view, having our own assumptions challenged, and interrogating our own values are experiences central to Harvard's liberal arts and sciences education. When we gather to address difficult questions, we may disagree, and we may encounter ideas that make us uncomfortable. The temptation to drown out those ideas can be strong. At the same time, we need to be open to different ways of knowing and understanding, and to the possibility that our perspective will change when we encounter new evidence and better arguments. And we must remember that even in difficult moments, we are deserving of each other's respect and compassion.

He then pointed the students to the faculty's free-speech guidelines, and observed, "These guidelines acknowledge the tension between maintaining a civil and respectful campus and remaining open to a wide range of views, and discuss both individual rights and responsibilities in our context. Allowing someone to speak does not mean we condone what they are saying, and it does not absolve that person or group from consequences. At the same time, we all share the responsibility for creating a community in which we interact with respect, integrity, and compassion—and with an openness to the possibility of changing our minds."

Welcoming those students returning to campus, Khurana nodded toward last spring:

I've been thinking about how we can advocate for change, both on-campus and more broadly, in a world where common ground so often seems elusive.

Last year at Harvard we saw robust debate about a variety of issues, which we appreciate at an institution committed to pursuing knowledge and educating global citizens. When we gather to address difficult questions, we will often disagree. While I am proud that so many of you fiercely advocate for your beliefs, I am also concerned that sometimes on this campus we see those with differing opinions as undeserving of our attention, our respect, or our compassion. Hearing each other's points of view, having our own assumptions challenged, and interrogating our values are experiences central to Harvard's

When government professor Ryan Enos was growing up, gifts always came wrapped in a map. His father was a navigator for the U.S. Air Force, who used a sextant and paper map to help him fly around the world. "Subconsciously, I think this fascination with maps filtered into me," Enos says. As a political scientist, he studies "social geography," or the way that different racial or ethnic groups are organized in space (intermingled, segregated, or completely removed from one another), and how that affects politics. After graduating from Berkeley in 2001, Enos taught with Teach For America on the South Side of Chicago, a city that "in many ways was defined by segregation," he says. "Segregation was this overwhelming experience in my kids' lives." It felt dramatically different from his hometown of Merced, California, "an incredibly diverse place, where you had this big influx of immigrants from Southeast Asia and Latin America." Enos was struck by that contrast. How do such different social environments come to be, and how do they shape what people think about themselves and each other? When he started graduate school at UCLA, he thought he would study institutional politics: things like why Congress does what it does. But when it came time to begin serious research, he realized his real interest was the intersection of geography and race. His timing was auspicious: his career has coincided with a renewed interest in race in political science. Newly tenured, Enos says, "All of a sudden I've got my whole future ahead of me….How does that change what I work on? I'm still sorting that out." And though he's finally switched to GPS, he still keeps giant Stashes of old maps, to wrap gifts for his students.

—MARINA N. BOLOTNIKOVA