

April 17, 2025

To: President Michael Schill and Provost Kathleen Hagerty
CC: Board of Trustees Chair Peter Barris
From: Concerned Faculty

We come together as concerned faculty to ask that you take forceful steps to meet the challenges of the current crisis and strongly defend Northwestern against the ongoing and intensifying attacks on higher education. Bedrock principles of a democratic society, due process, and the rights of free expression and association are now at stake. These attacks threaten Northwestern and other institutions across the United States. In light of this assault, we urge Northwestern's leadership to take these steps:

1. **Legally contest the federal funding freeze and refuse to comply with unprecedented demands that threaten academic freedom and university self-governance.** Freedom from political interference has allowed US universities to stand as leaders in producing cutting-edge knowledge across fields—medicine, science, humanities, engineering, and social sciences, among others. The entire country, indeed the world, benefits from the scientific and medical innovations produced by American universities. We call on you to stand up against intolerable threats to interfere in the conduct of teaching and research, and to refuse any further requests to turn over personal data and academic, disciplinary, and personnel records to the federal government.

2. **Be a leader among peer institutions in condemning attacks on universities.** In addition to condemning attacks, use all opportunities to assert the value of higher education visibly and publicly. Be forceful in making the case for the enduring values that are central to institutions of higher learning and the many contributions the sector makes to our society. Insist on the importance of independent voices to a functioning democracy and civil society, highlight the value of the diversity that exists in our institutions, and encourage free expression and vigorous debate within our community.

3. **Support our international students, staff and faculty** by taking the following steps: avoid voluntary cooperation or information sharing with Immigration and

Customs Enforcement or other federal agencies charged with facilitating deportation or other forms of immigration enforcement; maintain the enrollment of international students in the event of visa revocation, legal status termination, detention, and/or deportation; allow any such students and scholars to continue their studies and research remotely, if necessary, ensuring that if enrollment is contingent upon funding through teaching or fellowships, they can continue their coursework, research, and teaching appointments; communicate timely information to international students and scholars, including immediate notification of changes in their legal status; and provide legal counsel for students and scholars whose visas have been revoked without due process.

4. **Work purposefully and proactively with other universities** and Northwestern's alumni networks, taking and creating opportunities to develop coordinated opposition to these anti-democratic attacks.

Thank you for your efforts to stand up for Northwestern and our shared values.

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Robert Anthony Ward, Assistant Professor, Cook Family Writing Program, Weinberg College

Alex Birdwell, Assoc. Prof. of Instruction, Segal Design Institute, McCormick

Sarah Chuzi, Assistant Professor of Medicine at NU Feinberg

Nabil Issa, MD, Professor of Surgery and Medical Education, Feinberg School of Medicine

Carol Saltoun, Associate Professor, Feinberg

Lucia Stein-Montalvo, Assistant Professor, Civil and Environmental Engineering, McCormick

Alison Flaum, Clinical Professor, Pritzker School of Law

Jon Ziomek, associate professor emeritus, Medill School

Lydia Barnett, Associate Professor, History, WCAS

Michael Certo, Assistant Professor of Pediatrics, Feinberg School of Medicine

Miriam White, Professor, Radio/TV/Film, School of Communication

Anonymous (Feinberg)

Brenna Argall, Professor, Mechanical Engineering, Computer Science, and Physical Medicine & Rehabilitation, McCormick and Feinberg

Ceci Rodgers, professor, Medill School of Journalism,

Ana Maria Acosta, Professor, Physical Therapy and Human Movement Sciences, Feinberg School of Medicine

Federal Register
Vol. 90, No. 19
Thursday, January 30, 2025

Presidential Documents

EXHIBIT 70

Title 3—

The President

Executive Order 14161 of January 20, 2025

Protecting the United States From Foreign Terrorists and Other National Security and Public Safety Threats

By the authority vested in me as President by the Constitution and the laws of the United States of America, including the Immigration and Nationality Act (INA), 8 U.S.C. 1101 *et seq.*, and section 301 of title 3, United States Code, it is hereby ordered:

Section 1. *Policy and Purpose.* (a) It is the policy of the United States to protect its citizens from aliens who intend to commit terrorist attacks, threaten our national security, espouse hateful ideology, or otherwise exploit the immigration laws for malevolent purposes.

(b) To protect Americans, the United States must be vigilant during the visa-issuance process to ensure that those aliens approved for admission into the United States do not intend to harm Americans or our national interests. More importantly, the United States must identify them before their admission or entry into the United States. And the United States must ensure that admitted aliens and aliens otherwise already present in the United States do not bear hostile attitudes toward its citizens, culture, government, institutions, or founding principles, and do not advocate for, aid, or support designated foreign terrorists and other threats to our national security.

Sec. 2. *Enhanced Vetting and Screening Across Agencies.*

(a) The Secretary of State, in coordination with the Attorney General, the Secretary of Homeland Security, and the Director of National Intelligence, shall promptly:

(i) identify all resources that may be used to ensure that all aliens seeking admission to the United States, or who are already in the United States, are vetted and screened to the maximum degree possible;

(ii) determine the information needed from any country to adjudicate any visa, admission, or other benefit under the INA for one of its nationals, and to ascertain whether the individual seeking the benefit is who the individual claims to be and that the individual is not a security or public-safety threat;

(iii) re-establish a uniform baseline for screening and vetting standards and procedures, consistent with the uniform baseline that existed on January 19, 2021, that will be used for any alien seeking a visa or immigration benefit of any kind; and

(iv) vet and screen to the maximum degree possible all aliens who intend to be admitted, enter, or are already inside the United States, particularly those aliens coming from regions or nations with identified security risks.

(b) Within 60 days of the date of this order, the Secretary of State, the Attorney General, the Secretary of Homeland Security, and the Director of National Intelligence shall jointly submit to the President, through the Assistant to the President for Homeland Security, a report:

(i) identifying countries throughout the world for which vetting and screening information is so deficient as to warrant a partial or full suspension on the admission of nationals from those countries pursuant to section 212(f) of the INA (8 U.S.C. 1182(f)); and

(ii) identifying how many nationals from those countries have entered or have been admitted into the United States on or since January 20,

2021, and any other information the Secretaries and Attorney General deem relevant to the actions or activities of such nationals since their admission or entry to the United States.

(c) Whenever information is identified that would support the exclusion or removal of any alien described in subsection 2(b), the Secretary of Homeland Security shall take immediate steps to exclude or remove that alien unless she determines that doing so would inhibit a significant pending investigation or prosecution of the alien for a serious criminal offense or would be contrary to the national security interests of the United States.

Sec. 3. *Additional Measures to Protect the Nation.* As soon as possible, but no later than 30 days from the date of this order, the Secretary of State, in coordination with the Attorney General, the Secretary of Homeland Security, and the Director of National Intelligence, shall also:

(a) Evaluate and adjust all existing regulations, policies, procedures, and provisions of the Foreign Service Manual, or guidance of any kind pertaining to each of the grounds of inadmissibility listed in sections 212(a)(2)–(3) of the INA (8 U.S.C. 1182(a)(2)–(3)), to ensure the continued safety and security of the American people and our constitutional republic;

(b) Ensure that sufficient safeguards are in place to prevent any refugee or stateless individual from being admitted to the United States without undergoing stringent identification verification beyond that required of any other alien seeking admission or entry to the United States;

(c) Evaluate all visa programs to ensure that they are not used by foreign nation-states or other hostile actors to harm the security, economic, political, cultural, or other national interests of the United States;

(d) Recommend any actions necessary to protect the American people from the actions of foreign nationals who have undermined or seek to undermine the fundamental constitutional rights of the American people, including, but not limited to, our Citizens' rights to freedom of speech and the free exercise of religion protected by the First Amendment, who preach or call for sectarian violence, the overthrow or replacement of the culture on which our constitutional Republic stands, or who provide aid, advocacy, or support for foreign terrorists;

(e) Ensure the devotion of adequate resources to identify and take appropriate action for offenses described in 8 U.S.C. 1451;

(f) Evaluate the adequacy of programs designed to ensure the proper assimilation of lawful immigrants into the United States, and recommend any additional measures to be taken that promote a unified American identity and attachment to the Constitution, laws, and founding principles of the United States; and

(g) Recommend any additional actions to protect the American people and our constitutional republic from foreign threats.

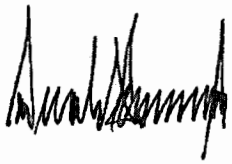
Sec. 4. *General Provisions.* (a) Nothing in this order shall be construed to impair or otherwise affect:

(i) the authority granted by law to an executive department or agency, or the head thereof; or

(ii) the functions of the Director of the Office of Management and Budget relating to budgetary, administrative, or legislative proposals.

(b) This order shall be implemented consistent with applicable law and subject to the availability of appropriations.

(c) This order is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable at law or in equity by any party against the United States, its departments, agencies, or entities, its officers, employees, or agents, or any other person.



THE WHITE HOUSE,
January 20 2025.

[FR Doc. 2025–02009
Filed 1–29–25; 8:45 am]
Billing code 3395–F4–P

EXHIBIT 72

Board of Trustees Chair Letter (2025-04-04)

TO: Mr. Peter Barris, Chair, and Members of Northwestern's Board of Trustees
FR: Concerned Faculty, Northwestern University

Add your signature 18 March 2025

Dear Mr. Barris and members of Northwestern's Board of Trustees:

We are an ad hoc group of concerned Northwestern faculty and we write to request that the Board of Trustees add consultations with faculty, students, and staff to your deliberations during this emergency. We would like an opportunity to brief members of the Board about how the current threats to higher education, civil liberties, and democratic institutions in the United States and beyond are affecting our campus community. The stakes of this moment are high for us all and we need to pull together.

Many of you have invested deeply in Northwestern over the years. We have too. Many of us began our careers here and have spent decades building programs, directing departments, chairing committees, and doing our part to make Northwestern a premier institution in STEM fields, education, medical research, humanities and the arts, the social sciences, journalism, and law, among other fields. We are deliberately working to bridge schools and disciplines because we know Northwestern is greater than the sum of its parts.

In advance of briefings, we want to share our diagnosis of the current situation.

1. There is no time to lose: The new administration is taking steps that are intended to radically destabilize the foundations of higher education in this country.[1] It takes decades to build first-rate programs of the kind Northwestern has in abundance. When crucial funding and staff are cut on so many fronts simultaneously – as this administration is doing – it can serve only one purpose: to destroy precious repositories of knowledge, expertise, and public goods. Historically, we know that when autocratic leaders have targeted their own universities, it has only weakened democracies and exacerbated or re-entrenched inequalities. We see this happening already.

2. Young people need us: We teach our students to wrestle with big questions and societal challenges, placing these in historical context and tying them to debates at the cutting edge of different fields. We have a responsibility as educators to support critical inquiry, engage with multiple perspectives, and explore different knowledge systems, past and present. Given our role in training teachers, doctors, psychologists, counselors, coaches and many others, disruptions to universities have immediate and widespread effects on our society, including K-12 systems.

3. We must speak with one voice in defense of our freedoms: The Trump administration is breaking laws and trampling on governing norms as fast as possible because they know legal challenges and court proceedings move slowly. On February 4th, Georgetown law professor David Super made this point to a *Washington Post* reporter: "So many of these [administrative actions] are so wildly illegal that I think they're playing a quantity game and assuming the system can't react to all this illegality all at once." Ruth Ben-Ghiat, a historian of fascism at New York University, stated that "We're in a real emergency situation for our democracy."[2]

Northwestern is one of several thousand universities and colleges in the United States. Our collective goal should be to defend our freedoms and call out illegalities as if our lives, and so many others, depend on it, because they do. Malicious and bad faith attacks – on faculty, students, staff, our president, our provost, our research, and our

Board of Trustees Chair Letter (2025-04-04)

4. We must not repeat myths of homogeneity: US universities have an unparalleled breadth of intellectual opinion and are home to diverse constituencies. Yet, as most of us know, things were once much more homogeneous. It took decades of effort and social struggle to make universities more representative of and responsive to the needs of our society. In doing so, universities have played a crucial role in building more tolerant and equitable communities. What we are seeing now is a backlash of *intolerance* and *exclusion*, designed to intimidate and silence a plurality of perspectives and debate itself. Universities provide a necessary antidote to false claims because we endorse debate.

5. **We must protect those who stand for human rights and peace:** We would never expect members of the Board of Trustees to have uniform opinions since we ourselves disagree on points of substance. We do expect Board members to share our concern when constitutional and human rights are objectively under attack. Students, staff, and faculty at Northwestern have mobilized on various social, environmental, and geopolitical issues for decades. These campaigns have sought to extend human rights, redress past and ongoing wrongs, and ensure viable futures for all. Serious problems on all fronts will only get worse if US universities comply with draconian directives to arrest, expel, deport, or fire those who dissent from government policies. These directives are anathema to the values and mission of our University.

We hope that in this moment of crisis, you will make the time to hear from representative delegations and begin to exchange strategies on what we can do to sustain the vibrant intellectual community at Northwestern.

CC: President Michael Schill
Provost Kathleen Hagerty
Bryan Brayboy, Dean, School of Education and Social Policy
Adrian Randolph, Dean, Weinberg College of Liberal Arts
Francesca Cornelli, Dean, Kellogg School of Business
E. Patrick Johnson, Dean, School of Communications
Kelly Mayo, Dean, The Graduate School
Marwan Kraidy, Dean, Northwestern University in Qatar
Jonathan Bailey Holland, Dean, Bienen School of Music
Eric Neilson, Dean, Feinberg School of Medicine
Hari Osofsky, Dean, Pritzker School of Law
Christopher Schuh, Dean, McCormick School of Engineering
Charles Whitaker, Dean, Medill School of Journalism
Xuemao Wang, Dean of Libraries

Add your signature
Helen Tilley, Associate Professor, History, Anthropology (courtesy), and Law (courtesy)
Shirin Vossoughi, Associate Professor of Learning Sciences, School of Education & Social Policy
Martha Biondi, Professor, Black Studies and History
Leslie Harris, Professor, History and Black Studies
Luis A. Nunes Amaral, Professor, ESAM, McCormick School of Engineering
katrina quisumbing king, Assistant Professor, Sociology
Sheila Bedi, Clinical Professor of Law, Pritzker School of Law
Jorge Coronado, Professor, Spanish and Portuguese
Kate Masur, Professor, Department of History
Michelle Birkett, Associate Professor, Medical Social Sciences
Daisy Hernández, Associate Professor, English
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Elizabeth Shakman Hurd, Professor of Religious Studies and Political Science
Joanna Grisinger, Associate Professor of Instruction, Legal Studies
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Kevin Boyle, Professor, History
Shayna Silverstein, Associate Professor, Performance Studies
Barnor Hesse, Associate Professor, Black Studies
D. Soyini Madison, Professor Emeritus, Department of Performance Studies
Jessica Winegar, Professor, Anthropology and Middle East and North African Studies
Nick Davis, Associate Professor, English and Gender & Sexuality Studies
Susan Pearson, Professor of History
Dotun Ayobade, Associate Professor, Performance Studies/Black Studies
Adia Benton, Associate Professor, Anthropology
Rebecca Johnson, Associate Professor of English and Middle East and North African Studies
Tristram Wolff, Associate Professor, English & Comparative Literary Studies
Anonymous, Black Studies and Gender and Sexuality Studies
Krista Thompson, Professor, Art History
Megan Baker, Assistant Professor, Anthropology
Ji-Yeon Yuh, Associate Professor, History and Asian American Studies
Keith Woodhouse, Associate Professor, History
Paul Ramírez, Associate Professor, History and Religious Studies (courtesy)
Lauren Stokes, Associate Professor, History
Wendy Pearlman, Jane Long Professor of Arts and Sciences, Political Science
Michael Rakowitz, Professor, Art Theory and Practice and Middle East North African Studies
Nasrin Qader, Associate Professor of French and Comparative Literature
Natalie Y Moore, Senior Lecturer and Director of Audio Programming, Medill
Mérida M. Rúa, Professor, Latina and Latino Studies
Helen Thompson, Professor, English
Tessie P. Liu, Professor, History and Gender & Sexuality Studies
Cynthia Coburn, Professor, SESP
Tabitha Bonilla, Associate Professor, Human Development & Social Policy and Political Science
Angela G. Ray, Associate Professor, Communication Studies
Brian Reiser, Orrington Lunt Professor of Learning Sciences, SESP
Laura Lackner, Associate Professor, Molecular Biosciences
Laura Beth Nielsen, Board of Lady Managers of the Columbian Exposition Chair, Professor of Sociology
Doris Garraway, Associate Professor, French and Italian
Laura Brueck, Professor, Asian Languages and Cultures and Comparative Literary Studies
Corey Byrnes, Associate Professor, Kaplan Institute for the Humanities, Asian Languages and Culture, Comparative Literary Studies
Jenna Christensen, Assistant Professor of Molecular Biosciences
Tara Fickle, Associate Professor, Asian American Studies
Robert L. Nelson, Professor, Sociology
Iñigo Manglano-Ovalle, Professor, Art Theory and Practice
Cynthia Robin, Professor, Anthropology
Shana Bernstein, Clinical Associate Professor, Legal Studies and American Studies
Emily Maguire, Associate Professor, Spanish and Portuguese
Benjamin Frommer, Associate Professor, Department of History
Jonathon Glassman, Professor Emeritus, History
Zach Nissen, Assistant Professor of Instruction, Anthropology

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LaShandra Sullivan, Associate Professor, Anthropology
Jeffrey A. Linder, MD, MPH, FACP, Michael A. Gertz Professor of Medicine and Chief, Division of General Internal Medicine
Sadie Wignall, Professor, Molecular Biosciences, and Director, Interdisciplinary Biological Sciences PhD program
Zachary Buchner, Assistant Professor of Instruction, Art Theory & Practice
Anonymous, Assistant Professor, Molecular Biosciences
Joe Feinglass, Research Professor of Medicine, Division of General Internal Medicine
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Diego Arispe-Bazán, Assistant Professor, Department of Anthropology
Steven Epstein, Professor of Sociology and John C. Shaffer Professor in the Humanities
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Shalini Shankar, Professor, WCAS, Anthropology and Asian American Studies
Michelle M. Driscoll, Associate Professor, Physics & Astronomy
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Michael Anthony Turcios, Assistant Professor, Department of Radio/Television/Film; Center for Native American and Indigenous Research; Latina and Latino Studies Program
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Beatriz O. Reyes, Assistant Professor of Instruction, Global Health Studies Program and NAIS minor
Megan Hyska, Assistant Professor, Philosophy
Hector Carrillo, Professor, Sociology and Gender and Sexuality Studies
Peter van Elswyk, Assistant Professor, Philosophy
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Ray San Diego, Associate Professor of Instruction, Asian American Studies Program
S. B. West, Associate Professor of Instruction, Gender & Sexuality Studies, Spanish and Portuguese
Peter Locke, Professor of Instruction, Global Health Studies
Matthew O'Brien Associate Professor of Medicine and Preventive Medicine, Feinberg School of Medicine
Annalise Buth, Clinical Associate Professor, Pritzker School of Law
Cliff Zimmerman, Professor of Practice, Pritzker School of Law
Paul Gowder, Professor of Law, Pritzker School of Law
Alejandra Uslenghi, Associate Professor, Spanish & Portuguese - CLS
Melissa Simon, MD MPH, George H. Gardner MD Professor of Clinical Gynecology, Department of Obstetrics and Gynecology
Marc Sala, MD, Associate Professor, Pulmonary and Critical Care Medicine
Cybele Ghossein, Professor of Medicine - Feinberg school of Medicine
Cara J. Gottardi Pulmonary Medicine/Cell&Developmental Biology
Calvin Liang, School of Communication
Moya Bailey, Professor, Communication Studies
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Alan R. Hauser, Professor, Feinberg School of Medicine
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Stacy Benjamin, Clinical Professor, Segal Design Institute
John Anderson, Senior Lecturer, Segal Design Institute
John Lake, Instructor, Segal Design Institute

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Anonymous, Philosophy
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Christine Percheski, Associate Professor of Sociology
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Courtney Scherr, Associate Professor, Communication Studies
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Christina Normore, Associate Professor, Art History
Marcelo Worsley, Karr Family Associate Professor, Learning Sciences and Computer Science
Almaz Mesghina, Assistant professor of instruction, Psychology
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Anonymous, Professor, Microbiology-Immunology
Mimi White, Professor, Radio/TV/Film
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Michael A. Deas, Assistant Professor, Medill
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Greg Wagner, Associate Professor, Mechanical Engineering
Gregory Phillips II, Associate Professor, Department of Medical Social Sciences
Jeremy Keys, Assistant Professor of Instruction, Mechanical Engineering
Manjot K Gill, Professor, Ophthalmology and Medical Education
Kathryn Macapagal, Associate Professor, Medical Social Sciences and Psychiatry
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Mahdi Hosseini, Associate Professor of Electrical and Computer Engineering
Hai Zhou, Professor of ECE and CS (courtesy), McCormick School of Engineering
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Baron Reed, Professor, Philosophy
John Flaherty, Professor, Medicine (Infectious Diseases)
Matthew Grayson, Professor of Electrical & Computer Engineering, McCormick
James Bielo, Associate Professor of Religious Studies
Barry Wimpfheimer, Associate Professor, Religious Studies and Law
Ian Hurd, Professor, Political Science, and President-Elect of Faculty Senate
J Michelle Molina, Religious Studies and History
Robert Orsi, Religious Studies and History
Christine Helmer, Peter B. Ritzma Chair of Humanities, Professor, German and Religious Studies (courtesy)
Anna Parkinson, Associate Professor, Department of German
Erica Weitzman, Associate Professor, German and Comparative Literary Studies
Ian Horswill, Associate Professor of Computer Science
Jason Hartline, Professor, Computer Science
Kenneth D. Forbus, Walter P. Murphy Professor of Computer Science & Professor of Education (by courtesy)
Ivuoma Onyeador, Assistant Professor, Management & Organizations (Kellogg), Psychology (courtesy), Pritzker (courtesy)
Fabián E. Bustamante, Professor, Department of Computer Science

Board of Trustees Chair Letter (2025-04-04)

Anonymous, Professor, Learning Sciences and Human Development and Social Policy
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William Reno, Professor of Political Science
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K O, Associate Professor, Director of Music Theater Area, School of Communications

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Sarah Cushman, Senior Lecturer, History
Lina Britto, Associate Professor, Department of History
Melissa Rosenzweig, Associate Professor of Instruction, Anthropology and EPC
Nicole Stephens Jeanne Brett Chair in Negotiations Professor of Management & Organizations
Annette D'Onofrio, Associate Professor, Linguistics
Quincy Thomas Stewart, Associate Professor, Sociology
Lauren Rivera, Professor of Management and Organizations, Kellogg School of Management
Anonymous, Department of Pediatrics, Division of Pulmonary and Sleep Medicine
Greg J. Beitel
J. Michelle Molina, Religious Studies
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Kathleen Carmichael, Professor of Instruction, Cook Family Writing Program
Mark Hauser, Professor, Anthropology
Michael Certo, Assistant Professor of Pediatrics, Feinberg School of Medicine
Zayd Dohrn, Professor, Radio/TV/Film
William R. Leonard, Professor of Anthropology & Global Health Studies
Domietta Torlasco, Professor, French and Italian - CLS
Sarah M. Cushman, Senior Lecturer, History
Mark Sheldon, Distinguished Senior Lecturer Emeritus, Philosophy
Benjamin C. Owen, Associate Professor of Research, Chemistry

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[1] In a *New York Times* interview on 10th March, Christopher Rufo said that the goal is to "put universities into recession, into declining budgets…in a way that puts them into an existential terror."
[2] During her interview on MSNBC (February 4), Ben-Ghiat referred to this administration's "obsessive haste to purge bureaucracy so quickly," as a *coup*. "I'm a historian of coups," she continued, "and I would use that word." Yale historian of fascism, Timothy Snyder, published his own article the next day headlined "Of Course It's a Coup – Miss the Obvious, Lose Your Republic."
[3] Scholars who study authoritarian leaders have explained that they flourish by invoking a mythic past that bears little resemblance to reality. Autocratic leaders will lie about their targets and repeat these lies until their followers and even opponents start speaking the same language and agreeing to falsehoods.

EXHIBIT
73

Curriculum Vitae

Bernhard Nickel · Harvard University

Spring 2025

Address

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Department of Philosophy
Harvard University
Cambridge, MA 02138

Email: bnickel@fas.harvard.edu
http://scholar.harvard.edu/bernhardnickel

Academic Appointments

2013 -	*Professor*	Department of Philosophy Harvard University Cambridge, MA
2011 - 2013	*Associate Professor*	Department of Philosophy Harvard University Cambridge, MA
2006 - 2011	*Assistant Professor*	Department of Philosophy Harvard University Cambridge, MA
2005-2006	*Instructor*	Department of Philosophy Tufts University Medford, MA
2005-2006	*Visiting Scholar*	Department of Linguistics and Philosophy MIT Cambridge, MA

Education

2000 - 2005	MIT Ph.D. in Philosophy
1995-1999	Cornell University B.A. in Philosophy and College Scholar

Publications

Nickel, B. "Semantics for Characterizing Sentences". In J. Gajewski, V. Hacquard, B. Nickel, and S. Yalcin, eds., *Recent Work on Modality*, 123–147 (Cambridge, MA: MIT Press, 2006).

—. "Against Intentionalism". *Philosophical Studies*, 136(3), (2007), 279–304.

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—. "Dynamics, Brandom-Style". *Philosophical Studies*, 162(2), (2013b), 333–354.

—. "The Role of Kinds in the Semantics of *Ceteris Paribus* Laws". *Erkenntnis*, 79, (2014), 1729–1744.

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—. "Ways of Normality: Reply to Hoeltje". *Linguistics and Philosophy*, 41(3), (2018b), 289–293.

Teaching

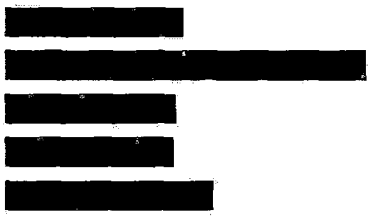
Awards and Grants

- Named one of the favorite professors of the Harvard class of 2011, 2022.
- Harvard Initiative for Learning and Teaching Grant to transform an introductory course into a team-based-learning methodology ($8000), 2017.
- Star Family Award for Excellence in Advising, 2018.

Dissertation Committees

(* denotes current)





Senior Theses Supervised





Service

Department Chair

- AY 2022–25

Chair of Graduate Admissions Committee

- AY 2010–11
- AY 2012–13
- AY 2013–14
- AY 2022–23
- AY 2024–25

Director Of Undergraduate Studies

- AY 2014–15
- AY 2015–16
- AY 2017–18
- AY 2018–19
- AY 2019–20
- AY 2020–21

Other Service

- Member of the executive board, PIKSI Boston: 2015–current
- Member of the Education Policy Committee's subcommittee on evaluating teaching, AY 2017–18.
- Chairperson of the Committee on Course Registration, Harvard University, 2018/19–2021/22
- Member of the Standing Committee on General Education, Harvard University, 2018/19

EXHIBIT
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Syllabus for PHIL 148r
Spring 2025

January 24, 2025

1 The Topic

The course centers on generic generalizations or generics for short. These are generalizations that describe kinds of things and that do not have any explicit indication about how widely they apply, such as.

(1) Ravens are black.

(2) Tigers have stripes.

(3) Lions have manes.

(4) Lions give birth to live young.

These contrast with explicitly quantified claims, such as the following.

(5) All students work hard.

(6) Some students work hard.

(7) 28% of students work hard.

(8) Few students work hard.

Below is a somewhat narrative schedule of meetings and readings. We'll meet once a week on Wednesdays from 3-5pm in Emerson 310 (the Tanner Room), except at the end of the term when we will have student presentations of their research topics. For these last two meetings, we might meet somewhat longer so that every student can give a presentation and get some feedback.

2 Schedule of Meetings and Readings

2.1 *Starting Out*

Meeting 01: Wed, 01/29/2025
Overview

The first meeting of the class will be an overview of the mechanics of the course and of some of the main issues we'll be looking at. If you have the time, read the Stanford Encyclopedia article on Generics. If you can do that and still have time, start reading the introduction to *Generic Book* from 1995.

The study of generics has a somewhat striking history. It began in the late 70s with Greg Carlson's dissertations on generics (Carlson, 1977), and then saw only sporadic work for the next almost 20 years.

Then the *Generic Book*, an anthology of various papers on generics, came out and completely invigorated the study of generics in both linguistics and philosophy, not least because several of the editors of the book (mostly Manfred Krifka), wrote a 100+ page introduction to the volume that was a pretty brilliant synthesis and overview of the state of the art at that time, together with some fairly bold hypotheses (Krifka et al., 1995). I can tell you that when I started thinking about generics in graduate school in the early 2000s, that introduction was pretty much the starting and end point of thinking about generics. While the field has certainly moved on, you can still see the traces of the impact that this introduction had on the field.

So if you have some free time, start reading the introduction to the generic book. But to be clear, none of the readings this week is required, unlike in future weeks.

2.2 *Semantic Approaches*

The next several meetings will be devoted to looking at some of the main semantic approaches to generics. That will give us a chance to think explicitly about the range of phenomena to be discussed. What's more, generics have been a really interesting case study in debates about what a semantic theory is intended to accomplish. So as you do the readings for the weeks in this part of the course, pay attention to the types of phenomena that different theorists cite in support of their theories.

Meeting 02: Wed, 02/05/2025
Modal Probability

We're going to start out with a theory that I think of as modalized probability, due to Ariel Cohen. The basic idea is that generics make claims not about what's always true, but about what's likely to be true. But it's not just any old likelihood: generics seem to convey generalizations that are, in some sense to be made precise by theorizing, non-accidental.

We're going to look at a couple of early pieces by Cohen, and these are both required readings.

- Cohen (1999)
- Cohen (2004)

Cohen's work introduces some important test cases that a lot of theories of generics need to deal with, and it gives an interestingly unified

Meeting 03: Wed, 02/12/2025
Psychological Approaches

One of the most influential (probably the most influential) writer on generics is Sarah-Jane Leslie. Her paper on generics has had a huge impact.

- Leslie (2008)

That paper will be the focus of our conversation in this class meeting. As you'll see, Leslie focuses on cognitive and developmental psychological phenomena to an extent that is completely unlike Cohen.

There have been various reactions to her work, but I want to look at some very recent ones. These are also required, but it's OK if you only read them once. The Leslie piece, by contrast, bears re-reading.

- Almotahari (2024)
- Kirkpatrick (2024a)

- Neufeld et al. (forthcoming)

Meeting 04: Wed, 02/19/2025
Normality

Normality approaches are a third main way of thinking about generics. The easiest way into them is to think about the fact that the truth of a generic seems to be quite stable, even as statistics may fluctuate. A standard example to illustrate the point I just made is to consider (9).

(9) Lions have four legs.

That strikes many people as true, and that judgment remains stable even if for a brief time, a bunch of lions have fewer than four legs, perhaps because they've lost a leg in accidents or combat, or there are birth defects, or what have you. The intuition that motivates the normality approach is to say that the generic is about what is normally the case, and so fluctuations like the ones I just gestured at don't impact the assessment of a generic just because these fluctuations are due to abnormal factors.

We'll look at three versions of the normality approach. In the spirit of putting my cards on the table, one of these is mine, so you know where I'm coming from on this material.

- Asher and Morreau (1995)
- Eckardt (1999)
- Nickel (2008)

Meeting 05: Wed, 02/26/2025
Contextualism

All of the approaches that we're looking at in Weeks 02-04 have something in common: they are all motivated by the idea that there's something distinctive about what generics convey, and that it's the job of a semantic theory to tell us what that is.

The approaches we're looking at this week deny this. They suggest that generics are really context-sensitive, and so they convey massively different propositions in different contexts, so different that there's no common core to all generics.

We're going to be looking at a couple of papers that pursue this route.

- Sterken (2015)
- Nguyen (2020)

This will also give us a chance to talk about a big methodological issue that'll come back later, which is a certain kind of vagueness or fuzziness that infects the use of generics. It's just not clear what they're saying, on any particular occasion of use, because the context in which a generic is used doesn't settle the details. How should we theorize about that? So we'll also read:

- King (2018)

This isn't explicitly about generics, but it captures a lot of the discussions in this arena.

Meeting 06: Wed, 03/05/2025
Rational Speech Act Theory

The last approach we're looking at is one that you can think of as a combination of the probabilistic approach of Cohen and the contextualism of Sterken. This is rational speech act (RSA) theory. The key idea behind this approach holds that we should think about the meaning of a sentence not in terms of something like a proposition—an increment of information—that is conveyed by the speaker to an audience. Instead, we should think about the meaning of a sentence in terms of the impact it has on the audience's views. Probability enters the picture because RSA theorists model the views that someone has about the world using probability, in fundamentally Bayesian terms. (I'll give a short primer on Bayesianism, so don't worry if that's new.) The paper by Tessler and Goodman is the main focus of our session. The paper by Degen is an introduction to RSA that doesn't focus on generics. I had to work my way through Degen's paper in

order to really understand what Tessler and Goodman are up to. Finally, the paper by Ryu et al. includes some useful discussion of Tessler and Goodman.

- Degen (2023)
- Tessler and Goodman (2019)
- Ryu et al. (2022)

2.3 *Stereotypes*

Generics are currently seeing a lot of interest from theorists in different disciplines because of their connection to stereotypes. It is, after all, quite natural to express stereotypes using generics. The harmless example I used in the preliminary example, "Germans don't have a sense of humor," is supposed to show you the pattern.

So one question is how to think about stereotypes, and I want to start with a view that's pretty clearly articulated, and which runs counter to a lot of work, one that holds that a lot of stereotypes are just plain accurate. This will be a useful position to have in mind as we look at reactions to it later.

Meeting 07: Wed, 03/12/2025
Jussim on Accurate Stereotypes

Here, then, is the promised view, due to Lee Jussim. The main text he wrote about this is the book *Social Perception and Social Reality* (Jussim, 2012). But we'll focus on a discussion in the *Behavioral and Brain Sciences*. That's a journal that identifies a target article and then solicits response pieces from practitioners in lots of different fields.

- Jussim (2017)
- The PDF of Jussim's Précis includes all of the peer commentary. Please read the following commentaries (listed by author names)
  - Bian and Cimpian
  - Bonnefon, Hopfensitz, De Neys
  - Church
  - Kihlstrom
  - Martin

– Tappin, McKay, Abrams

– Hoover Wilson and Huang

Meeting 08: Wed, 03/26/2025
Reactions to the Accuracy Hypothesis

The question raised by Jussim's work is what stereotypes are. You can see that in some of the responses in the BBS piece that we're looking at in Meeting 07. So in this session, I want us to look at a few more responses.

- Beeghly (2021)
- Munton (2021)

The goal will be to see how these theories look when seen in the context of generics, especially in view of what their semantics and/or pragmatics might be.

Meeting 09: Wed, 04/02/2025
Are Generics Particularly Pernicious?

Since theorists think that generics are particularly closely connected to the expression of stereotypes, it's natural to ask whether generics are particularly pernicious (at least in some instances). This session is devoted to looking at some of the work on this topic.

- Wodak et al. (2015)
- Saul (2017)
- Ritchie (2019)
- Tasimi et al. (2017)
- Cella et al. (2022)

2.4 *Generics and Action Guidance*

Everything we've done in the course so far has been about what generics *say*. The last chunk of the course will be about how they influence action. In part, this is motivated by the connection between stereotypes and generics: the thought being that stereotypes are an important thing to study because they influence how people act. In part, this is also motivated by the observation that in many situations where a person has to make a choice, it's natural to couch advice in the form of a generic. Here's an example to illustrate the latter point. Suppose that you're thinking of adopting a dog, but you don't really know much about dogs, you just want to make sure that you get a friendly dog that's a good family pet. Someone might say to you "Golden Retrievers are friendly" by way of giving you advice about a breed.

What makes this a topic to think about is a point I brought up earlier: generics are relatively immune to fluctuations in how widely a feature is present in a population (that's the point about the lions and legs example). But whether an action is successful, or likely to be successful, often depends on precisely this sort of fact, how widely a feature is present in a population. So how can generics reasonably guide action?

We're going to look at a couple of issues that make this rough idea more concrete.

Meeting 10: Wed, 04/09/2025
Normative Generics

The first one concerns what are usually called *normative generics*. Here's the standard example.

(10) Boys don't cry.

You can readily imagine this being said to boy who's crying as a way of getting him to not cry, and that's because that's how boys ought to act, at least by the lights of the speaker. In that respect, the generic makes a normative claim.

There's a lively debate about how to analyze them.

- Leslie (2015)
- Hesni (2021b)
- Haslanger (2014)

Meeting 11: Wed, 04/16/2025
Counterexamples and Actuality

In this meeting, we'll approach the same issue in a quite different way. We're going to try and understand how and why the assertion of generics is sensitive to the assertion of counterexamples. To see the issue, imagine this kinds of dialogue:

(11) A: Ravens are black.

(12) B: Some ravens are white.

(13) A: Ravens are black.

A starts with the assertion of a generic, *B* observes that there are exceptions, and if *A* just repeats the generic, something's gone wrong in the conversation. What exactly? This issue interacts in interesting ways with how one might try to argue against a stereotype or generic generalization in various settings.

The first two readings are specifically about generics. The second two are about the same sort of issue for a couple of different constructions, to see if they shed light or provide useful resources.

- Kirkpatrick (2024b)
- Hesni (2021a)
- Ninan (2024)
- Hacquard (2020)

2.5 *Student Presentations*

The last two sessions are devoted to students presenting their research paper topics.

3 Assignments

The main assignment for this course is a **research paper** which students will write in stages and with a lot of help from me. Generics are my own area of current research, so I want students to have a sense of what it looks like to do work on an active research area. To get a sense for what the research project looks

like, and how I support students through it, you can take a look at a similar assignment I've done in the past in my philosophy of language survey course (PHIL 147).

In addition, I'll ask all students to write **three short response papers**. It's always good to have practice in explaining someone else's position and making one or two crisp remarks about that, whether it's a challenge, a way of developing an idea, or what have you. Because the papers are short, they're hard, and I expect students to work on them a lot. Students will sign up at the start of term for which weeks they want to write about. The first draft of the paper is due on the Tuesday before the class meeting, and students then produce a final version of the paper by revising the initial submission on the basis of class discussion and feedback from me.

Finally, participation in class discussion is a major component of the course. The class benefits from the input of many different voices and perspectives, so I want students to be active participants both for their own sake—one learns more if one actually tries to put one's thoughts into words—and for everyone else's.

3.1 *Grade Breakdown*

- Short Response Papers: 10% each (so 20% total), lowest grade will be dropped so long as students submit all three papers.
- Class participation: 20%
- Research paper: 60%. This includes all of the steps towards the paper.

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Hacquard, V. "Actuality Entailments (Online Edition)". In C. M. H. R. T. E. Z. Daniel Gutzmann, Lisa Matthewson, ed., *The Wiley Blackwell Companion to Semantics*, 1–26 (John Wiley & Sons, Ltd, 2020).

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Kirkpatrick, J. R. "The Acquisition of Generics". *Mind and Language*, 39(4), (2024a), 492–517.

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EXHIBIT
75

Begin forwarded message:

From: Bernhard Nickel <bnickel@fas.harvard.edu>
Subject: Political Action and Expression
Date: November 9, 2023 at 4:14:57 PM EST
To: philfaculty-list <philfaculty-list@fas.harvard.edu>, philgrad-list <philgrad-list@fas.harvard.edu>, philconc-list@lists.fas.harvard.edu, [redacted]

Dear Colleagues, Grads, Concentrators, and Staff,

Last week, President Gay reminded us of the University's Statement on Rights and Responsibilities. It explicitly enshrines the right to political action, advocacy, and organization of every member of our campus community. It also reminds us that the exercise of these rights needs to be balanced by concern for the dignity and safety of others.

We live in times that make maintaining this balance challenging. Hamas' terrorist attack claimed the lives of many Israeli civilians, including many children. Israel's military actions have caused the deaths of many Palestinian civilians, including many children. For many members of our department, these are not far-away events but have immediate personal implications. Some have friends and family members in the region whom they have lost over the past days and weeks, or whose safety they worry about given the likelihood of further bloodshed. Many who don't have such personal connections are anguished by the continuing civilian tolls.

Many members of our community want to respond to the crisis through political action. In doing this, it is important that we bear in mind the complexity of which President Gay has reminded us. Political action must be consistent with the goals and values of our community, one dedicated to free inquiry and open debate. This requires judgment and sometimes conversation, in good part because the line between advocacy and

harassment, between organizing and threatening, is itself politically contested.

When any of us engage in political action, I ask that we exercise our judgment in good faith. When we are confronted with messages that strike us as not merely as political action but as harassment, discrimination, or a threat, I ask that we make an effort in good faith to raise that issue and resolve it.

Our community isn't a collection of strangers who meet each other briefly in public, with no shared history, aspirations, or goals. Many of us have been working and thinking together for years. I hope that you treat each other with the care appropriate to being part of this community.

As I continue to enforce the rules set out in the Statement on Rights and Responsibilities, some of you may disagree with me over whether a particular political action, be it in voice or deed, falls within the bounds of acceptable behavior. I ask that you believe that I am acting in good faith, and so that if you disagree with me on any particular judgment, you enter into a dialogue with me about it.

Sincerely,
Bernhard.
Department Chair

--
Bernhard Nickel
Professor of Philosophy
Department Chair
Emerson 207
Department of Philosophy
Harvard University
Website || Office Hours Sign-Up

Open in app ↗ Sign up Sign in

Medium Search Write

Harvard Faculty Statement In Support of Academic Freedom

Academic Freedom Faculty Statement Follow 6 min read · Nov 13, 2023

8.2K 36

Dear President Gay:

As Harvard faculty, we have been astonished by the pressure from donors, alumni, and even some on this campus to silence faculty, students, and staff critical of the actions of the State of Israel. It is important to acknowledge the patronizing tone and format of much of the criticism you have received as well as the outright racism contained in some of it.

We were nevertheless profoundly dismayed by your November 9 message entitled "Combating Antisemitism." The University's commitment to intellectual freedom and open dialogue seems to be giving way to something else entirely: a model of education in which the meaning of terms once eligible for interpretation is prescribed from above by a committee whose work was, on Tuesday, described to the faculty as only beginning.

EXHIBIT 76

There should surely be limits to what is speakable, even in a university. Saying things that are plainly untrue – denying the Holocaust, for example – merits condemnation. Derogating other members of the community in racist, xenophobic, sexist, homophobic, or transphobic language merits condemnation.

There must, however, be room on a university campus for debate about the actions of states, including of the State of Israel. It cannot be ruled as *ipso facto* antisemitic to question the actions of this particular ethno-nationalist government any more than it would be *ipso facto* racist to question the actions of Robert Mugabe's ethno-nationalist government in Zimbabwe. Nor can arguments that characterize Israel as an "apartheid" state or its recent actions as "ethnic cleansing" or even "genocide" be considered automatically antisemitic, regardless of whether one concurs with such arguments. The University's recently-announced "Discrimination and Bullying Policies and Procedures," it is useful to remember, includes "political belief" (and thus presumably its expression) as a protected category.

It is understandable that in the shadow of the twentieth-century history of Europe, Palestine, and Israel, as well as the attacks of October 7 and the ongoing catastrophe in Gaza, you would want to remind members of our community that their words have meaning. And yet, at a moment when an affiliate of the University has with apparent impunity stood in the yard and accused students of supporting terrorism, your delineation of the limits of acceptable expression on our campus is dangerously one-sided.

Similarly, the phrase "from the river to the sea, Palestine must be free" has a long and complicated history. Its interpretation deserves, and is receiving, sustained and ongoing inquiry and debate. Singling it out as necessarily implying removalism or even eliminationism – when over a million

Palestinians have been forced from their homes and over ten thousand civilians, including four thousand children, have been slain in Gaza, actions which the Holocaust historian Omer Bartov suggests in the *New York Times* may amount to a "crime against humanity" being executed with "genocidal intent" – is imprudent as a matter of university policy and badly misjudged as an act of moral leadership.

We call on you to present a balanced commitment to the support of intellectual freedom at Harvard by taking the following steps:

1. Resisting calls to suspend and/or decertify the Palestine Solidarity Committee in retaliation for its public statements and advocacy, and resisting calls to set aside the University's normal disciplinary procedures to prematurely sanction students and employees because of concerns raised about their political activity absent specific allegations of wrongdoing (and those already thusly sanctioned must be reinstated pending a procedurally sound investigation);
2. Directing the President's Advisory Group on Antisemitism to explain its definition of antisemitism to the University community, as requested at the FAS faculty meeting of November 7, before recommending any policies touching upon the freedom of thought and expression on our campus;
3. Explicitly and specifically affirming the University's commitment to the freedom of thought, inquiry, and expression in light of the extraordinary pressure being brought to bear upon critics of the State of Israel and advocates of the Palestinian people, and indicating that there can be no tolerance for a "Palestine exception" to free speech;
4. Creating an advisory group on Islamophobia and anti-Palestinian and anti-Arab racism (as suggested at the FAS faculty meeting of November

7).

Sincerely,

1. Walter Johnson, Harvard Faculty of Arts and Sciences
2. Kirsten Weld, Harvard Faculty of Arts and Sciences
3. Vijay Iyer, Harvard Faculty of Arts and Sciences
4. Deidre Lynch, Harvard Faculty of Arts and Sciences
5. Nikolas Bowie, Harvard Law School
6. Diane Moore, Harvard Divinity School
7. Namwali Serpell, Harvard Faculty of Arts and Sciences
8. Khalil Gibran Muhammad, Harvard Kennedy School
9. Sidney Chalhoub, Harvard Faculty of Arts and Sciences
10. Christopher Hasty, Harvard Faculty of Arts and Sciences
11. Salma Abu Ayyash, Harvard Faculty of Arts and Sciences
12. Jesse B. Bump, Harvard T. H. Chan School of Public Health
13. Ryan D. Doerfler, Harvard Law School
14. Atalia Omer, Harvard Divinity School
15. Bram Wispelwey, Harvard T. H. Chan School of Public Health and Harvard Medical School
16. Sara Roy, Harvard Faculty of Arts and Sciences
17. Lucien Castaing-Taylor, Harvard Faculty of Arts and Sciences
18. Neel Mukherjee, Harvard Faculty of Arts and Sciences

19. Margareta Matache, Harvard T. H. Chan School of Public Health
20. Soham Patel, Harvard Faculty of Arts and Sciences
21. John Womack, Harvard Faculty of Arts and Sciences
22. Musa Syeed, Harvard Faculty of Arts and Sciences
23. Jacinda Tran, Harvard Faculty of Arts and Sciences
24. Vincent Brown, Harvard Faculty of Arts and Sciences
25. Adhy Kim, Harvard Faculty of Arts and Sciences
26. Richard Thomas, Harvard Faculty of Arts and Sciences
27. Lara Jirmanus, Harvard Medical School
28. Altaf Saadi, Harvard Medical School
29. Hibah Osman, Harvard Medical School
30. Lisa Thompson, Harvard School of Dental Medicine
31. Khameer Kidia, Harvard Medical School
32. Mary T Bassett, Harvard T. H. Chan School of Public Health
33. Sawsan Abdulrahim, Harvard T. H. Chan School of Public Health
34. Cemal Kafadar, Harvard Faculty of Arts and Sciences
35. Lauren Kaminsky, Harvard Faculty of Arts and Sciences
36. Amy Hollywood, Harvard Divinity School
37. Malak Rafla, Harvard Medical School
38. Bassima Abdallah, Harvard Medical School
39. Alejandra Caraballo, Harvard Law School

40. Eleanor Craig, Harvard Faculty of Arts and Sciences
41. Matylda Figlerowicz, Harvard Faculty of Arts and Sciences
42. Adam Haber, Harvard T. H. Chan School of Public Health
43. Tara K. Menon, Harvard Faculty of Arts and Sciences
44. Arunabh Ghosh, Harvard Faculty of Arts and Sciences
45. Joel Suarez, Harvard Faculty of Arts and Sciences
46. Karameh Kuemmerle, Harvard Medical School
47. Sam Marks, Harvard Faculty of Arts and Sciences
48. Rosie Bsheer, Harvard Faculty of Arts and Sciences
49. Nader Uthman, Harvard Faculty of Arts and Sciences
50. Glenda Carpio, Harvard Faculty of Arts and Sciences
51. Adaner Usmani, Harvard Faculty of Arts and Sciences
52. Paulina Alberto, Harvard Faculty of Arts and Sciences
53. Sarah Darghouth, Harvard Medical School
54. Alisa Khan, Harvard Medical School
55. Patricia Stoeck, Harvard Medical School
56. Hajirah Saeex, Harvard Medical School
57. Sherar Andalcio, Harvard Medical School
58. Diana L. Eck, Harvard Faculty of Arts and Sciences
59. Gordon Schiff, Harvard Medical School
60. Mahmoud Abu Hazeem, Harvard Medical School

61. Rania El Fekih, Harvard Medical School
62. Hicham Skali, Harvard Medical School
63. Ramona Dvorak, Harvard Medical School
64. Kamal Itani, Harvard Medical School
65. Haytham Kaafarani, Harvard Medical School
66. Ousmane Kane, Harvard Divinity School
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69. Christian Williams, Harvard Law School
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72. M. Amin Arnaout, Harvard Medical School
73. Autumn Allen, Harvard Graduate School of Education
74. Avik Chatterjee, Harvard Medical School
75. Farhana Sharmeen, Harvard Medical School
76. Duncan Kennedy, Harvard Law School
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80. Karen Huang, Harvard Faculty of Arts and Sciences
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83. Sadeq Rahimi, Harvard Medical School

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85. Lorenzo Bondioli, Harvard Faculty of Arts and Sciences

86. Michael Bronski, Harvard Faculty of Arts and Sciences

87. David Kennedy, Harvard Law School

88. Christina Villarreal, Harvard Graduate School of Education

89. Hilary Rantisi, Harvard Divinity School

90. Kassem Safa, Harvard Medical School

91. Huma Farid, Harvard Medical School

92. Bernhard Nickel, Harvard Faculty of Arts and Sciences

93. Amanda Raffoul, Harvard Medical School

94. Martha Ann Selby, Harvard Faculty of Arts and Sciences

95. Marshall Ganz, Harvard Kennedy School

96. Amir Mohareb, Harvard Medical School

97. Eman Ansari, Harvard Medical School

98. Mohamed Jarraya, Harvard Medical School

99. Liz McKenna, Harvard Kennedy School

100. Maggie Doherty, Harvard Faculty of Arts and Sciences

101. Hussein Rashid, Harvard Divinity School

102. Juliana Morris, Harvard Medical School

103. Sandra Smith, Harvard Kennedy School

104. Kaia Stern, Harvard Graduate School of Education

105. Nicholas Bloom, Harvard Faculty of Arts and Sciences

106. Theodore Weatherwax, Harvard Medical School

107. Rita Hamad, Harvard T. H. Chan School of Public Health

108. Emmet von Stackelberg, Harvard Faculty of Arts and Sciences

109. Areej Hassan, Harvard Medical School

110. David Showalter, Harvard Faculty of Arts and Sciences

111. Amina Elbendary, Harvard Faculty of Arts and Sciences

112. Pedja Stojicic, Harvard T. H. Chan School of Public Health

113. Ryan Enos, Harvard Faculty of Arts and Sciences

114. Raif S. Geha, Harvard Medical School

115. Chance Bonar, Harvard Divinity School

116. Nikhil Mathews, Harvard Medical School

117. Hesham Hamoda, Harvard Medical School

118. Talal Chatila, Harvard Medical School

119. Jennifer Leaning, Harvard T. H. Chan School of Public Health

120. Gretchen Brion-Meisels, Harvard Graduate School of Education

121. Nicole Noll, Faculty of Arts and Sciences

122. Jon Hanson, Harvard Law School

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Soon
Nov 13, 2023

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900 Reply

Hiam Abbas
Nov 13, 2023

Thank you for your thoughtfulness and leadership! This voice is so important.

622 Reply

sazzy
Nov 13, 2023

Thank you for your leadership!!!

483 Reply

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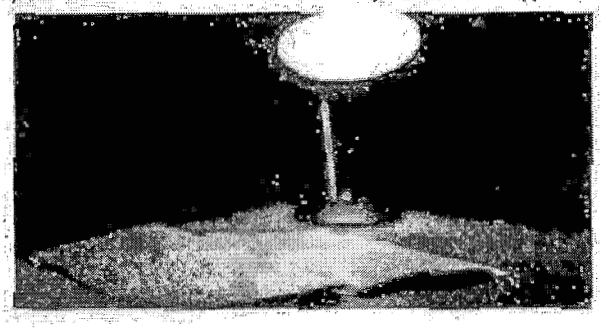


LUHOG Youth

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by Divine Domingo, Alexah Dela Cruz, and Jamee Sarte

May 21 56

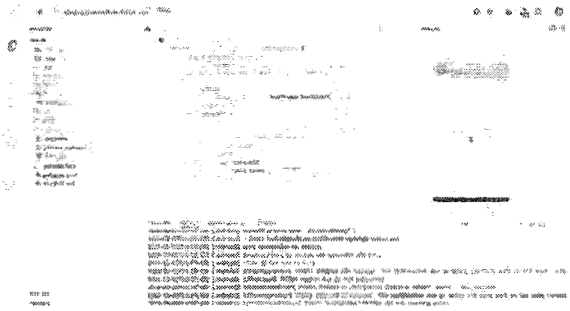


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Begin forwarded message:

From: Bernhard Nickel <bnickel@fas.harvard.edu>
Subject: A message from the Chair
Date: November 7, 2024 at 5:53:39 PM EST
To: philgrad-list <philgrad-list@fas.harvard.edu>

Dear Grads,

In the wake of Tuesday's election, many of you probably have strong reactions, be these political, emotional, or something else. This is likely true regardless of whether you opposed or supported the Trump campaign.

I will say that I take the campaign's rhetoric about opposition to universities, about deportations, and about the use of the resources of the state to go after political opponents both seriously and literally. I'm also keenly aware of the chilling effects on freedom of expression—one that I suspect many people feel, and not just from a particular segment of the political spectrum —that we've been experiencing, and that may well get worse.

I'm here to support you in whatever way I can. I'm always happy to talk, and that includes talking without any particular agenda but to simply be in community with you.

I hope that you will take me up on this.

Sincerely,
Bernhard.

--
Bernhard Nickel
Professor of Philosophy
Department Chair
Emerson 207
Department of Philosophy
Harvard University
Website || Office Hours Sign-Up

EXHIBIT
78

Begin forwarded message:

From: Bernhard Nickel <bnickel@fas.harvard.edu>
Subject: A Message from the Chair
Date: February 13, 2025 at 10:14:39 AM EST
To: philgrad-list <philgrad-list@fas.harvard.edu>

Dear Grads,

The past few weeks since the inauguration of the new Administration have been unlike anything I imagined at the beginning of 2025. There have been a flurry of orders that directly or indirectly target higher education in general and Harvard in particular. Many of these orders are in a state of suspension, by judicial stay, temporary restraining order, and the like. But all of these responses are temporary, and it's clear that a significant aspect of the strategy is to just overwhelm any of the institutions that might oppose the Administration's agenda through sheer volume of activity — to "flood the zone" as they put it themselves. So the fact that the orders haven't gone into effect doesn't tell us anything about the shape of things to come.

On top of these attacks on our institutions, we see orders and policy proposals that fundamentally affect different members of our community. They add to the sense of unreality and threat I feel every day, that I'm sure you feel every day.

This is not the time to be alone. Seeing so many institutions cooperate or remain silent is disheartening. In this moment, it's been a great help to me to speak to other department chairs, to rely on my colleagues to support me as I do my best to support them, and certainly to speak to some of you as I see you around Emerson. I would like to have the opportunity to speak with more of you, to answer questions to the extent I know these answers, to share experiences with you, and simply to be in community with you. I'm around Emerson a lot, and when my office is open, I'm happy for you to just walk in.

I can't make it to happy hour tonight, but I'm planning on attending more grad-centered events beginning next week. The onus of reaching out to me

shouldn't just be on you, and it won't be.

- Bernhard.

--
Bernhard Nickel
Professor of Philosophy
Department Chair
Emerson 207
Department of Philosophy
Harvard University
Website || Office Hours Sign-Up

EXHIBIT
79

Begin forwarded message:

From: Bernhard Nickel <bnickel@fas.harvard.edu>
Subject: A Message from the Chair
Date: April 17, 2025 at 12:25:17 AM EDT
To: philgrad-list <philgrad-list@fas.harvard.edu>, <philconc-list@lists.fas.harvard.edu>
Cc: philfaculty-list <philfaculty-list@fas.harvard.edu>

Dear Grads, Dear Concentrators,

After the University rejected the Trump Administration's demands of last Friday, the administration has retaliated, first by freezing several billion dollars in funds previously allocated to the University, taking steps to revoke Harvard's tax-exempt status, and now issuing a demand that Harvard release comprehensive information about disciplinary proceedings involving students who are here on visas. Harvard is in a fight with the federal government. I believe that the fight is worth it.

We are facing serious threats as a community. Students who rely on federal grants for research opportunities may see these opportunities curtailed or extinguished completely. International students are exposed, all the more so against the background of lawlessness with which the government is arresting and deporting people. And of course attacks on Harvard's finances may have far-reaching consequences that we cannot survey yet.

It looks as if Harvard will resist not just the demands set forth in the letter from last Friday, but the retaliatory actions, too (see for instance the end of the Crimson's coverage of the DHS demands re: international students.)

I know that many of you have been profoundly affected by the political fight we're embroiled in.

I see you.

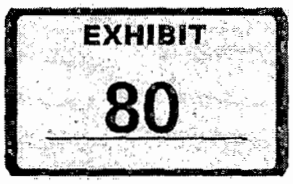
I don't know what the coming weeks and months will bring. I hope that you will stand in solidarity with each other because we won't all be equally affected by everything that happens, and it's important that we not fracture in this moment. Say "hi" to each other in Emerson, ask how the people around you are doing, and be prepared to listen. Allow our shared commitment to philosophy to be a source of connection among us, too. If you need help, reach out. Especially for academic issues, work with your professors to figure out the best way forward. We faculty are all keenly aware of what's going on.

For any of you who want to talk more about this with me, I'll be in my office and available to talk tomorrow (Thursday), starting at 5:30pm. Come to just tell me what's going on with you, share your ideas about moving forward, or discuss some of the issues at stake, such as academic freedom and what it takes to make Harvard a great place to learn for everyone. My dog will be there, too, if you want to just hang out with him.

And of course you can always just stop me in the halls.

Warmly,
Bernhard.

--
Bernhard Nickel
Professor of Philosophy
Department Chair
Emerson 207
Department of Philosophy
Harvard University
Website || Office Hours Sign-Up



Begin forwarded message:

From: Bernhard Nickel <bnickel@fas.harvard.edu>
Subject: International Students
Date: May 22, 2025 at 7:15:34 PM EDT
To: <philconc-list@lists.fas.harvard.edu>, philgrad-list <philgrad-list@fas.harvard.edu>
Cc: philfaculty-list <philfaculty-list@fas.harvard.edu>

Dear Grads, Dear Undergrads,

Many of you have probably heard by now that the Trump Administration is following through on their threat to revoke Harvard's SEVP certification. Secretary Noem of DHS posted the letter to Harvard today on X/Twitter, saying that effective immediately, Harvard will not be able to enroll international students, which means students who are here on F and J visas. Reading the letter, it looks as if the change, if it sticks, will be for next academic year. So at least given the plain meaning of the letter, students who are about to graduate should not be affected by this development. But that's just taking the letter at its word.

Dear international students. I am so sorry that this is happening to you. In its fight with Harvard specifically and higher education generally, the Trump administration is using international students as pawns. It is unconscionable, and the administration should be ashamed. Clearly, the cruelty is the point.

International students are essential members of our community. We welcome you, just as I was welcomed 30 years ago, so that you can contribute your expertise, learning, insight, and passion as you follow your own intellectual paths. I came to the US as a foreign student because I believed in the power of having students from many different parts of the world studying alongside each other. We would all be worse off if we lost the international members of our community.

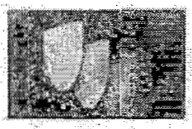
Right now, I only know what's been reported in the national news, but I'm working on learning more about what exactly this means and what steps Harvard is taking in response. I'll share with you whatever I learn over the coming days. And of course, please write to me. I'm also happy to talk in real time, on the phone or on zoom.

Bernhard.

--
Bernhard Nickel
Professor of Philosophy
Department Chair
Emerson 207
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The Harvard Crimson


NEWS
In Fight Against Trump, Harvard Goes From Media Lockdown to the Limelight


NEWS
The Changing Meam Lasting Power of the Name

The D. E. Shaw Group

Faculty Deans, Department Administrators Express Support for International Students

EXHIBIT 81

The Harvard Crimson

By Darcy G Lin, William C. Mao, and Veronica H. Paulus
May 23, 2025

{shortcode-57d3cd5686b56c988cd579fe17a7d187111e34b9}

Harvard College faculty deans and departmental administrators sent messages of support for international students after the Trump administration revoked the University's ability to enroll them — even as Harvard's top leaders remain quiet.

"In its fight with Harvard specifically and higher education generally, the Trump administration is using international students as pawns," Philosophy chair Bernhard Nickel wrote to his department. "International students are essential members of our community. We welcome you."

The outpouring of support for international students and outcry over the uncertainty caused by the Trump administration's actions came as Harvard President Alan M. Garber '76 and his central administration has yet to issue a public statement in response to the announcement.

Department of Homeland Security Secretary Kristi Noem wrote in a Thursday letter that Harvard's Student and Exchange Visitor Program certification had been halted "effective immediately" and that current international students must "transfer or lose their legal status."

Noem justified the revocation by claiming that Harvard had failed to sufficiently comply with an April 16 records request. She also alleged that the University had perpetuated "an unsafe campus environment that is hostile to Jewish students, promotes pro-Hamas sympathies, and employs racist 'diversity, equity, and inclusion' policies."

Several of Harvard's department and House administrators wrote in their emails that they had been told Harvard administrators would share more information shortly and that the University's lawyers would contest the action in court soon.

"There should be more clarity over the next couple of days, and Harvard has a deep bench of

"The action the federal government took today to bar Harvard from having international students is devastating for American excellence, openness and ingenuity," Kornbluh wrote.

Harvard administrators from at least seven departments including African and African American Studies, Classics, English, Philosophy, Physics, Statistics, and Stem Cell and Regenerative Biology sent messages to their affiliates in response to the announcement. The faculty deans for Adams, Currier, Eliot, Lowell, Mather, and Winthrop House also emailed residents about the revocation.

"We've heard some hard news today that has caused a lot of anxiety in our community. We want our international students to know that you are an essential part of Adams House. All of us — Deans, House Staff and Tutors — are here to support you," Salmaan A. Keshavjee and Mercedes C. Becerra '91, the faculty deans of Adams House, wrote in an email to residents.

Thursday's move is the latest in the White House's escalating pressure campaign against the University. Three days ago, the administration froze $60 million in federal funding, adding to the more than $2.6 billion that had already been pulled.

The pulled authorization prohibits the University from hosting any international students on F- or J- nonimmigrant visas for the 2025-2026 school year. Noem gave Harvard 72 hours to turn over international students' disciplinary records to have "the opportunity" to regain its SEVP certification.

But it is unclear whether the White House will actually restore the credentials if the University hands over the requested documents.

SCRB department chair Amy J. Wagers and executive director Alice Rushford urged students in an email to stand by each other while they wait for further guidance from Harvard's central administration.

"Our best advice, though we realize it is really insufficient, is to try to stay calm and support one another. We will get through this, too, together," they wrote.

Staff writer Darcy G Lin can be reached at darcy.lin@thecrimson.com.

Staff writer William C. Mao can be reached at william.mao@thecrimson.com. Follow him on X

The Harvard Crimson

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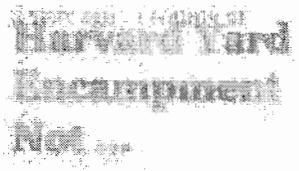
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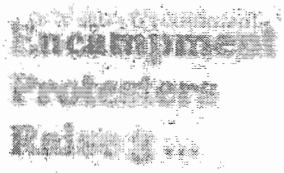
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EXHIBIT
82

From: "Nickel, Bernhard" <bnickel@fas.harvard.edu>
Subject: **[Philconc-list] HIO FAQ re: international students**
Date: May 25, 2025 at 5:54:34 PM EDT
To: philgrad-list <philgrad-list@fas.harvard.edu>, philfaculty-list <philfaculty-list@fas.harvard.edu>, "philconc-list@lists.fas.harvard.edu" <philconc-list@lists.fas.harvard.edu>
Cc: [redacted]

Dear Members of the Department,

I don't want to spam your inbox with information that is widely covered in the news or in other announcements you're getting from University Leadership, such as the legal action that Harvard has taken in response to the administration's prohibiting Harvard from enrolling international students, or the temporary restraining order (TRO) that was granted to stay this prohibition. There will be another hearing to see whether the TRO should be extended later this week, and I'm planning on holding a town hall over zoom later this upcoming week or early next week, depending on how things evolve in the coming days.

I wanted to share a link to the Harvard International Office's FAQ regarding the current situation, which I've found pretty informative and contains all of the information that I'm privy to. I'm sharing this with everyone since I know that many of you who aren't here on visas are deeply concerned about what's happening.

hio.harvard.edu

I know that this is a thoroughly unsettling time for international students, and it's difficult to not have this occupy your focus most of the day. I know it's difficult for me. But please take some time to focus on things that nourish your soul: other people, activities that give you meaning. And if you're having

a tough time, there are resources out there to help. The HIO FAQ lists them.

We (the department leadership, [redacted], and I) are also thinking about ways we can respond to the situation. We'll keep you updated. And if you have ideas, please send them our way. This is an unprecedented situation, and so we're trying to come up with creative ways of responding. This is a moment for the wisdom of crowds.

All my best,
Bernhard.

--
Bernhard Nickel
Professor of Philosophy
Department Chair
Emerson 207
Department of Philosophy
Harvard University
Website || Office Hours Sign-Up

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An Open Letter to the Director of the US Holocaust Memorial Museum

Omer Bartov, Doris Bergen, Andrea Orzoff, Timothy Snyder, and Anika Walke

The Museum's decision to completely reject drawing any possible analogies to the Holocaust, or to the events leading up to it, is fundamentally ahistorical. It makes learning from the past almost impossible.

July 1, 2019

On June 17, Representative Alexandria Ocasio-Cortez, Democrat of New York, posted an Instagram live video discussing the detention camps along the southern US border as "concentration camps" in which she used the phrase "Never Again." This drew sharp criticism the following day from Representative Liz Cheney, Republican of Wyoming, and others for allegedly misappropriating a slogan associated with the Holocaust. After several days of heated media and political debate, the United States Holocaust Memorial Museum released a statement on June 24 condemning the use of Holocaust analogies. We received the following open letter addressed to the director of the museum, Sara J. Bloomfield, delivered by the signatories on July 1.

—The Editors

To Director Bloomfield:

We are scholars who strongly support the United States Holocaust Memorial Museum. Many of us write on the Holocaust and genocide; we have researched in the USHMM's library and archives or served as fellows or associated scholars; we have been grateful for the Museum's support and intellectual community. Many of us teach the Holocaust at our universities, and have drawn on the Museum's online resources. We support the Museum's programs from workshops to education.

We are deeply concerned about the Museum's recent "Statement Regarding the Museum's Position on Holocaust Analogies." We write this public letter to urge its retraction.

Scholars in the humanities and social sciences rely on careful and responsible analysis, contextualization, comparison, and argumentation to answer questions about the past and the present. By "unequivocally rejecting efforts to create analogies between the Holocaust and other events, whether historical or contemporary," the United States Holocaust Memorial Museum is taking a radical position that is far removed from mainstream scholarship on the Holocaust and genocide. And it makes learning from the past almost impossible.

EXHIBIT 83

AAUP-00204

The Museum's decision to completely reject drawing any possible analogies to the Holocaust, or to the events leading up to it, is fundamentally ahistorical. It has the potential to inflict severe damage on the Museum's ability to continue its role as a credible, leading global institution dedicated to Holocaust memory, Holocaust education, and research in the field of Holocaust and genocide studies. The very core of Holocaust education is to alert the public to dangerous developments that facilitate human rights violations and pain and suffering; pointing to similarities across time and space is essential for this task.

Looking beyond the academic context, we are well aware of the many distortions and inaccuracies, intentional or not, that frame contemporary discussions of the Holocaust. We are not only scholars. We are global citizens who participate in public discourse, as does the Museum as an institution, and its staff. We therefore consider it essential that the United States Holocaust Memorial Museum reverse its position on careful historical analysis and comparison. We hope the Museum continues to help scholars establish the Holocaust's significance as an event from which the world must continue to learn.

Signed:

David Abraham, Professor, School of Law, University of Miami
Deborah Achtenberg, Professor of Philosophy, Faculty Associate in Gender, Race, Identity, University of Nevada, Reno
James R. Adair, Lecturer in Humanities and Religious Studies, University of Texas at San Antonio
Hugh LeCaine Agnew, Professor of History and International Affairs, Elliott School of International Affairs, George Washington University
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