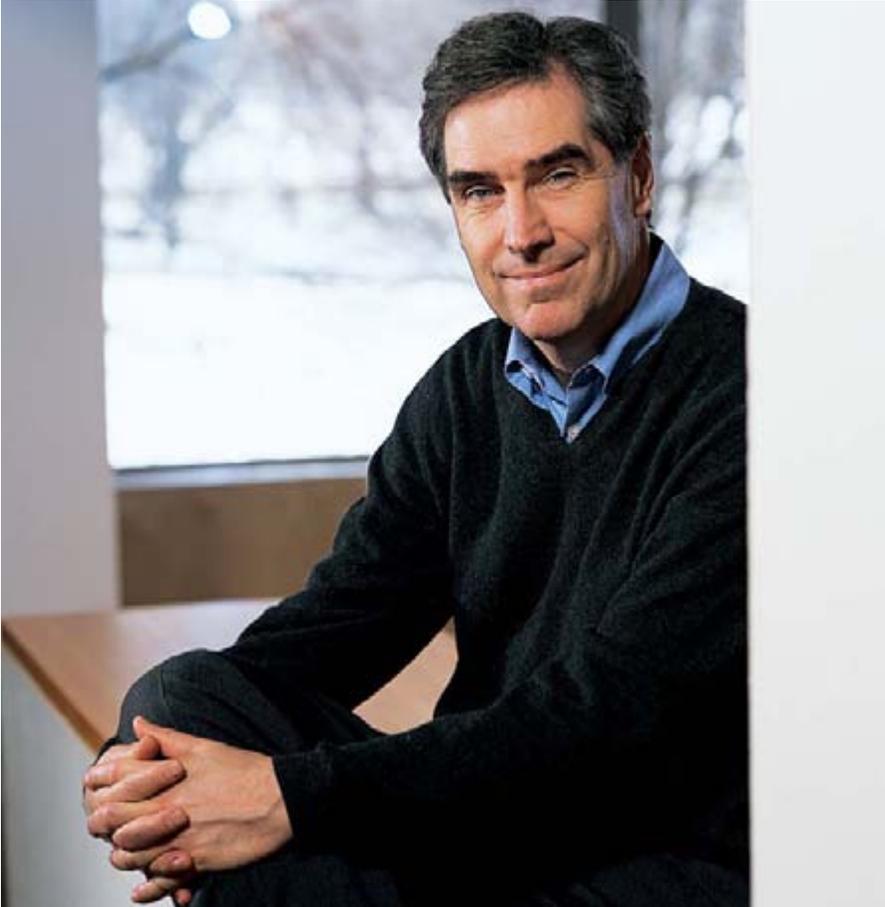


HARVARD PORTRAIT



Michael Ignatieff

UNLIKE THE WORLD, the Kennedy School office of Michael Ignatieff, Ph.D. '76, is immaculately tidy. "It's complete illusion," he quickly explains. "Underneath, it's all chaos." As a London-based correspondent from 1984 until 2000, Ignatieff lived with chaos, covering the Balkan wars for the BBC, the *Observer*, and the *New Yorker*. Now, as Carr professor of human rights practice and director of the Carr Center for Human Rights Policy, his work focuses on one question: when should you use military force to defend human rights? Law, politics, and history converge in this area. A trained historian, he explains that "these disciplines are incorrigible. I don't seem to understand anything unless I know where it came from." Ignatieff's core field of eighteenth-century intellectual history explains "why I'm in human rights, since human rights came out of the European Enlightenment and Rousseau." Ignatieff, whose grandfather was a cabinet minister in czarist Russia, was born in Toronto and grew up as a Canadian foreign-service brat (he spoke perfect Serbo-Croatian at 10—it vanished by 12.) His second novel, *Scar Tissue*, about a professor dealing with his mother's Alzheimer's disease, was shortlisted for Britain's prestigious Booker Prize in 1993. A regular contributor to the *New York Times Magazine*, he has a new book, *The Lesser Evil: Political Ethics in an Age of Terror*, due out in April. He and his second wife, Hungarian Zsuzsanna Zsohar, live in Mather House, where he is a resident scholar. Ignatieff skis, skates, and has "all the local vices"—e.g., the Red Sox—and declares that "sitting on the couch, watching pro sports with a beer in my hand, is pretty close to my idea of heaven."

popular concentration in environmental science and public policy served as his model.

Ellison's suggestion touched on larger themes underlying the curriculum review, as FAS pursues two simultaneous efforts in academic and physical planning. The former will identify the fields ripe for faculty hiring within and across departmental lines. The latter will envision facilities to accommodate both the larger professoriate and whatever new or reconfigured spaces the undergraduate learners will require in the College curriculum of the future (see "Arts and Sciences' Ambitious Plans," page 62). Woven together, the strands of academic, physical, and curricular planning will form the basis for future FAS fundraising.

BEFORE FAS AGREES on integrated plans, however, faculty members must resolve curricular complexities even knottier than those outlined on December 16. At a forum for several dozen faculty colleagues held on Sunday, November 23, in Barker Center, the curriculum review leaders arranged three panel presentations on "What We Teach," "Culture, the Economy, and the Curriculum," and "The Students We Teach." The aim, explained host Peter K. Bol, Carswell professor of East Asian languages and civilizations (and a director of this magazine), was to put the review in a new context: not in comparison to prior exercises at Harvard after World War II (General Education) and the 1970s (the Core curriculum), nor to the efforts of other universities, but in relation to changing world conditions that bear on higher education.

A detailed summary of the day's proceedings—a freewheeling seminar of what-ifs and want lists—can be accessed at www.harvardmagazine.com/on-line/010434.html; highlights are provided here.

Professor of history James T. Kloppenberg documented both the "democratization of higher education" and the enormous increase in the number of fields of study in recent decades (area disciplines like Asian studies, and studies of formerly neglected populations such as women, African Americans, various ethnic groups, and post-colonial subjects). Since the 1970s, he noted, student inter-