

son and professor of biological chemistry and molecular pharmacology Nathaniel Gray, to consider “innovative strategies for thinking about where therapeutics development will be 10 and 20 years from now. Harvard Medical School has to be a place that skates to where the puck is going to be,” he said.

Extending his analogy, his push to double, to 24, the number of fully funded physician-scientists in the M.D.-Ph.D. program, run jointly with MIT, might be considered a very efficient hat trick. It is a program he knows well (having been through it himself), attracting “some of the most ambitious and creative students,” who work at the intersection of discovery and clinical practice and are “disproportionately engaged in translational medicine.” The move, by slightly altering the composition of each incoming 165-member medical school class, will simultaneously enhance HMS’s effectiveness as a research institute, expand student access to medical education, and support a renewed commitment to diversifying the pipeline of faculty members, students, and scientific trainees.

By all accounts, the new dean is embrac-

ing his public role. He is working with MIT and Massachusetts governor Charlie Baker ’79—a former health-insurance CEO who “understands the medical marketplace”—on strategies for making the state friendly for data-science entrepreneurs. And he recently coauthored an article in *The New England Journal of Medicine* with dean of medical education Edward Hundert, together with their counterparts at Johns Hopkins and Stanford, on the pitfalls of merit-based financial aid, which can have the perverse effect of moving scarce scholarship funds from students with more financial need to those with less.

He is energized by the conviction that “biomedicine is likely to be, alongside renewable energy, one of the two great technological revolutions of the next 50 years.” Public-private partnerships have made U.S. biomedicine the envy of the globe, he said—“and there is no community on earth that rivals Cambridge and Boston’s density and strength” in that area. “As dean, I want to capitalize on that to make us even more effective. We have got the talent to do it. We have a responsibility to deliver.” —JONATHAN SHAW

## News Briefs

### Final Steps on Final Clubs?

AT THE November 7 Faculty of Arts and Sciences (FAS) meeting, the faculty voted on a measure pertaining to final clubs, fraternities, and sororities (unrecognized single-gender social organizations, or USGSOs, that do not conform to the College’s requirements for recognized student groups and clubs: nondiscriminatory selection processes, open membership, and local governance).

In response to the sanctions for USGSO student members unveiled in May 2016 by dean of Harvard College Rakesh Khurana,

#### BREAKING NEWS

At the December 5 faculty meeting, President Faust announced that she and the Corporation have adopted the May 2016 social-club sanctions. For a preliminary report, see [harvardmag.com/implementation-17](http://harvardmag.com/implementation-17); a full report will appear in the next issue of *Harvard Magazine*.

## Samuel Huntington, Prophet

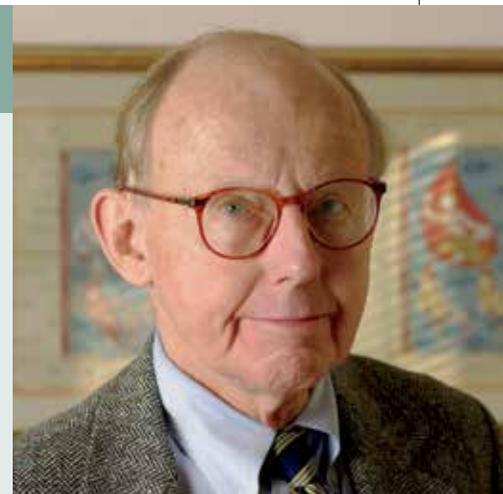
Even by the relaxed standards of the Faculty of Arts and Sciences (FAS), the interval between the death of Weatherhead University Professor Samuel Huntington (in late 2008) and the presentation of the memorial minute on his life and services (at the November 7 faculty meeting) was extraordinarily long. But it proved fruitful for the content of the memorial, prepared by Malkin research professor of public policy Robert Putnam, Geysler University Professor emeritus Henry Rosovsky, and Kaneb professor of national security and military affairs Stephen Rosen, who presented it.

“*American Politics: The Promise of Disharmony* was perhaps his most original work,” the trio noted. “The observation that the United States was defined not by blood but by a set of political principles is commonplace. Huntington pointed out that every 50 years or so, American society was aroused by a renewed commitment to the principles of liberty and equality and, in the grip of what he called ‘creedal passion,’ Americans would attack the government by demanding that it actually live up to those principles. Huntington noted these periods of passion: the Revolution, the Jacksonian era, the anti-slavery movement of the 1850s, and the first wave of feminism and the call for direct democracy...at the turn of the twentieth century. Starting in the 1950s and continuing into the 1960s, there were the civil rights movement and the second wave of women’s liberation. On the basis of this cyclical understanding of American politics, in 1991 Huntington presciently predicted another wave of creedal passion in the second and third decades of the twenty-first century,

when the inevitable frustrations with reforms would lead to calls for authoritarian efficiency.”

Turning to the book for which Huntington is perhaps most widely known, the memorialists put *The Clash of Civilizations and the Remaking of World Order* into what they regard as its proper context. The title, they noted, was “chosen by the publisher of the article

that gave rise to the book and [was] not one that he particularly liked.” Though today the work is often put to partisan purposes—viewed as a call for, or prediction of, tribal strife—the writers maintained that “The core of the argument is that you cannot understand what people want until you understand who they think they are. Religious beliefs shape identity but do not determine interests, much less behavior. Civilizations do not inevitably clash...If the events of 9/11 and after led others to see a world locked in wars among civilizations, this was not Huntington’s conclusion. In that book and in his final years he was a strong advocate of international multiculturalism, a policy of live and let live and non-intervention in the ways of life of other cultures.” —J.S.R.



Samuel Huntington

and a subsequent proposal that future students be prohibited outright from joining such organizations, Gordon McKay professor of computer science Harry Lewis and like-minded colleagues advanced a motion that would proscribe either measure. They cited students' right of free association in legal activities, and objected both to features of the sanctions and to devolving decisions on policies governing student life—matters they argue are subject to faculty legislation—to administrators. When put to a vote, though, the motion went down, 130 to 90—with about 25 percent of eligible FAS members weighing in. An Undergraduate Council survey of students (not adjusted for the response rate) showed 61 percent opposed to the sanctions on USGSO members. A detailed report is available at [harvardmag.com/fas-novmtg-2017](http://harvardmag.com/fas-novmtg-2017).

What USGSO policies would finally be put in place, however, remained unresolved. The final report of a committee on the matter, co-chaired by Khurana, laid out three options, rather than settling on one: the sanctions regime (effective for the freshmen who enrolled this year, but not being implemented while deliberations continue); the prohibition on membership (which would presumably take effect for freshmen enrolling next August); or some third course of action, possibly relying on education and suasion, intended to make participating in gender-exclusive social clubs unattractive. For a discussion, see [harvardmag.com/fasfractures-17](http://harvardmag.com/fasfractures-17). ~J.S.R.

## Preventing Preprofessionalism

AT THE same November FAS meeting, dean of undergraduate education Jay Harris introduced a proposal that would limit how many course credits undergraduates could take from other Harvard faculties, and have count toward the bachelor's degree: eight out of 128. (Students would be free to take as many additional courses, uncredited, as they wished, and, as before, can still take an unlimited number of credits earned in courses offered by MIT.) There would be one exception to the eight-credit limit: any cross-registered courses that a department counts toward concentration credit would not count toward the new limit. This issue has risen in importance as barriers to

## Yesterday's News

From the pages of the *Harvard Alumni Bulletin* and *Harvard Magazine*

**1923** The *Bulletin* reports that Archibald MacLeish, LL.B. '19, Alan Rinehart '21, and Roy E. Larsen '21 are, respectively, education editor, associate editor, and circulation manager of a new magazine due to appear February 24—*Time*.

**1928** Both Widener and the Harvard Union Library make special efforts to stock those books needed by undergraduates during the College's first "reading period."

**1948** President Conant's annual report suggests decreasing University enrollment from its present 12,500 to its pre-war average, roughly 8,000, to avoid major increases in physical plant and staff and drastic changes in teaching methods.

**1958** The University will open its first dormitory for women graduate students in the fall. The building at 1595 Mass. Ave. will accommodate 80 students.

**1963** Beginning in September, the Business School announces, women may apply directly to its two-year M.B.A. program. The one-year, non-degree Harvard-Radcliffe Program in Business Administration (previously required for any woman seeking to join the M.B.A. program in the second year) will be terminated.

**1968** Signs of the times: Maharishi Mahesh Yogi packs both Sanders Theatre and—via public address system—Lowell Lecture Hall; the required reading list for History 144b ("England in the Twentieth Century") includes *Sgt. Pepper's Lonely Hearts Club Band*.

**1978** The Blizzard of '78 forces the University to close during full term-time for perhaps the first time in its history. Snow sculptures rise around the Yard, and so many celebrants take to the roads on cross-country skis that snow-removal efforts are impeded, and Cambridge issues a ban on skiing.

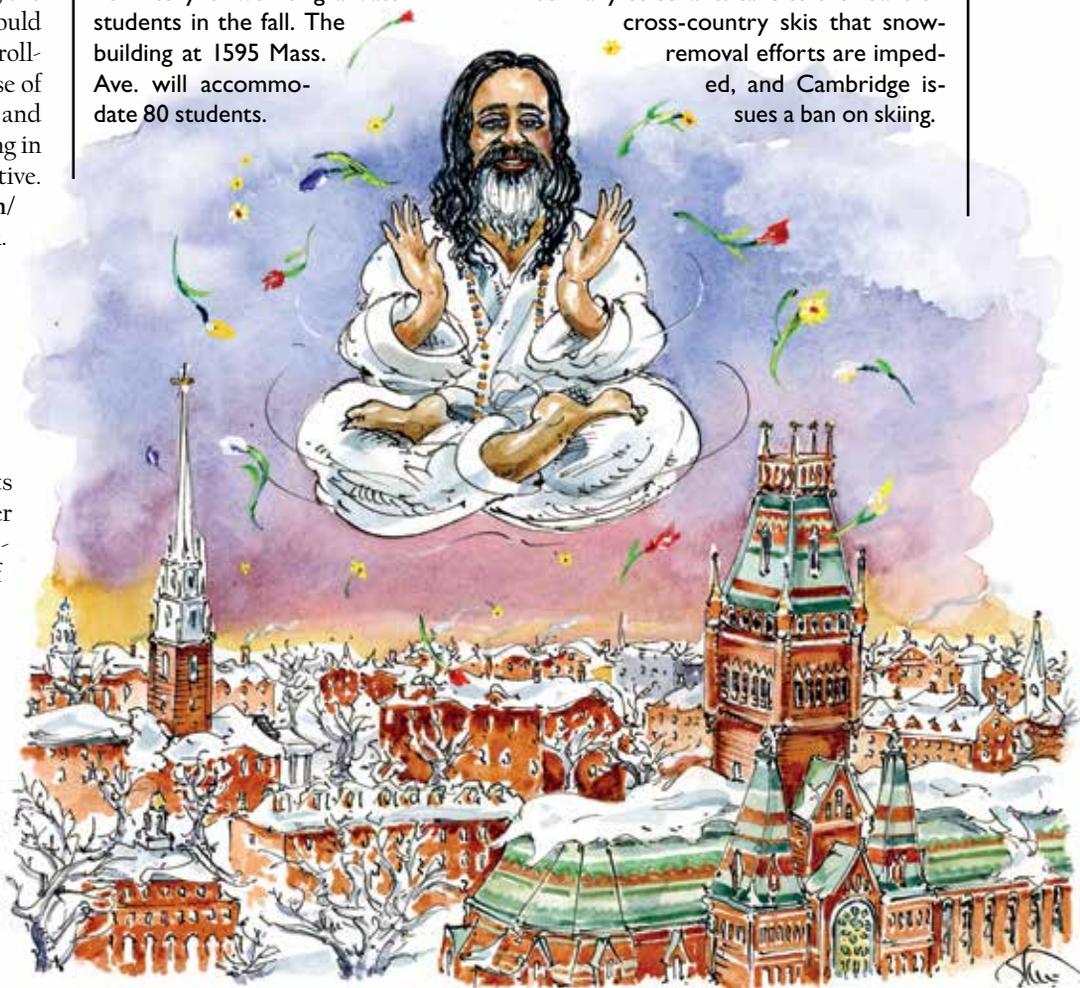


Illustration by Mark Steele

cross-registration have fallen; from the fall of 2013 to last spring, the number of cross-registrations tripled, to nearly 300.

The rationale, explained in a handout, is straightforward: to safeguard “the integrity of the College’s liberal arts and sciences degree” by posting some boundar-

ies around preprofessional education. The risk is spelled out, too: the concentrations with the largest numbers of cross-registrants are those most professionally oriented: economics, government, computer science, and social studies. And the most popular option for enrollment outside the

College? The clearly preprofessional MIT course “Corporate Financial Accounting”—an obviously useful bit of learning for the (many) new graduates who still head off to Wall Street or consulting.

The proposal was adopted at the FAS meeting on December 5. ~J.S.R.

## THE UNDERGRADUATE

# Teaching Hip-Hop in China

by TAWANDA MULALU

WE FLEW INTO Hangzhou with swampy armpits and jet-lagged eyes. Each of us had our own classroom dreamscapes, with syllabus titles like “(Post)human Creativity: Art in the Digital Age” and “Dances With Wolves: Animal Psychology and Human Body Language.” The conceit of the Harvard Seminars for Young Leaders in China (HSYLC) is that the spirit of American liberal-arts education can open up the minds of Chinese teens, long beaten stiff by a soul-sucking education system. (Later, when I asked my kids about Chinese high school, they told me that it is perversely exam-focused, not particularly interested in students’ personal thoughts,

and harshly competitive. When they asked me about Harvard, I said that it is perversely exam-focused, somewhat interested in students’ personal thoughts, and harshly competitive.) We could teach anything we wanted. I was determined to teach my four classes, of 15 students each, at Hangzhou No. 2 High School, how to rap.

My class, “Africa, America; Hip-Hop, Poetry,” would be about black words from home and from here. “Home” is Botswana, but it would have been sinful to not teach *Song of Lawino*, the Ugandan epic poem whose narrator fights to prove to her husband that their culture is just as meaningful as that of their colonial oppressors. “Here” is America, which the kids knew principally

through pop culture, the Internet, and their own Harvard aspirations. What they didn’t know is that it is also home to a deep and historic black struggle and the rugged art born from it. Going on a fast-forward ride through old school hip-hop to the current day, from Eric B. and Rakim to Nas to Kanye West to Kendrick Lamar, the class would consider the political and cultural lessons of these artists, and compare them to my students’ experiences growing up in China.

One would assume, or rather one would hope, that the person teaching this seminar would be entirely at home in the fact of his skin. I am not. I find the fact of it amusing. I have trouble reconciling the way the world is definitionally absolute in what

my blackness must mean, with the colorlessness of my writing. Having denied myself my native language, Setswana, by stubbornly gliding through the Western canon as a teenager, I now cannot use the tones and textures of my forefathers’ speech. Having being denied, by virtue of being a foreigner, the same black experience as African Americans, I also cannot quite access the power of their own twists and turns of the English language. I marvel at the Pan-African poetry of some of my freedom-fighter-aspiring friends back home, thick with metaphors and sounds that I cannot find within my heart to try. My own attempts at it are clumsy approximations of experiences that I am barely in touch with, despite having lived in the same continent in

