edited by Hicham Alaoui and Robert Springborg

Lynne Rienner Publishers | Weatherhead Center Associate Hicham Alaoui has a DPhil in oriental studies at St Antony's College, Oxford.



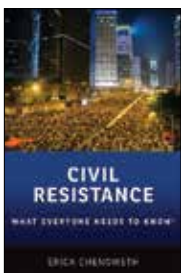
Atmosphere Anatomies: On Design, Weather, and Sensation
By Silvia Benedito

Lars Müller Publishers | Weatherhead Center Faculty Associate Silvia Benedito is an assistant professor of landscape architecture at Harvard Graduate School of Design.



Democracy by Petition: Popular Politics in Transformation, 1790–1870
Daniel Carpenter

Harvard University Press | Weatherhead Center Faculty Associate Daniel Carpenter is the Allie S. Freed Professor of Government at Harvard University.



Civil Resistance: What Everyone Needs to Know
By Erica Chenoweth

Oxford University Press | Weatherhead Center Faculty Associate Erica Chenoweth is the Frank Stanton Professor of the First Amendment at Harvard Kennedy School and the Susan S. and Kenneth L. Wallach Professor at Radcliffe Institute for Advanced Study, Harvard University.



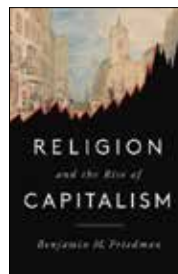
Becoming Free, Becoming Black: Race, Freedom, and Law in Cuba, Virginia, and Louisiana
By Alejandro de la Fuente and Ariela J. Gross

Cambridge University Press | Weatherhead Center Faculty Associate Alejandro de la Fuente is the Robert Woods Bliss Professor of Latin-American History and Economics and professor of African and African American studies at Harvard University.



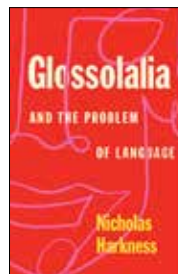
New Towns for the Twenty-First Century: A Guide to Planned Communities Worldwide
Edited by Richard Peiser and Ann Forsyth

University of Pennsylvania Press | Weatherhead Center Faculty Associate Ann Forsyth is a professor of urban planning at Harvard Graduate School of Design.



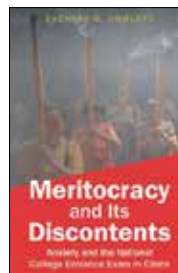
Religion and the Rise of Capitalism
By Benjamin M. Friedman

Penguin Random House | Weatherhead Center Faculty Associate Benjamin M. Friedman is the William Joseph Maier Professor of Political Economy at Harvard University.



Glossolalia and the Problem of Language
By Nicholas Harkness

University of Chicago Press | Weatherhead Center Faculty Associate Nicholas Harkness is a professor of anthropology at Harvard University.

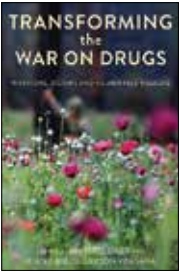


Meritocracy and Its Discontents: Anxiety and the National College Entrance Exam in China
By Zachary M. Howlett

Cornell University Press | Former Academy Scholar Zachary M. Howlett is an assistant professor of anthropology at Yale-NUS College at the National University of Singapore.

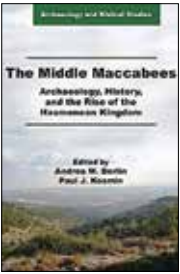
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Transforming the War on Drugs: Warriors, Victims and Vulnerable Regions
 Edited by Annette Idler and Juan Carlos Garzón Vergara

Hurst Publishers | Weatherhead Scholars Program Visiting Scholar Annette Idler is the director of studies at the Changing Character of War Centre, Pembroke College, University of Oxford.



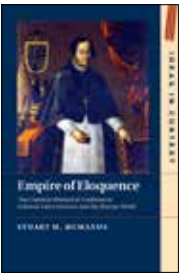
The Middle Maccabees: Archaeology, History, and the Rise of the Hasmonean Kingdom
 Edited by Andrea M. Berlin and Paul J. Kosmin

SBL Press | Weatherhead Center Faculty Associate Paul J. Kosmin is Philip J. King Professor of Ancient History at Harvard University.



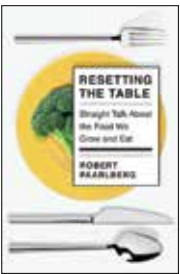
Latecomer State Formation: Political Geography and Capacity Failure in Latin America
 By Sebastián Mazzuca

Yale University Press | Former Academy Scholar Sebastián Mazzuca is an assistant professor of political science at Johns Hopkins University.



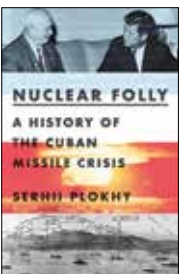
Empire of Eloquence: The Classical Rhetorical Tradition in Colonial Latin America and the Iberian World
 By Stuart M. McManus

Cambridge University Press | Former Graduate Student Affiliate Stuart M. McManus is an assistant professor of history at The Chinese University of Hong Kong.



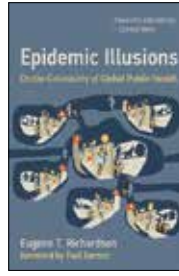
Resetting the Table: Straight Talk about the Food We Grow and Eat
 By Robert Paarlberg

Penguin Random House | Weatherhead Center Associate Robert Paarlberg is an associate in the Sustainability Science Program at Harvard Kennedy School, and the Betty F. Johnson '44 Professor Emeritus of Political Science at Wellesley College.



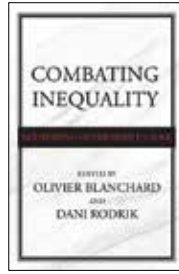
Nuclear Folly: A History of the Cuban Missile Crisis
 By Serhii Plokhy

W.W. Norton | Weatherhead Center Faculty Associate Serhii Plokhy is the Mykhailo Hrushevsky Professor of Ukrainian History at Harvard University.



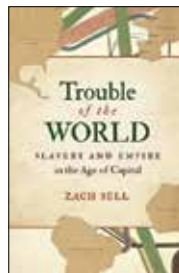
Epidemic Illusions: On the Coloniality of Global Public Health
 By Eugene T. Richardson

Penguin Random House | Weatherhead Center Faculty Associate Eugene T. Richardson is an assistant professor of global health and social medicine at Harvard Medical School.



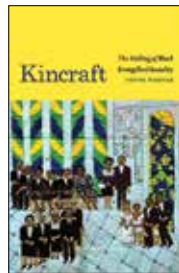
Combating Inequality: Rethinking Government's Role
 Edited by Olivier Blanchard and Dani Rodrik

MIT Press | Weatherhead Center Faculty Associate Dani Rodrik is the Ford Foundation Professor of International Political Economy at Harvard Kennedy School.



Trouble of the World: Slavery and Empire in the Age of Capital
 By Zach Sell

University of North Carolina Press | Former Visiting Fellow Zach Sell is a visiting assistant professor of history at Drexel University.



Kincraft: The Making of Black Evangelical Sociality
 By Todne Thomas

Duke University Press | Todne Thomas is a chair of the Weatherhead Research Cluster on Religion in Public Life in Africa and the African Diaspora. She is also the Suzanne Young Murray Assistant Professor at Radcliffe Institute for Advanced Study, Harvard University; and assistant professor of African American religions at Harvard Divinity School.



Revolution in Development: Mexico and the Governance of the Global Economy
 By Christy Thornton

University of California Press | Former Postdoctoral Fellow Christy Thornton is an assistant professor of sociology and Latin American studies at Johns Hopkins University.

Community-Based Education: Relationships between the Local and 'Beyond the Local'

BY BIBI-ZUHRA FAIZI

Kabul today is a vibrant, diverse metropolis that connects various regions in Afghanistan as well as more broadly in Asia.

Credit: Bibi-Zuhra Faizi



Kabul, Afghanistan is the fifth fastest-growing city in the world. The population of the city multiplied from 1.5 million in 2001 to six million by 2014, spurred by insecurity in rural areas, forced repatriation of Afghan refugees from Pakistan and Iran, and both economic and educational opportunities found in the city.

According to the United Nations, more than half of the world's population now lives in urban spaces (and over the next few decades, this number is projected to increase to two-thirds of the global population). Amid this largest wave of urbanization in history—which is concentrated in the Global South—governments and international NGOs increasingly turn to community involvement in education to widen access for excluded and marginalized children and address central capacity limitations.

Kabul's rapid expansion has placed a strain on Afghanistan's fledgling Ministry of Education to provide education for the city's children. To address these capacity limitations, the Ministry—in partnership with international NGOs—has extended community-based education to include urban centers. Providing educational opportunities within the community is a long-used strategy based on the country's own history of local schools as well as trends in international education, but in previous decades was implemented in mainly rural areas.

Across the Global South, most community-based education opportunities are designed as complementary models that feed into central education systems by the middle or end of primary school. These low-cost community-based schools (CBSs) consist of clusters of classrooms located within homes, places of worship, or other community centers, yet they remain part of the public system—local teachers teach the national curriculum and students are enrolled in the central education system. This solution alleviates government fears of the creation of a parallel system while also buying them time to absorb more students into formal public schools. In Afghanistan, CBSs are satellites of nearby public schools, or “hub” schools. In theory, hub schools are intended to provide support to CBSs. In practice, this relationship is ill-defined and distant.

Conceptions of community

Within complementary education models, community assets and participation are leveraged to support education. Yet policy makers rarely grapple with what the contours of community look like in places like Kabul, which is marked by urbanization, displacement, and insecurity. Moreover, ideas of community are too often conceptualized through romanticized notions of self-sufficiency, homogeneity, and harmony.

Academic literature shows progression in the conceptualization of community. Early conceptions envision community as culturally homogenous, geographically bounded, and apolitical entities.¹ More nuanced notions recognize that individuals belong to multiple communities based on their identities, not just geographical location or kinship ties. According to sociologist Hill Collins, community is “always in the making” and includes processes of inclusion and exclusion, and is defined from within and outside.²

Scholars also emphasize the importance of examining community through the lens of power to move away from static and romanticized ideas of community. Some scholars point out how community is utilized by governments to “re-present persistent structural problems as local problems susceptible to local or individual solutions.”³

While academic ideas regarding community have advanced, education policy lags. This lag has significant implications for the sustainability of complementary education models.

Roshan Street community-based school

In my dissertation, I move away from static conceptualizations of community to examine both the promises and challenges of community-based education.



I focus on the experiences and perspectives of community members—teachers, students, families, school council members, and representatives from partnering NGOs and the Ministry of Education—at one CBS in the peripheries of Kabul province through in-depth qualitative research.

To examine the perspectives and lived experiences of participants in context, my research design brings together ethnography, case study, and portraiture—a qualitative methodology that takes the position of strength, in “search for goodness,”⁴ instead of the usual tendency of social scientists to focus their inquiries of marginalized communities on pathology, or “what is wrong.” Given that most public discourse on Afghanistan is deficit-based, blaming the country’s lack of progress in education on culture—rather than war and poverty—as an Afghan American, it is vital for me to center the experiences and perspectives of Afghans to capture complexity and nuance.

The school, located in a neighborhood I call Roshan Street, consists of two classrooms with two teachers. The *Qari*, a religious title for someone who has memorized the Quran, is a thirty-eight-year-old man who teaches the Pashto language instruction class. Ustad Yusra (*Ustad* is the formal term for teacher), eighteen years old, teaches the Dari language instruction class. The school is located within the *Qari*’s home. Moreover, the *Qari* has a long family history in the neighborhood and is connected to native residents and new residents through the mosque and the community council—laying important foundations for trust.

Trust, belonging, and relationships

The relationship between education and community is transformational, that is, as educational opportunities open and strengthen, new layers of community emerge and strengthen, and vice versa. My findings indicate three mechanisms—*trust*, *belonging*, and *relationships*—explain these connections between community and education more fully.

Trust begins broadly to document elements, old and new, that form the foundation of community in a context of instability and insecurity. *Belonging* looks closely at the classroom space to document how a new community forms through education and its messages about connection to society. *Relationships* focus on both the local—connections within the community—and what I term ‘beyond the local’—connections between the community-based school and the state and international actors.

For this article, I highlight some key findings about *relationships*. After all, community does not exist in isolation. Communities constantly interact with other actors. Within complementary education systems, there is a concerted effort to ensure community goals are aligned with central education goals, yet there is little in-depth research about this relationship.

“THE RELATIONSHIP BETWEEN EDUCATION AND COMMUNITY IS TRANSFORMATIONAL, THAT IS, AS EDUCATIONAL OPPORTUNITIES OPEN AND STRENGTHEN, NEW LAYERS OF COMMUNITY EMERGE AND STRENGTHEN, AND VICE VERSA.”

— BIBI-ZUHRA FAIZI

A group of friends stroll near Band-e Qargha, a popular place of gathering for friends and families in Kabul. Credit: Bibi-Zuhra Faizi

Benefits of international NGO involvement

International NGOs play a significant role in community-based education. Individuals who demonstrate a strong degree of trust are selected by NGOs to teach at CBSs. In Afghanistan, this often means either men with religious training or women from the neighborhood. Some of these individuals might be highly educated but they don't necessarily possess pedagogical skills. NGOs fill this gap by investing resources and time to train locals via in-service teacher professional development. NGOs offer mandatory training seminars and lead school oversight efforts.

In the school on Roshan Street, while the Qari had many years of teaching experience in the *madrassa* system (schools that focus on Islamic sciences), Ustad Yusra had recently started college. Despite their different teaching experiences, both teachers expressed a positive attitude toward NGO training. Ustad Yusra shares, "At first I thought [preparing a lesson plan] wasn't that important

but when I went to the seminar I learned a lot of things. When you first enter the class you should say *salaam*, then check the rows, take attendance, cleanliness, ask students how they are, then review the previous lesson." For the Qari, teaching a first-grade classroom was different from teaching at the *madrassa*. He explains, "The first [training seminar] one was beneficial because I wasn't very familiar with [first grade] teaching before that. Lesson planning, keeping track of attendance, plans for classroom management were new to me and because of that it was very useful."

In addition to both the commitment of local teachers and their relationships in the neighborhood, part of the success of community-based education can be attributed to ongoing NGO oversight of schools. NGO staff visit classrooms and provide additional pedagogical training to teachers on site. The involvement of NGOs at the school level is particularly important as many CBSs do not have a staff or

administration. NGOs provide some support and train community members to participate in the school council. This arrangement further cuts costs associated with traditional public schools.



Students at the Roshan Street CBS chat before their teacher arrives.

Credit: Bibi-Zuhra Faizi

Tensions beyond the local

According to the Ministry of Education's Guidelines for Community-Based Education, Ministry provincial and district representatives are also expected to visit classrooms on a regular basis. Yet, in practice this does not always happen. During the nine months I conducted research at Roshan Street, these representatives visited the school only when the school was first established in the spring. Conversations with other teachers at teacher training seminars showed similar trends across schools—NGOs are far more involved than the Ministry of Education.

However, while both teachers at Roshan Street believe that NGO training and support are instrumental, in practice, relationships between CBSs and NGOs are not free from tensions. At times, NGO overreach can get in the way of connecting with national education structures. For example, when midway through the academic year the Ministry of Education announced an unexpected break due to rising temperatures and deteriorating security conditions, the NGO instructed teachers to continue holding classes.

Ustad Yusra, whose mother is a veteran teacher at a formal public school, voiced her frustration: "My mother said the Ministry made the decision so it applies to all schools. The break begins today. We are part of the public school!" CBS teachers from across Kabul joined hands and demanded that the break be recognized. The NGO eventually acquiesced, yet small moments like these raise questions for community members about whether the school is indeed part of the public system—whether their children's education is officially recognized.

Relationship to hub schools

My study shows that romanticized notions of self-sufficiency often misrepresent community ideas of their role and the role of the state. Representatives of communities, such as teachers, actively seek support from the central education system particularly around administrative duties, such as enrolling students in the hub school.

Families also seek assurance that their children's education is accredited so that their children can transition to other schools once the CBS ends. As a researcher, I was surprised to hear parents ask me if the CBS was a public school. While families value the CBS—both because of the high quality of learning as well as the security it provides by being situated in the neighborhood—questions about its relationship with the central education system could have implications for trust in local structures.

The implications of the relationship between CBSs and NGOs on sustainability are especially troubling. CBSs close when NGO funding ends. In theory, students should transition to the hub school before funding ends. In practice, this is more complicated. Firstly, funding sometimes ends abruptly, such as in the case of Roshan

Street, when funding ended after the first year of the school. The ramifications of a premature closure of CBSs on trust in community and religious leaders—the conduits between schools and community—could have potentially long-term negative effects on community relationships. Secondly, students are expected to transition to hub schools even when the same structural conditions that hinder access in the first place have not been addressed. For example, a number of Pashto-speaking students noted that classes at the hub school are taught only in Dari. A more widespread concern is the security conditions on the long walk to the hub school. Constraints on sustainability are connected to both CBS dependence on NGOs as well as the lack of involvement by the Ministry of Education.

Moving forward

CBSs are remarkably successful in absorbing marginalized students who have been left out of the education system in rural and urban areas. Trust in local teachers alleviates concerns about personal safety and physical security. The success of CBSs demonstrates that when we modify educational structures and content to address community concerns and values, possibilities for educational progress and new opportunities expand for marginalized populations.

Education policy makers must think critically about the responsibilities of the community and the responsibilities of the state. Local teachers and central locations are strengths of CBSs. The central education system can do more to support local teachers with administrative duties, strengthen ties between CBSs and hub schools, and decrease dependence on international aid. To sustain the achievements of CBSs, we must think about sustainability beyond funding. The question is what are we seeking to sustain?⁵ If it is educational progress, then more needs to be done to strengthen connections between community-based education and formal public schools.

Bibi-Zuhra Faizi is a 2020–2021 Graduate Student Associate at the Weatherhead Center for International Affairs and an affiliate at the Refugee REACH Initiative at Harvard. She recently received her EdD ('21) from the Harvard Graduate School of Education. Her research focuses on international education policy; community-based/nonformal education; education in Afghanistan; and in-depth qualitative methods.

Notes

1. Tönnies, F. (2001). *Community and Civil Society*. Edited by J. Harris. Cambridge: Cambridge University Press.
2. Hill Collins, P. (2010). "The new politics of community," *American Sociological Review*, 75(1), 7–30. doi:10.1177/0003122410363293.
3. Shaw, M. (2008). "Community development and the politics of community," *Community Development Journal*, 43(1), 24–36.
4. Lawrence-Lightfoot, S., & Davis, J. (1997). *The Art and Science of Portraiture*. San Francisco Jossey-Bass Publishers.
5. Paris, Django, & Alim, H. Samy. (2014). "What are we seeking to sustain through culturally sustaining pedagogy? A loving critique forward," *Harvard Educational Review*, 84(1), 85–100.



Community-based education has its roots in mosques in rural areas such as this one south of Kabul. Even in urban areas, mosques remain central to cultivating a sense of trust and safety in community. Credit: Bibi-Zuhra Faizi

Photos: Spring 2021 Events



WHETHER AT THE CENTER OR AROUND THE GLOBE...

WCFIA events connect our community of scholars to the broader world. We have never felt this connection more deeply than in the past year, as we have grown to rely on Zoom to reach our friends and colleagues all over the world. While we are grateful to host such conversations, we are looking forward to connecting again in person soon.



1. Religion
2. Language
3. Family Duty

Many of the young Indo-Fijians want to emigrate from Fiji to New Zealand or Australia

2. Remembrance (1951-1975)

The CSKT Culture Committee financially and legally fought for the inclusion of Native history in the Libby Dam interpretive site. The tribal council appealed to treaty rights of the Libby Dam in order to rally public opposition to Kerr Dam extensions.



Page 10 (left to right in rows)

Robert Paarlberg launches Global Food+2021 on February 12, beginning four Fridays of speed talks on Boston-area research at the nexus of food, agriculture, health, environment, and society.

Meredith Niles speaks at Global Food+2021 on February 12, “The Impact of COVID-19 on Food Security and Systems across Scales.”

Fiorenzo Omenetto speaks at Global Food+2021 on February 19, “Silk in Food: It’s Not Just for Fashion Anymore.”



“Between the White Lines: A Trans-Atlantic Discussion of Racism, Class and Sports with Lilian Thuram and Michael Bennett” sponsored by the Weatherhead Research Cluster on Global Transformations on March 4, 2021.

The Project on Global Shi’ism sponsored “Symposium on Diversity and Unity in Transnational Shi’ism” on April 7, 2021.

Phoebe Lindsay speaks about her research, “Coming of Age in a New Democracy: How Young Indo-Fijians Navigate Identity and Community” during the Undergraduate Thesis Conference held on February 4, 2021.

Andrew Mammel speaks about his research, “ʔakniḱkaḱnuk: Indigenous Resistance and Water Sovereignty in Northwest Montana, 1930–1991” during the Undergraduate Thesis Conference held on February 4, 2021.



Page 11 (top to bottom)

The Weatherhead Forum, chaired by Center Director Michèle Lamont, began spring 2021 with a special session called “The Current Crisis of American Democracy: Domestic and International Implications” on January 27 with Steven R. Levitsky, Cynthia Miller-Idriss, Sheri Berman, and Daniel Ziblatt.

On February 10, the Weatherhead Forum special session, titled “Beyond Merit: The Limits of Meritocracy,” included speakers Steffen Mau, Jonathan Mijs, and Michael Sandel.

The Weatherhead Forum special session held on February 24 was titled “Progress, Challenges, and Opportunities for Sustainability Research,” and included speakers Carl Folke, William C. Clark, Alicia Harley, Robert Keohane, and Dustin Tingley.

On March 10, the Weatherhead Forum special session featured the Research Cluster on Global Transformations (WIGH): “Globalization and the Pandemic: Reflections on Their Reciprocal Impact” with Suzanne Berger, Dani Rodrik, and Charles S. Maier.

The Weatherhead Forum, held on April 7, featured the Research Cluster on Regions in a Multipolar World. Speakers Cassandra Emmons, Timothy J. Colton, and Meg Elizabeth Rithmire discussed “Introducing the Regions Database: A New Data Source on Regional Interaction, Cooperation, and Conflict.”



February 2, 2021 the Center sponsored a book talk, “Ascent to Glory: How One Hundred Years of Solitude Was Written and Became a Global Classic,” with the author Álvaro Santana-Acuña and commentators Gisèle Sapiro and Diana Sorensen.

Image credits in this feature:
Kristin Caulfield and Lauren McLaughlin.

In Conversation with New WCFIA Director Melani Cammett

BY MICHELLE NICHOLASEN

Melani Cammett.
Credit: Alexandria Mauck



The Weatherhead Center welcomes its ninth director, Melani Cammett, Clarence Dillon Professor of International Affairs in the Department of Government at Harvard University and Professor in the Department of Global Health and Population at Harvard T.H. Chan School of Public Health. She will succeed Michèle Lamont on July 1, 2021, and begin a three-year term.

CENTERPIECE (CP): What is your perspective on the WCFIA's role on campus, and in the world?

MELANI CAMMETT (MC): The Weatherhead Center is unique because it's one of the only centers at Harvard that brings together scholars from across the majority of schools at Harvard, and addresses important questions that bridge the international, broadly defined. With such wide reach across the University, it plays an important role in advancing Harvard's knowledge of and engagement with the world.

The Center is home to a set of scholars—not just faculty but also graduate students and undergraduates—who are doing exceptional, original research. It's a great place to convene and support research more generally on campus. I see part of its role as akin to that of a foundation—to promote cutting-edge research at Harvard that can be shared and disseminated widely.

CP: You first joined the WCFIA as an Academy Scholar in the early 2000s, taught political science as a professor at Brown University, then returned to Harvard as a faculty member in 2015 and joined the steering committee of the Weatherhead Center. How have you seen the Center evolve over the years you have known it?

MC: Soon after I joined the faculty, I became involved in the Center when Michèle Lamont invited me to be a member of the steering committee. From that vantage point, I observed her vision for the Center and how she was executing it. Under her leadership, there has been an emphasis on highlighting the strength and seriousness of research.

Michèle Lamont made some notable changes. First of all, she created the research cluster structure, which set up a new framework for collaborative research. Groups of faculty were invited to propose a broad topic spanning their collective research interests in order to advance the research agenda in that area. The clusters aim to build large research teams or networks of researchers.

The Scholars Program is another component that has evolved in the last five years or so.

We have more researchers coming to campus not just from American institutions, but from abroad as well. The program also continues to welcome practitioners, who are in dialogue with some of the research going on at the Center. So, overall, there's been an increasing emphasis on research and on the complementarities between researchers and practitioners at the Weatherhead Center. It's exciting to see how the Scholars Program enables us to expand our connections beyond Harvard and to broaden the work of the Center.

CP: You have multiple research projects underway. How would you generally describe the focus of your own work?

MC: My research sits at the intersection of identity politics, on the one hand, and welfare and development on the other, often with security at the nexus of these areas.

Some of my work related to questions about social and economic development is based on a collaborative project that looks at the effects of historical legacies—particularly legacies of French and British colonialism—on postindependence economic and social development in the Middle East and North Africa. This is partly based on archival sources from the colonial period that we have been digitizing. In a couple of years, my collaborators and I plan to share these materials through a publicly accessible database: the Middle East/North Africa Historical Data Archive (MENA HDA). We have been working on this with support from excellent research assistants, some of whom have been supported with grants from the Weatherhead Center undergraduate research assistantship program. Based on these data sources, I also have ongoing collaborative work on the political economy of social policy reform in the Middle East, which is my primary—but not exclusive—regional area of expertise.

Another project, which sits at the intersection of identity politics and development, is a collaboration with colleagues who are in the Weatherhead Scholars Program right now. Based on a survey experiment we ran in Delhi, India, we look at how accountability mechanisms affect the likelihood that Hindus and Muslims cooperate around common problems in slum communities. In particular, we focus on how minority status shapes contributions to sanitation and drainage, which are integral to public health in the community. In short, this project looks at an important manifestation of identity politics and links it to a development-related outcome.

Another example of research that cuts across identity and development is a collaborative project that looks at power-sharing arrangements, which are widely adopted in some types of postconflict settings. When a conflict situation is characterized by actors with relatively equal power on the ground, then a power-sharing agreement is a common policy solution. This set-up is quite common across the globe, and there's a large social science research agenda around the adoption and ramifications of power-sharing arrangements. Critics of power-sharing argue that these systems create incentives that undermine the effective provision of public goods. Scholars from countries with power-sharing institutions, such as Lebanon or Bosnia-Herzegovina, have written about these seemingly perverse effects of this institutional design. My colleagues and I hope to assess the conditions under which suboptimal outcomes arise from power-sharing arrangements through a systematic, cross-national analysis.

Turning to work that focuses more on security and post-conflict politics, I have a series of papers in progress with several collaborators that come out of a survey experiment we ran in Lebanon. One of these papers looks at citizen preferences for national security arrangements in Lebanon, where both the state and nonstate actors offer protection in parallel to each other in the wake of the civil war.

Finally, I'm in the very early stages of working on a new book, which I'm tentatively calling *Toleration*. It looks at how people live together after ostensible ethnic or religious violence. I'm focusing on the cases of Bosnia-Herzegovina, Lebanon, and Northern Ireland, all of which had bloody civil conflicts that officially ended decades ago, allowing us to examine how communities reconstruct social relations in the wake of violence. This project is obviously more in the identity politics/security camp.

CP: Will you continue to teach after you assume the directorship?

MC: I will continue teaching, and I find it fulfilling on many levels. It's amazing to work with both undergraduate and graduate students at Harvard, and often research and teaching are mutually beneficial. Maintaining regular connections with students is intellectually stimulating and it keeps our ideas fresh and relevant. At the same



time, one of the best things about being a professor is the opportunity to help young people think critically about their world and work toward their goals.

CP: What are your goals for the Center?

MC: I aim to continue to uphold the Weatherhead's reputation of rigorous research established by prior directors. It's not hard to do when you're surrounded by so many excellent researchers, but I do think it involves some strategic thinking. Over time, there will be opportunities for new research clusters to emerge at the Center, and part of my job will be to work closely with the steering and executive committees, and with the advisory board, to support new research.

Another key feature of the Center is its regular and ongoing grant programs, for which we have calls for applications up to three times a year. Faculty as well as graduate and undergraduate students can compete for these grants. I want to support and promote these programs, which have become especially important in the context of the pandemic, which has upended the field work of so many of our students.

Through both the research clusters and these grants programs, the Center can support collaborative research initiatives alongside the individual research agendas of our affiliates. It will be exciting to see what organically arises from the interest of groups of faculty based at Harvard in the coming years.

CP: Do you have ideas for new initiatives or clusters?

MC: While I am director, I'd like to build an initiative based at the Center that focuses on conflict and intergroup re-

Melani Cammett conducting field work in South Lebanon for her 2014 book, *Compassionate Communalism*.

Credit: used with permission from Melani Cammett

Yuhua Wang and Melani Cammett, right, participate in a Weatherhead Center orientation panel session titled “Authoritarianism and Resistance” on August 27, 2019.
 Credit: Lauren McLaughlin



lations. In particular, the initiative would explore how conflict deescalates, and how groups that have been in conflict with each other learn to live together.

I say “learn to live together” purposively because I have no illusions that people sing Kumbaya and are truly reconciled in the wake of horrible conflict, whether it’s waged in the name of ideology or a seemingly sticky category like ethnicity or religion. To me, this is a vital research agenda. Much of the social science research right now emphasizes experimental interventions at prejudice reduction. This is an important line of research, and we have some top-flight scholars at Harvard who do this kind of work. I firmly believe we need a parallel line of work that also looks at how communities have worked this out themselves over time more organically, through an observational approach and from a historical perspective.

In this initiative, I hope to bring together scholars from different methodological and disciplinary orientations to work on issues related to conflict management and postconflict processes.

I also envision integrating the Center in a larger network of scholars and institutions around the world, with relevant expertise on this question. I have relationships with colleagues who work on these questions at a number of research institutions in Europe, Latin America, the Middle East, and South Asia, and hope to leverage the Weatherhead Center’s established relationships with scholars in other regions and institutions. I hope that these centers and their affiliates can become integral to a collaborative, cross-institutional initiative looking at these questions. We clearly have a lot to learn from each other.

CP: It sounds like you intimating the idea of putting research into practice?

MC: You hit the nail on the head here. We have an opportunity to capitalize on the tremendous convening power of the Weatherhead Center, and of Harvard more generally, to bring together scholars across Harvard, and from other institutions in the US and abroad, to be in dialogue with policy makers and civil society actors. Perhaps once a year, it would be great fun and quite stimulating to convene a workshop to draw out the policy-relevant implications of the research our scholars are doing and to discuss them directly with actors in the field. It doesn’t mean that researchers need to turn into policy analysts, but it would

provide opportunities to directly dialogue with people that work in the practical realm and see how their experiences resonate with what we’ve learned and how we might inform each other’s approaches. I would welcome the opportunity to organize those kinds of events—more likely in a postpandemic world.

I recall when I was at Brown University, one of my colleagues spearheaded a very successful event called “New Approaches to Poverty in the Global South” in which regional center directors each brought a minister and a scholar to discuss and analyze the ways that different countries across the world had tried to tackle the problem of poverty alleviation. The event was so effective because there was a heavy emphasis on scholarly research on this question, but also high-level government actors reflected on research findings and talked about what worked and what didn’t work in their ministries.

That kind of event was really productive, and it would be exciting to have something analogous at the Weatherhead Center, of course focusing on topics relevant to our researchers’ areas of interest and expertise.

CP: An ambitious research agenda like yours should be complemented with some serious down time. What do you enjoy doing in your nonacademic time?

MC: First and foremost, I love to spend time with my family. This has been one of the few silver linings of the pandemic, because I am not on a plane going somewhere every week.

Frankly, I hope to reduce my carbon footprint going forward, because we’ve discovered so many ways in which we can hold at least some productive conversations on Zoom and other platforms.

I also really love doing crossword puzzles and a big achievement for me during the pandemic has been that I have improved my ability to do the *New York Times* crossword puzzle. I guess we need to celebrate the little things in life, too.

NEW FACULTY ASSOCIATES

The following Harvard faculty accepted invitations to be WCPIA Faculty Associates during the 2020–2021 academic year:



Left to right: Mary Travis Bassett, Kevin Croke, David Y. Yang, Daniel E. Agbiboa, Gautam Nair, Giuseppe J. Raviola, Gabriela Soto Laveaga, and Xavier Gabaix. Credit: Kristin Caulfield

Daniel E. Agbiboa, Assistant Professor of African and African American Studies, Department of African and African American Studies, Harvard University. *Insurgency and political violence in Africa; informal economy, nonstate governance, and urban change; mobility and immobility; and youth politics.*

Mary Travis Bassett, François-Xavier Bagnoud Professor of the Practice of Health and Human Rights, Department of Global Health and Population; Director, François-Xavier Bagnoud Center for Health and Human Rights, Harvard T.H. Chan School of Public Health. *Advancing health equity.*

Kevin Croke, Assistant Professor of Global Health, Department of Global Health and Population, Harvard T.H. Chan School of Public Health. *The politics of health in developing countries.*

Xavier Gabaix, Pershing Square Professor of Economics and Finance, Department of Economics, Harvard University. *Finance; macroeconomics; and behavioral economics.*

Gautam Nair, Assistant Professor of Public Policy, Harvard Kennedy School. *Comparative and international political economy; distributive politics; business-government relations; and South Asia.*

Giuseppe J. Raviola, Assistant Professor of Global Health and Social Medicine, Department of Global Health and Social Medicine, Harvard Medical School; Assistant Professor of Psychiatry, Department of Psychiatry, Harvard Medical School; Associate Director, The Chester M. Pierce, MD Division of Global Psychiatry, Massachusetts General Hospital. *Mental health care delivery in the context of global health; child and adolescent mental health; humanitarian crises, disasters, and responses; and comparative psychiatry.*

Gabriela Soto Laveaga, Professor, Department of the History of Science, Harvard University. *Knowledge production and circulation between Mexico and India; medical professionals and social movements; and science and development projects in the twentieth-century Global South.*

David Y. Yang, Assistant Professor, Department of Economics, Harvard University. *Understanding the forces of stability and forces of changes in modern authoritarian regimes, particularly in China.*



Above (left to right): Chester D. Haskell, Executive Secretary, 1986–2000; James Clem, Executive Officer, 2001–2006; Laurence Winnie, Executive Officer, 2007–2014; Bruce V. Jackan, Executive Officer, 2014–2021. Credit: used with permission from The Harvard Academy

Below: The Harvard Academy celebrates the year with an end-of-year award ceremony and a special thank you to Susan Pharr, Steve Caton, and Bruce Jackan, who will be stepping down in their roles as Senior Scholars and Executive Officer, respectively. Credit: Kathleen Hoover

This fall, The Harvard Academy for International and Area Studies celebrates thirty-five years since our first class of postdoctoral scholars joined the program back in the fall of 1986. Change is very much in the air as we undergo shifts in leadership and colleagues—not to mention continue operating during the pandemic.

We will say goodbye to two of our Senior Scholars, Professors Susan J. Pharr and Steven Caton. Professor Susan Pharr, the Edwin O. Reischauer Professor of Japanese Politics in the Department of Government, joined The Harvard Academy in 1993. During her tenure as a Senior Scholar, Professor Pharr deliberated in over eighty selection committee scrambled-eggs-and-bacon breakfast meetings at the Harvard Faculty Club, participated in over 100 Academy Scholar presentations, and took part in the interviews of over 280 finalists for the postdoctoral fellowships. She proudly wears the badge of the longest-serving Senior Scholar: twenty-eight years.

Professor Steve Caton, Khalid Bin Abdullah Bin Abdulrahman Al Saud Professor of Contemporary Arab Studies in the Department of Anthropology, will retire at the end of this academic year. Professor Caton joined The Harvard Academy as a Senior Scholar in 2008. In his thirteen years as a Senior Scholar, Professor Caton has participated in numerous selection meetings and Academy Scholar presentations and has provided valuable professional guidance to the Academy Scholars.

Bruce Jackan, The Harvard Academy executive officer since 2014, will also retire this year after deftly driving the administration of the program for the past seven years. He leaves as one of his legacies a new streamlined electronic application—a much-needed switch from the previous cumbersome, paper-based application process. For this we are all—applicants, staff, Academy Scholars, and Senior Scholars—extremely grateful.

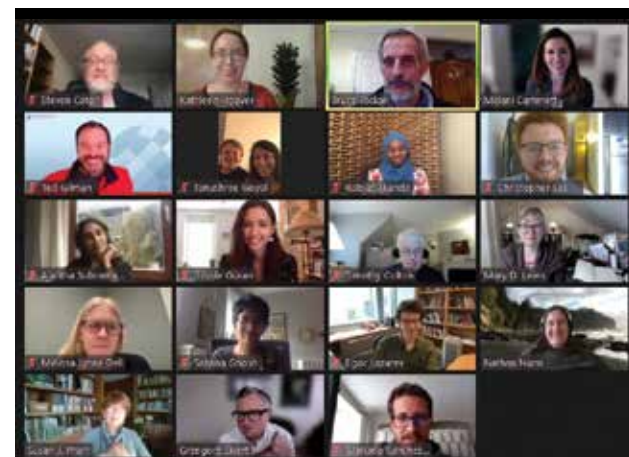
More change is on the horizon: Professor Melani Cammett, Clarence Dillon Professor of International Affairs in the Department of Government, steps down on June 30 as chair of The Harvard Academy to become director of the Weatherhead Center. Fortunately, she will continue to serve as one of the Senior Scholars. Professor Cammett ably led The Harvard Academy through two of the most disruptive periods in our history; the Domínguez crisis aftermath in 2018 and the pandemic this year. Her sound judgement, calm presence, and compassion enabled the Academy Scholars to continue their work.

Professor Timothy J. Colton, Morris and Anna Feldberg Professor of Government and Russian Studies, will become The Harvard Academy chair on July 1. In addition to becoming the chair, Professor Colton also assumes the title of longest-serving Harvard Academy Senior Scholar: twenty-eight years.

From spring 2020 through June 2021, pandemic-induced disruptions prevented the Academy Scholars from in-person interactions with one another, but Scholars continued their activities—from author conferences to research presentations—as best as possible via Zoom. At one presentation, Academy Scholars were separated by twelve time zones (India to the US West Coast)! And for the first time, Senior Scholars interviewed thirteen applicants via Zoom. Though in-person interviews are preferable, the online experience went well and may be used in the future.

Like the rest of the University, the Academy Scholars are anxious to occupy offices and return to on-campus activities. The pandemic has slowed research but has not derailed promising projects. We are optimistic that next year, Academy Scholars will enjoy research discussions over lunches, dinner presentations, and at Grafton Street gatherings.

The Harvard Academy offers special thanks to Kathleen Hoover. Through the highs and lows, the routine and the extraordinary, Kathleen provides outstanding support to the chair, the Senior Scholars, Academy Scholars, and the executive officer. The Harvard Academy is fortunate to have her as both a program coordinator extraordinaire and someone with impeccable institutional memory during this time of significant transition.



WEATHERHEAD SCHOLARS PROGRAM: MEET THE NEW DIRECTOR, ERIN GOODMAN

CENTERPIECE (CP): Welcome to the Weatherhead Center! Tell us about your new role as the director of the Weatherhead Scholars Program.

ERIN GOODMAN (EG): Broadly speaking, my role is to welcome an annual cohort of 20–25 visiting faculty, postdoctoral researchers, and experienced practitioners to the Weatherhead Center and to Harvard. I consider this position to be “ambassadorial” in the sense that it entails a nuanced understanding of the resources available on campus in order to orient a group of distinguished visitors. To that end, the idea is to identify synergies with the scholars’ and fellows’ research interests within Harvard, and to foster connections among practitioners and scholars through our internal weekly seminars. Academia can inform practice, and the reverse can also be true.

Another element of the role is to help disseminate the work of these scholars and fellows, at what is often a key transitional moment in their careers. (We will also share their work on Twitter through our new handle, @ScholarsWCFIA.) In these times of discord, being part of a larger community that fosters this exchange of ideas and worldviews gives me hope. I certainly feel that it is a privilege to serve in this capacity.

CP: What did you do prior to working at the WCFIA?

EG: Immediately prior to coming to the WCFIA, I spent two years dividing my time between several pursuits. I set up and coordinated a multiyear interdisciplinary project on historical and collective memory for the Consortium for Advanced Studies Abroad (CASA), which is spearheaded by Brown University, and of which Harvard is a member, in addition to operating CASA’s study sites in Argentina and Chile. This involved collaborating with faculty and undergraduates in eight countries, organizing a speaker series and an annual symposium, and co-editing a volume on historical memory.

I also started my own company, focusing on educational travel and translation. I led educational trips with a focus on arts and entrepreneurship, and worked on other projects related to Latin America more broadly.

Prior to those ventures, I worked at the David Rockefeller Center for Latin American Studies from 2011–2018, where I was associate director of academic programs. I consider myself a longtime member of the Harvard community—I attended the Harvard Graduate School of Education, and I also worked in the offices of International Programs and Career Services.

CP: In your travels abroad, which place has captured your attention the most?

EG: Before the pandemic, I spent a lot of time in Cuba, first through my work at Harvard and CASA, and then leading educational trips to Havana. I think the relationship be-



Erin Goodman.
Credit: Jason Corey

tween the US and Cuba is often seen through a very narrow lens. Historically, the countries have been intertwined since before the turn of the nineteenth century.

I have enjoyed sharing a more nuanced look at contemporary Cuban society with students and other travelers who witnessed the impact of the burgeoning private sector and the entrepreneurial spirit of the Cuban people under very challenging circumstances, as well as the universality and unifying power of the arts. This sort of people-to-people engagement helps increase mutual understanding.

CP: Tell us something that people may not know about you.

EG: Besides my work at Harvard, I am also a literary translator, primarily translating from Spanish to English. I enjoy translating short stories, poetry, and op-eds, and have also translated books, case studies, and academic papers related to Spain and Latin America. At some point I’d love to delve into translating longer fiction by emerging writers.

My translation work is informed by my experiences living and traveling abroad, and as a student of international relations; and in turn, translating across cultures and perspectives is useful preparation for working with diverse cohorts and in the field of international education.

STUDENT PROGRAMS: NEW UNDERGRADUATE ASSOCIATES

The following students have been appointed Undergraduate Student Associates for the 2021–2022 academic year and have received funding to support research and travel in connection with their senior thesis projects on international affairs. These students are being supported with funding from the Williams/Lodge International Government and Public Affairs Special Project Fund, established in 1994 in honor of Ambassador John Lodge ('25, JD '29).

Roshni Chakraborty (Social Studies; Global Health & Health Policy) will conduct thesis research on child trafficking in India.

Brandon Chen (Government; Language History & Structure) will conduct thesis research on how specific factors of states' bilateral relations with Taiwan affect diplomatic ties and activities.

Kendrick Foster (History; Government) will conduct thesis research on the role Native Americans play on the diplomatic history of the Republic of Texas.

Salomé Garnier (Government; Global Health & Health Policy) will conduct thesis research on the impact of trust in the government regarding COVID-19 vaccine hesitancy in the Dominican Republic.

Austin Goldsmith (Government; Translation Studies) will conduct thesis research on the exclusive nature of informal institutions (such as media) in Syrian refugee migration in Europe.

Kiara Gomez (Anthropology; Government) will conduct thesis research on the barriers to labor organization for runway models in the European fashion industry.

Celina Hollmichel (Government; East Asian Studies) will conduct thesis research on the integration measures of North Korean escapees in South Korea with formerly divided Germany.

Ruth Jaensubhakij (Social Studies; Ethnicity, Migration, Rights) will conduct thesis research on American NGOs who work with Cambodian and Burmese trafficked laborers in the Thai fishing industry.

Nidhi Patel (Government) will conduct thesis research on psychosocial interventions used by NGOs to reduce gender violence in Turkish and Bangladeshi refugee camps.

Preston Stewart (Government; Global Health & Health Policy) will conduct thesis research on Cambodia's foreign aid hostility and relationship with donor countries China and the United States.

Kate Wallace (History) will conduct thesis research on the Wet'suwet'en Indigenous Nation and their interaction with the Canadian government regarding the Enbridge Northern Gateway Pipeline.

2021 THOMAS TEMPLE HOOPES PRIZE WINNERS

The Weatherhead Center congratulates the following Undergraduate Associates who were awarded 2021 Thomas Temple Hoopes Prizes on the basis of their outstanding scholarly work.

Frances Hisgen, "We Don't Know What to Do with the Likes of You': Racializing Britishness during the Civilian Evacuation of Hong Kong, 1939–1941."

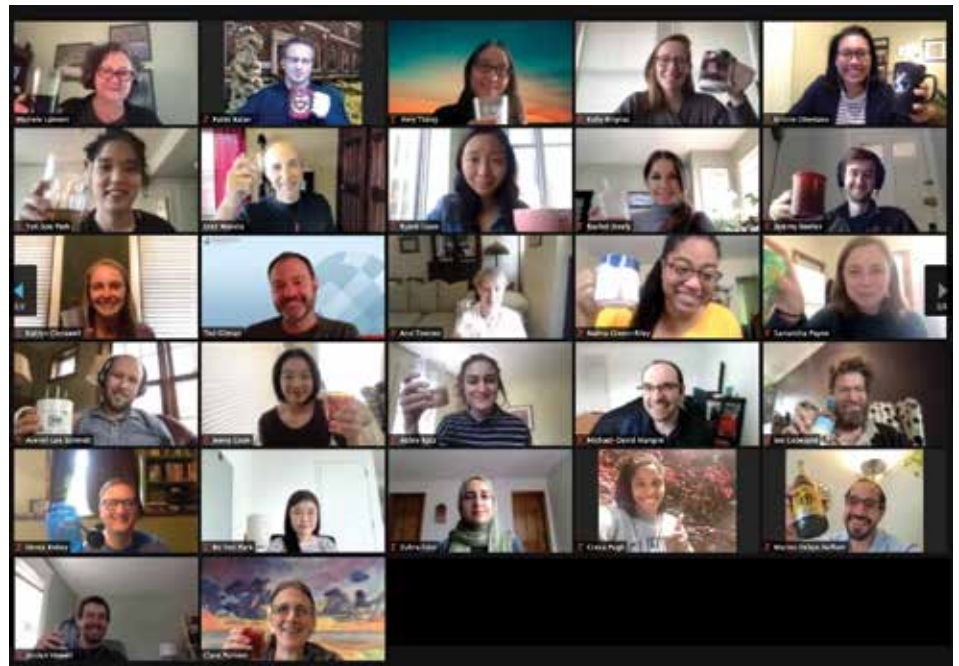
Raphaëlle Soffé, "Varieties of Austerity: Austerity-Induced Local Public Service Cuts in the United Kingdom and the Rise of the Far-Right."

Jingyao (Lux) Zhao, "The History and Mathematics of the Axiom of Choice: A Story in Three Acts, 1904–1921."

2020–2021 GRADUATE STUDENT ASSOCIATES

The Graduate Student Associates (GSA) program is one of the Center's oldest and most valued programs. Directed by Erez Manela, professor of history and Weatherhead Center Faculty Associate, the program welcomes applicants from any of Harvard's graduate and professional schools. Thank you to this year's GSAs for all your hard work and dedication!

2020–2021 Graduate Student Associates have their final Friday lunch of the academic year on May 7, 2021, via Zoom. Credit: Kristin Caulfield





Susan J. Pharr, Edwin O. Reischauer Professor of Japanese Politics, was honored during a symposium titled “Japan in the World” on May 25, 2021. The event was sponsored by the Department of Government; Program on U.S.-Japan Relations; and the Edwin O. Reischauer Institute of Japanese Studies, Harvard University. Credit: Emma Duncan

IN MEMORIAM: EZRA VOGEL (1930–2020)



Ezra Vogel, Henry Ford II Professor of the Social Sciences Emeritus at Harvard University, passed away on December 20, 2020, at age ninety. He was the founding director of the Program on U.S.-Japan Relations, and served in that capacity from 1980 to 1987. Since then, he remained an integral part of the program as honorary director. He was also a Weatherhead Center Faculty Associate from 1999–2000. In the early 1990s, he served in the Clinton administration before returning to Harvard as founding director of the Asia Center.

Shinju Fujihira, executive director of the Program on U.S.-Japan Relations, fondly remembers Vogel as an ultimate “connector” and social capitalist who would introduce seminar speakers not by their degrees or book titles but what made them brilliant—and why the audience should devote their attention to them for the hour. Vogel made people feel, Fujihira recalls, as though they were the most important person in the universe.

IN MEMORIAM: RICHARD N. COOPER (1934–2020)



Richard N. Cooper, the Maurits C. Boas Professor of International Economics at Harvard University, passed away on December 23, 2020, at age eighty-six. He was a longtime Weatherhead Center affiliate—as a Faculty Associate since 1981; on the executive committee from 1981 until 2010; and as acting director of the Center for a brief stint in 1987. His four-decade tenure at Harvard was preceded by—and interspersed with—several governmental positions in the administrations of US Presidents Kennedy, Johnson, Carter, and Clinton.

Cooper was often seen holding court in the Weatherhead Center lobby, meeting with undergraduate and graduate students alike to offer advice and feedback. His commitment to teaching was indefatigable, and he taught right up until his passing. His wife, Jin Cooper, remembers him answering students’ questions in the same way as he answered the US president: seriously and thoroughly.

Ezra Vogel, a leading expert on the rise of Japan and other East Asian economies, gives a talk titled “From Sino-Japanese War (1931–1945) to Sino-Japanese Peace?” on May 11, 2007, Cambridge, MA. Credit: Dominick Reuter/Harvard University News Office

Richard Cooper speaks at a Graduate School of Design forum on how collaboration in a variety of fields can improve the problems of the world on October 14, 2010. Credit: Jon Chase/Harvard University

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EPICENTER: AT THE HEART OF RESEARCH AND IDEAS

Epicenter is an online source that provides original commentary and analysis on issues that transcend borders. Our goal is to share the research done by Center affiliates—in academic communities and beyond—with a curious public. We extend the reach of our affiliates' work through feature articles on our blog, multidisciplinary conversations on our podcast, and interactive maps and resources in our multimedia section.



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A Global Effort Accelerates SARS-CoV-2 Vaccines

Fighting the Enemy Within

"Go Back and Get It": A Year of Pandemic and Political Upheaval in the US and Africa

PODCAST



MULTIMEDIA



Podcast Episode 6 | The Blurry Lines of Belonging

Podcast Episodes 4 & 5 | COVID-19 and Climate Change

StoryMap | In God's Hands: The Marshall Islands—Missionaries, Nuclear Testing, and Climate Change

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