

Reweaving Ourselves: Reimagining Leadership in a World on Fire

Spring 2026 HKS Course IGA453, HBS Course 1553, HDS Course 3307

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Introduction

What does it mean to be alive and to be human right now? To what should we devote our lives?

This course is designed to support you in holding all that is happening with grace and courage, in learning to access the deep resources of wisdom, joy and compassion that lie at your core and in building the internal and external support that will help you become the leader you were born to be long after the course is over.

It has three components.

Diagnosis: We stand at a threshold. Our worlds – physical, social and political – are starting to unravel. Old ways of behaving seem increasingly beside the point. But this is also a moment of immense possibility. As old patterns and beliefs break up, they make room for the new. Something is dying – and something is seeking to be born. What is it? What can we dare to imagine? What could come through us?

Unpacking “Inner Work”. As Einstein is famously rumored to have said, one cannot solve deeply rooted problems with the tools that created them. This is a moral, spiritual crisis as much as it is a technological and political crisis, so in this course we will explore the hypothesis that in order to become the leaders the world needs now we must complement our focus on analyzing, acting and achieving with a focus on being, feeling and relating: it is only through learning to slow down, center, and access our deepest values that we can access the wisdom and courage that we need. Drawing on neuroscience, psychology and the thousands of years of practical wisdom held in the great faith traditions we will explore what it means to “go inside” and to learn to relate to yourself and to others with skill, discernment and compassion.

Integrating Love and Power Inner transformation is a powerful tool for change, but unless and until we reimagine the deep structure of our society to center the integration of love and power – from the nature of our accounting systems and the way we govern our firms to how we think about our political systems and how we educate our children – we are unlikely to see the kinds of fundamental change we need. What does this kind of change look like in practice? What does it look like now? We will explore this question both theoretically and practically – inviting a wide

variety of heart centered leaders into the classroom to explore what it means to integrate love and power on a daily basis.

This class is for you if you're looking for a highly interdisciplinary, collective conversation about these issues, pulling together students from across the university. Last year the class enrolled students from every graduate school at Harvard Dentistry, with large contingents from HBS and HKS, as well as participation from Law, Architecture, Public Health, Urban Planning, FAS and Education. My experience has been that you are likely to learn at least as much from the other students in the room as from me.

Throughout the class we will explore what all this might mean for you – for the way you experience yourself, for how you frame the meaning and purpose of your life, and for how you decide to engage with the world. My hope is that you will leave the class with a supportive personal practice, a much richer sense for the levers that might drive transformative systemic change and some ideas as to what you might do with your own life.

Course Requirements

1. Attendance at every class is mandatory except in the case of pre-approved absences or genuine emergencies. (Please see the appendix for the formal implications of this policy and for policies regarding such issues as grading, plagiarism, AI and the use of technology in class.)
2. Six short papers (500 words max) responding to the week's readings, one due approximately every other week at midnight the Sunday before class. Prompts for these papers will be posted to Canvas a week in advance.
3. Membership in a small (coached) learning circle that will meet for an hour every week. Your goal will be to support each other's learning and to explore together how you might implement what you are learning in your own life.

A Note on Experiential Practice

We will invest a significant amount of time in shared experiential practices. We will, for example, practice deep listening, holding grief and other difficult emotions, perspective-seeking and perspective-taking and exploring our reactivity when we are confronted with difficult ideas and different opinions. Participation in all the exercises will be entirely voluntary, but there will be challenging moments. I will do my best to support the creation of a “good enough” container – but I will be relying on you to actively participate in holding whatever emerges in ways that can support a transformational process for all of us. If at any time you feel unsafe or uncomfortable please reach out to me or another member of the teaching team so that we can find a way to support you going forward.

An Invitation to Personal Practice

For thousands of years humans have relied on some kind of personal practice to regulate their emotions and connect themselves to their deepest sense of purpose and meaning. In this class I

will invite those of you who already have such a practice to go deeper, and if you don't already have such a practice, I will strongly invite you to spend at least fifteen minutes each day experimenting with a variety of practices in the service of finding something that will help you learn to relax and center. Participation on this front is not required and will not be graded, but it is highly recommended.

Required Books

You won't be asked to read these books cover to cover – just to read some selected chapters.

- a) Reimagining Capitalism, Rebecca Henderson
- b) Power & Love: A theory and practice of social change, Adam Kahane
- c) Markets Built for Humans: Creating an Economy for People, Planet and Democracy, Eric Beinhocker & Nick Hanauer. (A digital version of this very short book will be freely available by the end of January. I will share the link as soon as it is published.)

Books to consider reading over the Break

- a) The Nutmeg's Curse: Amitav Gosh
- b) Ministry for the Future, Kim Stanley Robinson
- c) The Great Transition: Nick Fuller Googins

If you care deeply about climate, these are great books to read whether or not you end up taking this class. The Nutmeg's Curse is a hugely well written historical account of the origins the Western world view - full of great stories and quietly terrifying. Highly recommended.

Both The Ministry of the Future and The Great Transition are sci-fi novels that attempt to paint reasonably plausible pictures of how we might respond effectively to climate change. They are very different. Ministry focuses on global geo-politics and finance as a route to survival – The Great Transition focuses on social revolution at the grass roots. Ministry is harder going but more specific – many people love it - while Great Transition is a rollicking read.

Readings

1) January 27: Facing the Storm

Required Readings:

- Case: "The Push to Save the Great Salt Lake", Nicole Marie & Rebecca Henderson
- Read this review of George Marshall's book Don't Even Think About it, or watch: George Marshall: The Greatest Story Never Told.

- Listen to Nate Hagen, On the “Great Simplification” with Sarah Wilson.

Recommended:

- "Key Findings" pages 6-11, World Economic Forum 2024 Risk Report.
- **"Bonds of Earth" Chapter 6 from The Nutmeg's Curse: Parables for a Planet in Crisis, Amitav Gosh.**
- "Belovedness as alchemy" Amy Elizabeth Fox.
- Introduction: On Climate, Ecological and Societal Breakdown, from Why Climate Breakdown Matters, Rupert Read.
- Global biodiversity loss, ecosystem collapse and national security

Questions for Discussion:

1. Why is it proving to be so challenging to save the Great Salt Lake?
2. Why have "we" not solved the problem of climate change?
3. Why are "we" not making significant progress against the other "big problems" that we face?

2) February 3: From polycrisis to metacrisis

Required reading:

- "Skywoman Falling"., Pages 3-10, and "Asters & Goldenrod"., pages 37-45 in Braiding Sweetgrass, Robin Wall Kimmerer
- Hospicing Modernity, Vanessa Machado De Oliveira - Prep work 1: Who the heck is modernity. (15-29) & Prep work 3: The most important chapter. (41-61) & Chapter 3: The House of Modernity. (105-121).

And One Of:

- Part 1 of "Prefixing the world" (up until "Permacrisis enter the Afterparty") by Jonathan Rowson.
- “The Blind Spot” by Adam Frank, Evan Thompson, and Marcelo Gleiser, 2024. Introduction..

Recommended but not required

- "The Science of Life: A study in the Left Hemisphere Dominance" Chapter 12 in Ian McGilchrist's The Matter with Things.
- "The Blind Spot" by Adam Frank, Evan Thompson, and Marcelo Gleiser, 2024. Chapter 6 and Chapter 8.
- Settler Colonialism, Ecology, and Environmental Injustice. Kyle Whyte, Environment and Society: Advances in Research 9 (2018): 125–144

Discussion questions for your reading reflection

- The required readings suggest that the problems we face are rooted not only in structures of power, short termism and the psychological mechanisms of denial but also in something much deeper -- in structures of belief and behavior that color our entire world view. But they differ in how they characterize this world view and its origins. Which do you find the most compelling? How -- if at all -- do they relate to each other?

3) February 10: Power & Love, Take 1: Reimagining Capitalism

Guest: James Rhee, former CEO of Ashley Stewart

Required reading:

- Case: "Turning Ashley Stewart Around?" Jack Brookes, Rebecca Henderson & James RheeDownload Case: "Turning Ashley Stewart Around?" Jack Brookes, Rebecca Henderson & James Rhee
- "Shareholder value as yesterday's idea" Chapter 1, Reimagining Capitalism, Rebecca Henderson.
- "Reimagining Capitalism in practice" Chapter 2, Reimagining Capitalism, Rebecca Henderson.

For Further Reading:

- "Innovation in the 21st Century: Architectural Change, purpose, and the challenges of our time." Management Science, 67 (9) (2020): 5479-5488, 2020.

Discussion Questions:

- Do you find Henderson's description of how capitalism has gone off the rails convincing? Why or why not?
- Do you find her suggestions as to how it can be fixed convincing? Why or why not?
- If you were James's PE friend Steve, would you invest in Ashley Stewart? Why or why not?

4) February 17: An Introduction to Inner Development

Required reading:

- Watch: Dan Harris "The long journey to becoming 10% happier".
- Listen to: Dachner Keltner on the Science of Awe, February 2023 - Read
- The Introduction & Sections 1 & 2 in: The System Within: Addressing the Inner Dimensions of Sustainability and Systems Transformation. Jamie Bristow & Rosie Bell (section 3 is highly recommended but not required)
- "The Spell of the Sensuous" by David Abrams, 1997. Ch 1: The Ecology of Magic, from page 3 to the break at the top of page 11

Recommended Reading:

- Technical Note: "What is "Inner work" and how does one do it?" Jack Brookes and Rebecca Henderson.
- Technical Note: "An Introduction to Adult Development Jamie Bristow and Rebecca Henderson

Discussion Questions:

- (For the reflection paper and for class) Does it seem plausible to you that "inner work" or "adult development" could play a significant role in addressing the challenges we face? Why or why not?
- (For class only): What is your own relationship to "inner work"?

5) February 24: Activating Moral Imagination: Towards a Great Turning

Guest: Phoebe Tickell, Founder of moral imagination

Required Reading:

- "The love of thousands" Chapter 2, in Sacred Instructions: Indigenous Wisdom for Living Spirit-Based Change
- An overview: Moral Imagination's work, with the UK Department for Food and Rural Affairs

Then please choose 2 or 3 of the following readings as support for your reflection -- choose readings that intrigue you, that support you in thinking in new ways. I've tried to give you a flavor for each of them, but I would recommend trying a page or two. There

are some wonderful ideas here, but don't be bound by them. What is YOUR vision of a future worth working towards?

A comprehensive summary of technical solutions to the climate crisis:

- The Draw Down Review.

Readings that take what we have and clean it up -- new metrics, new policies:

- Chapter 1. From Kate Raworth, Doughnut Economics. (Changing goals and metrics)
- A good life for all within planetary boundaries. (More technical on changing goals and metrics)
- Chapters 9 and 10 in Markets built for Humans Download Markets built for Humans, Eric Beinhocker and Nick Hanauer. (New policies)
- IworkerIvote: MONDRAGON in the U.S. by Rebecca Henderson & Michael Norris (A case on worker ownership at scale)

A feminist view of the possible future:

- Chapter 1 "To Boldly Know When No One Has Known Before". and Chapter 2 "Home is where the walls are". from Everyday Utopia, by Kristen R. Ghodsee

A view that leans towards inner transformation and central planning:

- "News from 2047." Chapter 4 Troy Vettese & Drew Pendergrass Half earth socialism Views that lean heavily towards inner transformation and -- in the case of the second - to the power of non-violent action
- Active Hope, Joanna Macy & Chris Johnstone, Three Stories of Our Time (p.13-33).
- Fifth Sacred Thing, Starhawk — Ch. 17 (p. 231-246)

A view that suggests that the future is right here - just unevenly distributed:

- How to Fall in Love with the Future, Rob Hopkins — Ch. 5 Learn from the Pioneers. (p.68-87) Links to an external site., Ch. 6 Organisations as Time Machines (p.88-101).

6) March 3rd: Waking Up Together

Required Reading:

- Case: Leading and Learning from the Emerging Future: The Presencing Institute at a Crossroads. Nicole Marie & Rebecca Henderson
- "Kin relationality and Ecological Belonging: a Cultural Psychology of Indigenous Transcendence." Yuria Celidwen and Dachner Keltner D (2023) Frontiers in Psychology. (Be warned: this is a dense read but it is only 8 pages long!)

- “The Story before the Story”, Chapter 1 in Descent into Love: How Recovery Café came to be[Links to an external site.](#)

Discussion question for the reflection paper:

- All three of these readings are deeply engaged with how to create what the Presencing Institute calls "The social soil" and with the ways in which the creation of deep relationality within a group can lead to pro-social action. What do the methods they outline have in common and how do they differ? Which are you most drawn to and why?

Discussion questions for class:

- How does the Institute seek to create social soil? What impresses you about their approach? What surprises you? What should the Institute's strategy be going forward? If you were part of the leadership team where would you focus your efforts and why?

7) March 10th: Unpacking Systemic Change

Required Reading:

For everyone:

- Lakota Legends, *The End of the World.*
- What is The Berkana Two Loops Model. (Just get the idea -- no need to dive deep)

If you are already deeply familiar with the history of the Civil rights movement in the US, please read:

- "Ethics at the Horizon" Chapter 2[Links to an external site.](#) in Radical Hope: Ethics in the face of Cultural Devastation by Jonathan Lear
- *This is a central text for me - I find it extremely helpful, and if you have time I highly recommend it to everyone -- but stop reading if it doesn't resonate with you - it's not for everyone.*

If you are not as familiar with the history -- or simply want to brush up your knowledge, please read:

- Case: Martin Luther King and the Struggle for Black Voting Rights, David Moss.
- Martin Luther King: Letter from a Birmingham Jail

Highly recommended but not required:

- "Deactivating the H2 VortexLinks to an external site." Jonathan Rowson
- "The Compassion of Fierceness" Chapter 2, pages 45-67, in Fierce Vulnerability,
Kazu Haga

Questions for discussion: (we will discuss all of these questions in class, so please think about all of them -- but if you are writing a reflection choose any of the three as your prompt)

- On a scale of 1 to 10, if 1 "is Dr. King was absolutely indispensable to the civil rights movement" and 10 is "it was all about the movement and the community - he was a wonderful spokesperson but someone else would have emerged to fill that role" - where do you stand and why?
- How did Dr King - and the movement more broadly - integrate power and love in their thinking and their actions?
- If this is a moment of rupture akin the moment the Crow faced in the 19th century, what does that imply for us? How might that recognition shape our expectations for the future? Our actions now? How might it shape your own life?

(March 17th: Spring Break)

8) March 24th: Building the Just Society

Required Reading

- Rebecca Henderson, Reimagining Capitalism — "Protecting What Has Made Us Rich and Free," Chapter 7, pages 208-216 (Inclusive vs. Extractive Institutions)
- Martha Nussbaum, Political Emotions — Introduction, pages 1-24
- Patrick Deneen, Why Liberalism Failed — Preface (pages xxv-xxvii) and Introduction (pages 1-20)

And either:

- Julie Battilana, "Harnessing Power for Positive Impact," Conversations for Change, 2022 (YouTube, transcript available at ncwit.org)

Or:

- Adam Kahane, Power and Love — Introduction (pages 1-9), "Building Democracy in South Africa" (pages 87-102), "Growing Sustainable Food in Europe and the Americas" (pages 103-126)

For Fun (Optional)

- Film preview: The Sacrifice (YouTube, ~2 min)
- Film preview: Restart the Earth (YouTube, ~2 min)
- "Ethical Advice for Nobles and Civil Servants in Ancient China" (short piece, fsw.pressbooks.pub)

Recommended Reading

- Rebecca Henderson, Reimagining Capitalism — remainder of Chapter 7
- Martha Nussbaum, Political Emotions — "Teaching Patriotism" (pages 204-225) and "How Love Matters for Justice" (pages 387-397)
- Patrick Deneen, Why Liberalism Failed — Chapter 1: "Unsustainable Liberalism" and Chapter 5: "Liberalism vs. the Liberal Arts"
- Adam Kahane, Power and Love — remainder of the book
- Julie Battilana, Power for All

Discussion Questions

1. Both Nussbaum and Deneen argue that civic virtue is essential to restoring our institutions, but they offer very different diagnoses and solutions. Why do they disagree so profoundly?
2. What do you learn from Battilana and/or Kahane about the challenge of integrating power and love in practice? What resonates, and what do you disagree with?

9) March 31st: Building the Loving Society

Preparation

- Nipun Mehta, "Designing for Generosity" (TEDx, YouTube)
- Sir Chris Hohn interview (video with transcript available on course site) Note: his investment philosophy is covered in the first 24 minutes; his philanthropic philosophy begins at minute 24.
- Spend time on the Mana Nutrition website — mananutrition.org

Background for the Wellbeing Economy Discussion

Choose one:

- Tim Jackson, "An Economic Reality Check" (TED Talk, YouTube, transcript available) OR "The Myth of Growth," pages 1-16 from Post Growth: Life after Capitalism
- Richard Layard and Jan-Emmanuel De Neve, "Wellbeing: Science and Policy" — Introduction and Summary, pages 1-14

Optional

- Short video about Mana Nutrition (New York Times)
- Other projects Chris Hohn supports — ciff.org/grant-portfolio
- TJ VanderWeele et al., "The Global Flourishing Study: Study Profile and Initial Results on Flourishing," Nature Mental Health, June 2025
- Julia Steinberger et al., "Providing Decent Living with Minimum Energy: A Global Scenario," Global Environmental Change, 65 (2020)
- Nipun Mehta, "What Remains Uniquely Human in the Age of AI" — pod.servicespace.org

Discussion Questions

1. Imagine it is 2050. The world is in a significantly better place than anyone expected in 2026, and widespread generosity was a key factor. How did this happen? What role did generosity play? Why did it prove so important?
2. Why is growth so central to modern capitalism and to modernity more broadly?
3. If reducing consumption is central to building a more sustainable world, what paths exist to move in that direction? If you ran the world, what policies would you enact? How would you sell your agenda, and to whom?

10) April 7th: Politics & Political Movements

Required Reading

- Zairo Cheibub, Rebecca Henderson & Channing Spencer — "Brazil: Resistance and Re-democratization after the 1964 Military Coup"
- Mark Engler and Paul Engler, This Is an Uprising: How Nonviolent Revolt Is Shaping the 21st Century
 - "Introduction"

- "The Hybrid"
- Pages 87-97

Recommended Reading

- Marshall Ganz, *People, Power, Change: Organizing for Democratic Renewal* — Chapter 1: "Practicing Democracy" Or watch: Marshall Ganz, "Fighting for Change" (YouTube)
- Michel Gecan, "How Not to Do Activism," *Boston Review*, December 4, 2019

Discussion Questions

1. How well do the dynamics laid out in the Englers' book match what happened in Brazil?
2. Is there any evidence of love at work in Brazil? In the dynamics outlined by the Englers? Or is this all about power?

11) April 14th: Changing the world one community at a time

Required Readings

1. The Interfaith Popular Education Case Study — interfaithcasestudy.com As you read, pay attention to three issues:
 - How civil society and civic infrastructure manifest and operate across phases of the campaign
 - How political power from the margins is deployed with varying effectiveness at different points
 - The role of a prestigious higher education institution working at a distance in the context of a marginalized community's battle
2. Brookings — "Why Zohran Mamdani's Victory Matters: How It Happened, What It Means" (July 2025) — brookings.edu A summary of the campaign and the factors behind his victory.
3. "The True Cost of Living Measure," Executive Summary, pages 5-10 — NYC Office of Equity, 2026
4. J. Philip Thompson, "What is Economic Democracy?" Section V: "Criticisms from the Left" — voicesfornewdemocracy.wordpress.com

Recommended

- "Habits of Heart and Mind: How to Fortify Civic Culture," Academy of Arts and Sciences, 2024

Discussion Questions

1. Why was the effort at Interfaith so successful? What can we learn from it about action on the ground?
2. Why has Mamdani been so successful so far? What does his success imply for political action more broadly?
3. What can we learn from these two efforts about how successful change might happen going forward?

12) April 21st: Towards a Great Turning

Your assignment this week is to let yourself imagine what might be yours to do, if you felt that you had the time, space, courage, support and economic resources to let you do it. So this is not about next year – it's about letting yourself dream about how you could – really – make a difference.

And if you're currently stuck in despair, and you're convinced that civilization is about to come apart – a not unreasonable position, in my opinion – it's about what you could do to make a difference if that happened. I'm afraid that – alas - there will always be work to do.

The reflection/discussion questions are:

- What could you imagine doing that might make a difference in the world?
- Why do you think it might make a difference?
- What resources – material, social, spiritual etc – would you need to actually do something like this?

These are huge questions, and since I'm not sure what will be most supportive to you in thinking about them please find below a wide choice of readings/videos to support you in thinking them through. Please be sure to read/watch at least three, and to come to class ready to discuss them so that you can share what you found useful with the group.

Why and how small actions can add up

- Katie Fahey, "A Crash Course in Making Political Change" (TED)
- Glisson, Susan M. "Critical connections: Trust-building as a Prerequisite to Systems Change." Du Bois Review, Vol. 16, Iss. 1, Spring 2019, pp. 181-188

Concrete policy ideas

- Markets Built for Humans — marketsbuiltforhumans.org (Beinhocker and Hanauer)
- Economists for Inclusive Prosperity

Reimagining Democracy and Government

- plurality.net — read the introduction
- Victor and Sabel, *Fixing the Climate*, Chapters 1 and 5 (to page 114): "Towards Experimentalist Governance" and "Experimentalism in Context"

Why change feels impossible

- Everyday Utopia, Chapter 1: "To Boldly Know When No One Has Known Before"
- Jonathan Rowson, "Deactivating the H2 Vortex"

Concrete examples of systemic change

- The Nordic Secret, Chapter 7: "The Danish Spring"
- Jonathan Rowson, "Bildung in the 21st Century"
- Acemoglu et al., "The Making of Social Democracy," *Journal of the European Economics Association*, 2025
- Hilary Cottam, *Radical Help*, Experiments 1 and 5

Imagining a politics centered on inner development

- Hanzi Freinacht, *Nordic Ideology*, Chapter 13: "Existential Politics"
- Hanzi Freinacht, *Nordic Ideology*, Chapter 14: "The Awakened Public"

Other

- Joanna Macy, *Coming Back to Life*, Chapter 4: "What is the Work that Reconnects?"
- James Antal, *Climate Church*, *Climate World*, Chapter 8: "Witnessing Together" (pp. 137-153)
- Michel Gecan, "How Not to Do Activism," *Boston Review*, December 4, 2019
- Ray Acheson, "Banning the Bomb, Smashing the Patriarchy" (TED)

Theories of Change (optional, for those wanting a formal framework)

- Theory of Change graphic — Netherlands Commission for Environmental Assessment
- Fictional health care example
- Theory of Change from a children's charity
- Clean Cooking Alliance Theory of Change
- "Theory of Change Explained: Why Every Nonprofit Needs This" (YouTube, 7:23)
- Marshall Ganz overview and template

- Nesta Theory of Change worksheet

13) April 28th: Moving Out

Discussion Question:

- Outline a strategy - or set of strategies - to save the Great Salt Lake.

This is not an academic question -- we will have several of the case protagonists in class and they are keen to hear your ideas. Please use everything you have learned this semester to think about what can be done -- there is very little time left. One approach might be to imagine a time five years from now, when the lake is well on the way to full recovery. What happened? Another is to go constituency by constituency - but there are many others! Be as creative and bold as you can. What are the levers for change? Who should do what and why?

Required Reading/Listening

- Rebecca Henderson & Nicole Marie: The Push to Save the Great Salt Lake
- Download The Push to Save the Great Salt Lake
- Bayo Akomolafe (1 page read): Sanctuary is not a place Links to an external site.
- Listen to adrienne maree brown discuss "On Radical Imagination and Moving towards Life" with Krista Tippett as part of the Onbeing Project Links to an external site.

Recommended Readings:

- Chapter 7, The Changing Same, in Shattered Dreams, Infinite Hope by Brandon Terry
- Links to an external site.

APPENDIX: COURSE POLICIES AND GRADING

Attendance policy

Attendance at every class meeting is required and expected for the full length of the class. Please plan your schedule around the class meetings; avoidable conflicts such as routine doctors' appointments or missing class to attend a trek are not excused absences. **If you are ill (or otherwise unable to attend class due to an extenuating circumstance), please let me know at least a week in advance so that we can discuss how you can make up the work.** In most circumstances I will ask you to write a reflection paper for the class that you missed – this will be in addition to the six required reflection papers. If you need to miss class for multiple sessions due to serious illness or a personal emergency, please be in touch with your degree program administrator to coordinate an accommodation.

Participation policy

Class participation is deeply encouraged. It includes active engagement during class, including asking questions and thinking critically about arguments, concepts, and evidence, as well as full engagement with the experiential exercises. Class participation is not an attendance grade – although missing more than a single class will almost certainly negatively affect your participation grade - but instead reflects your active engagement during class, including asking questions and thinking critically about arguments, concepts, and evidence. The course assistants will be using Teachly to help track patterns in participation (so that I don't overcall some few enthusiastic individuals), but your participation grade will be based overwhelmingly on the quality of your remarks, not on their quantity.

Lecture recordings

Classes will be recorded, but the recordings will not be available to watch except in case of illness. If you miss a class session, please plan on getting notes from a classmate to support you in learning about the material that you missed.

Extensions

In the interest of fairness to your colleagues, the deadlines in the syllabus are firm. Extensions for assignments will not be granted except in the case of serious illness or family emergency, both of which will require consultation with your degree program administrator and/or Melissa Wojciechowski St. John, the Senior Director of Student Services and the HKS disability coordinator.

Religious Conflicts

Students may ask for reasonable and timely accommodations for religious observances. Please review the syllabus closely to determine if religious obligations will present scheduling conflicts with any assignments, and fill out the excused absence form [here](#) if appropriate.

Grading Concerns

In the event of a low grade on an assignment, students will not be permitted to rewrite or resubmit it for an improved grade, except in rare circumstances. If you have faced an extraordinary

circumstance that resulted in a lower grade on an assignment and you would like the opportunity to resubmit an assignment, please contact me within one week of receiving your grade. If you feel that there was an error in the calculation of your grade, you may submit a re-grading request. All such requests must be submitted to the teaching team in writing, along with an explanation describing where you believe an error was made. If you elect to have an assignment re-graded, be aware that it may result in a lower final grade on the assignment.

Accessibility and Accommodations for Student Learning

Harvard Kennedy School is committed to the full inclusion of students with disabilities, including learning, mental health, physical, chronic illness, temporary injury, and others. The School provides a range of options to remove course barriers, including accommodations, to students with documented disabilities on an individual, case-by-case basis. Students who have or think they may have a disability should contact Melissa Wojciechowski St. John for a confidential consultation to request or inquire about accommodations. Melissa is the Senior Director of Student Services and serves as the local disability coordinator in the HKS Office of Student Services (more information [here](#)). Since accommodations may require early planning and are generally are not provided retroactively, we recommend that you contact her as soon as possible.

Supporting Student Wellness

I am here to support you to the best of my ability. Please feel free to reach out to me or – if it feels more comfortable – to a member of the teaching team if you are struggling and I will do my best to offer help and support. Our goal is for our class to be a place of community for all students. Please let me or Mauro Morabito, mauromorabito@hks.harvard.edu, know if you have any suggestions for improving the community environment in our class.

Sensitive Content

Due to the nature of the course, students will encounter various potentially triggering topics. If specific content is difficult for you to engage with, you should feel free to discuss it with me. We will discuss a specific approach to these issues in our first class and, based on your needs, I will adjust this policy accordingly.

Academic Integrity

Plagiarism and cheating are absolutely unacceptable; providing proper citations in your writing is necessary and expected. Any sentences or paragraphs taken verbatim from AI, from the writing of any other person or persons or from your own writing published elsewhere must be placed in quotation marks, and their source must be clearly identified. Changing the wording of a sentence or passage slightly does not evade the requirement for citation. A reference to the source is required whenever you draw an important argument or insight from someone else, even if you reword it into your own words. Including material from others in the assignments without appropriate quotation marks and citations is regarded, as a matter of School and University policy, as a serious violation of

academic and professional standards and can lead to a failing grade in the course, failure to graduate, and even expulsion from the University. If you have any questions about what constitutes correct citations, it is your responsibility to seek guidance prior to submitting your assignment. All suspected violations will be reported to the Associate Dean of Students. Please consult [this resource](#) for further information on academic integrity at HKS.

Policy on the Use of Generative AI for Coursework

Generative Artificial Intelligence (AI) will influence the way you work in your future careers. For your academic work, generative AI can help you learn but it can also hinder your development. At its best, generative AI can be like an instructor with unlimited time to work with you one-on-one, but it can also be a dangerous crutch. Please use it to help you learn but not to do the work for you.

The guidelines below are designed to help you use generative AI to get the most out of your HKS experience.

- It is generally acceptable to use generative AI for finding information and for solidifying your knowledge of the course content. For instance, it is fine to use AI-powered web search and to have “conversations” with tools like ChatGPT to help you explore ideas, refine your thinking, identify examples, and better understand the course material.
- However, unless otherwise specified, it is a violation of the HKS Academic Code to incorporate into your coursework text produced predominantly by generative AI — just as it would be to copy from a book or article. For example, it would be inappropriate to simply rewrite a draft generated by AI.
- Generative AI can produce false or misleading information. You are ultimately responsible for the accuracy of any work you submit.

We will talk in our first class about whether and how to use AI in preparing for class.

Communication & Office Hours

- All students are required to have email delivery for Canvas announcements enabled. Students should direct any questions, concerns, or problems about the course website and its content—including any difficulties accessing the reading—to my faculty assistant, Fed Chavez: fchavez@hbs.edu
- I encourage you to see me with questions or comments about course content or assignments during office hours, which I hold weekly. Please work with my assistant, Fed Chavez, to find a time in advance. Please cancel in advance if you cannot come to make this time slot available to other students.

· You may also email me with questions about the course. Weekend messages may not be returned until Monday.

Tech Policy

I will follow the HBS policy on tech, which means not using any electronic device – including a laptop, cell phone or other mobile device -- during class. You will be much less likely to distract your fellow students, and some significant research has found that you are also likely to better absorb the class material when taking notes by hand rather than on a computer.

If you have a limitation that requires you to take notes on an electronic device please let me know as soon as possible.

Grading:

Your final grade will be calculated as follows:

Class participation 40%: Attendance at every class meeting is required and expected for the full length of the class. If you are ill (or otherwise unable to attend class due to an extenuating circumstance), you may request to have your absence excused by filling out this form prior to class. Class participation, however, is not an attendance grade but instead reflects active engagement during class, including asking questions and thinking critically about arguments, concepts, and evidence. Active participation necessitates completion of the required reading before the class meeting. The course assistant will be using Teachly to help track patterns in participation (so that I don't overcall on some few enthusiastic individuals), but your participation grade will be based on the quality of your remarks, not on their quantity.

Response papers 42% (7% each paper): You should submit six short (500-word) reflections to Canvas on the assigned reading by midnight on the Saturday *before* the relevant class session. At least (!) three of these memos should be submitted before spring break.

Attending your section meeting: 18%